Joint Budget Committee Hearing

Department of Education

December 19, 2013

COLORADO
DEPARTMENT of EDUCATION

QUESTIONS COMMON TO ALL DEPARTMENTS

Question 1: Please describe how the department responds to inquiries that are made to the department. How does the department ensure that all inquiries receive a timely and accurate response?

RESPONSE:

The Colorado Department of Education funnels most general information requests through its communications office. That staff is particularly active in responding to Colorado Open Records Act requests and Freedom of Information Act requests which are responded to in accordance with state and federal law. However, when technical or specific information requests are received, the agency traffics those to the staff member most experienced and familiar with the issue so the inquirer gets the best information. Most inquiries receive answers within 24 to 48 hours with the exceptions being those requests that require more time to research and verify the information. CDE's system has proven responsive and customer-friendly.

SCHOOL FINANCE APPROPRIATIONS AND LOCAL SCHOOL DISTRICT FUNDING

Total Program Funding and the Negative Factor

Question 2: The Governor's FY 2014-15 request for school finance proposes to maintain the negative factor as a constant dollar amount and to maintain a long term balance of $400 million in the State Education Fund. Relative to the projections provided by the Joint Budget Committee Staff (see the issue paper beginning on page 25 of the Staff Briefing Document), the Governor's proposal increases the reliance on the State Education Fund in FY 2014-15, resulting in an anticipated "spike" in General Fund required for school finance in FY 2016-17. Please explain the proposed balance between General Fund and State Education Fund revenues. What would happen under the proposed scenario if the State entered another recession in FY 2016-17?

RESPONSE:

Answer (OSPB Responding)

Part 1 (Proposed balance between GF and SEF)

The Governor's FY 2014-15 budget request has the following General Fund highlights:

(1) $127.9 million General Fund to increase the General Fund reserve from 5.0 percent to 6.5 percent;
(2) $109.39 million General Fund to pay back previous cash fund transfers;
(3) $94.00 million General Fund to reverse the pay date shift;
(4) $144.23 million General Fund to be used in FY 2013-14 for disaster recovery; and
(5) Funds the operating and capital needs of state government, including a $100 million increase for higher education and a $73.6 million increase for the K-12 formula.

Additionally, the Governor's FY 2014-15 budget request maintains approximately a $700 million fund balance in the State Education Fund at the end of FY 2014-15. The Governor also requests that the General Assembly consider targeting a long-term fund balance in the State Education Fund of approximately 6.5 percent of Total Program (approximately $400 million).

During the forecast period, the K-12 formula will require average annual growth for the *state share* of Total Program of approximately $200 million. During this time period, the General Fund will need to finance the majority of this growth as well as the growth needed to realign expenditures in

the State Education Fund back to incoming revenues. The Office of State Planning and Budgeting agrees with the JBC staff that the impact to the General Fund should be smoothed out as much as possible; however, the exact financing for the K-12 formula in future years is yet to be determined with many different factors that can change the outcome. Furthermore, the Governor has chosen specifically to request many one-time initiatives in FY 2014-15 (pay back of cash funds, increasing reserve, reverse pay shift) so that there will be additional General Fund flexibility to fund the State's needs in the future.

Part 2: What if there is another recession in FY 2016-17?

The Governor's budget request includes building reserves in both the General Fund and the State Education Fund while funding the essential needs of state government for the inevitable future downturn. However, it is impossible to speculate on the impact on a single area in the budget. It is likely that a future General Assembly and Governor would rely on the techniques used in recent downturns, including but not limited to: lowering the required reserve, increasing the "negative factor" percentage, re-purposing flexible sources of funds such as gaming and severance taxes, and making program cuts.

Question 3: Based on the Office of State Planning and Budgeting Revenue Forecast, what percentage of annual General Fund Revenues would be required to reduce the negative factor by $50 million per year over the period of the forecast (that is, what percentage of total anticipated General Fund revenues would be devoted to education under that scenario)? Similarly, if the State eliminated the negative factor, what percentage of General Fund revenues would be necessary to support education? Please explain, including assumptions regarding the use of the State Education Fund.

RESPONSE:

Answer (OSPB Responding)

Table 1 below shows the OSPB November request compared to the scenario of buying down the Negative Factor by $50 million per year and the scenario of having no negative factor beginning in FY 2014-15. For these scenarios, OSPB did not change the State Education Fund assumptions submitted in the November 1 request or General Fund appropriations outside of Total Program. The percentages are based on the Governor's November 1 request and the OSPB September 2013 Revenue forecasts. The numbers displayed on the table below are temporary and will change with updated forecast and supplemental estimates that will be presented to the Joint Budget Committee in the near future.

	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18
November 1st OSPB General Fund (GF) estimates for Total Program and Categorical Programs*	$3,149,039,264	$3,362,789,416	$3,876,779,581	$4,074,881,237
November 1st OSPB State Education Fund (SEF) estimates for Total Program and Categorical Programs	804,532,721	764,153,117	488,397,341	514,932,515
Other Department GF and SEF Appropriations	122,842,873	122,842,873	122,842,873	122,842,873
Total GF & SEF Request November 1 Request	**$4,076,414,858**	**$4,249,785,406**	**$4,488,019,795**	**$4,712,656,625**
Percent of GF & SEF using OSPB Sept 2013 forecast with 6.5% GF Reserve	**43.1%**	**43.3%**	**No forecast**	**No Forecast**
OSPB GF estimate with ***additional $50 million*** to buy down the Negative Factor	$3,199,039,264	$3,468,289,416	$4,032,279,581	$4,280,381,237
OSPB SEF for Total	804,532,721	764,153,117	488,397,341	514,932,515

Program and Categoricals				
Other Department GF and SEF Appropriations	122,842,873	122,842,873	122,842,873	122,842,873
Total GF & SEF with JBC Question to buy down $50 million Negative Factor	**$4,126,414,858**	**$4,355,285,406**	**$4,643,519,795**	**4,918,156,625**
Percent of GF & SEF using OSPB Sept 2013 forecast with 6.5% GF Reserve	**43.7%**	**44.4%**	**No forecast**	**No Forecast**
OSPB GF estimate with no Negative Factor	$4,154,893,641	$4,374,143,793	$4,888,133,959	$5,086,235,615
OSPB SEF for Total Program and Categoricals	804,432,721	$764,153,177	$488,397,341	$514,932,515
Other Department GF and SEF Appropriations	122,842,873	122,842,873	122,842,873	122,842,873
Total GF & SEF with JBC Question to have no Negative Factor	$5,082,169,235	$5,261,139,783	$5,499,374,173	$5,724,011,003
	54.2%	54.0%	No forecast	No Forecast

Federal Sequestration

Question 4: Please discuss the impact of federal sequestration on Colorado school districts and the Department. What reductions has Colorado experienced thus far, and what does the Department anticipate for the future? Please briefly discuss the impacts of the reductions.

RESPONSE:

In the current year, both districts and the Department have largely been able to absorb the 5% reductions to federal allocations through taking steps to control and reduce costs. It has not been necessary to reduce staff at the state level to date, but some districts and BOCES have reported small reductions in staff. A brief discussion of the impact follows:

- **State Reductions**: The Department has seen reductions to all of its major federal programs due to sequestration. The Department has not had to take drastic measures to address the reductions, but it took the following steps last year, and is taking the same steps in the current year to plan for FY2014-15.

    - Review all program expenditures and reduce travel, contracts, and other non-staff expenditures where possible, while still meeting the requirements of the program. For example:
        - Conduct webinars and electronic technical assistance and remote monitoring wherever possible in an effort to reduce travel costs.
        - Consider leaving vacant positions open for longer periods of time to maximize cash balances and flexibility in cash management.
        - Identify contracts where costs can be renegotiated through reduction of the scope or services.

    - Overall, the Department has been able to manage the impact of sequestration through these measures. However, it is uncertain whether additional sequestration reductions will be made in Fiscal Year 2014-15. Preliminary information regarding 2014-15 federal allocations should be available in February or March 2014. Based on this information, the Department will project budgetary needs and any additional adjustments for FY2014-15.

- **District Reductions**: The Colorado School Finance Project recently conducted a survey that provides some valuable insight and information about the impact of sequestration on school districts and BOCES in Colorado. The report can be found at the Colorado School Finance Project's website http://www.cosfp.org/. The report is

currently a draft, so it has not been provided here, but here are some of the preliminary results:

- Decreasing federal funding will certainly result in fewer federal funds being allocated to the same number of schools and students, and in some cases increasing numbers of students. Some of the impacts and potential impacts are:
    - Larger class sizes
    - Reduced professional development expenditures/opportunities for staff
    - BOCES may have to reduce district visits and other support.
    - A recurring impact is greater need for district General Fund to support special education and other federal programs. Due to Maintenance of Effort requirements, these increases are permanent and ongoing.
    - Approximately five (5) responding districts and BOCES indicated they had to make small reductions in staff.

- While the report provides sobering information about reductions to date, the districts have done an excellent job of managing the reductions and trying to minimize the impact to their students. However, if reductions continue into Fiscal Year 2014-15 and beyond, it will become increasingly difficult to manage.

Appendix A-3 attached to this response provides a summary of the impact of the reductions to each of the Department's federal programs to date. Overall, the Fiscal Year 2013-14 sequestration amount was 5%, but each program allocation is driven by other factors such as the student population across the country, so there may be other changes to the allocations that are more or less than 5%.

It is very difficult for the Department to know what to anticipate going forward for sequestration. The Congressional budget process will determine funding going forward and, currently, the federal budget for Fiscal Year 2014-15 has not been set. The Department is closely watching the negotiations currently taking place in Congress and impacts for Fiscal Year 2014-15 should be available around February or March of 2014.

Appendix A-3

Colorado Department of Education
Summary of Changes to Federal Grants Allocations Due to Sequestration
Fiscal Year 2012-13 Compared to Fiscal Year 2013-14

Program/Grant	Allocation Before Sequestration FY2012-13	Actual FY2013-14 Allocation	Reduction	% Reduction*
Title I Grants to Local Educational Agencies	147,719,501	139,574,042	(8,145,459)	-5.5%
School Turnaround Grants	5,509,793	5,024,226	(485,567)	-8.8%
Migrant Student Education	7,356,043	6,926,778	(429,265)	-5.8%
Improving Teacher Quality State Grants	27,122,152	25,501,887	(1,620,265)	-6.0%
Mathematics and Science Partnerships	1,699,715	1,624,970	(74,745)	-4.4%
21st Century Community Learning Centers	11,768,531	10,691,925	(1,076,606)	-9.1%
Assessing Achievement (State Assessments)	6,592,095	6,271,793	(320,302)	-4.9%
Rural and Low-Income Schools Program	629,778	570,445	(59,333)	-9.4%
English Learner Education State Grants	9,901,318	8,662,453	(1,238,865)	-12.5%
Homeless Children and Youth Education	654,048	620,653	(33,395)	-5.1%
IDEA Part B Grants to States	154,234,781	145,695,034	(8,539,747)	-5.5%
IDEA Part B Grants to States Preschool	4,852,632	4,605,624	(247,008)	-5.1%
Adult Basic and Literacy Education State Grants	6,955,401	6,590,229	(365,172)	-5.3%

***Note: While sequestration is the primary driver, the percentage decreases vary from grant to grant due to factors other than sequestration. Allocations are also driven by changes in student count and other considerations depending on the grant. The sequestration reductions for each grant were 5% in Fiscal Year 2013-14.**

Accelerating Students Through Concurrent Enrollment (ASCENT)

Question 5: Within the annual state share of total program appropriation, the General Assembly authorizes a specific amount to support participants in the Accelerating Students Through Concurrent Enrollment (ASCENT) Program. The FY 2013-14 appropriation approved 450 participants. The Department's request proposes a total of 708 participants in FY 2014-15 (an increase of 258 participants). Please discuss which local school districts are participating in the program in FY 2013-14 and which school districts the Department anticipates will participate in FY 2014-15. Please include data showing the number of participants for each school district.

RESPONSE:

There are 423 participants in FY 2013-14; however, due to part-time versus full-time funding status, the number of funded students is 391.

Please see the table below for the individual district participation numbers.

ASCENT Participation (2013-14 vs. Estimated 2014-15)

County	District	FY 2013-14 ASCENT Participants	FY 2014-15 Estimated ASCENT Participants
ADAMS	MAPLETON	6	12
ADAMS	COMMERCE CITY	4	8
ADAMS	STRASBURG	4	11
ADAMS	WESTMINSTER	1	3
ARAPAHOE	SHERIDAN	0	3
ARAPAHOE	CHERRY CREEK	13	17
ARAPAHOE	AURORA	139	165
BOULDER	BOULDER	3	5
CHAFFEE	BUENA VISTA	3	0
DELTA	DELTA	4	19
DENVER	DENVER	82	145
DOLORES	DOLORES	1	2
EAGLE	EAGLE	7	16
ELBERT	ELIZABETH	7	10
EL PASO	HARRISON	3	5
EL PASO	WIDEFIELD	1	4
EL PASO	COLORADO SPRINGS	12	25
EL PASO	ACADEMY	0	10
EL PASO	FALCON	15	28
EL PASO	EDISON	9	12
GILPIN	GILPIN	0	2
JEFFERSON	JEFFERSON	38	51
LAKE	LAKE	0	2
LARIMER	POUDRE	18	33
LARIMER	THOMPSON	17	27
LAS ANIMAS	BRANSON	3	4
MESA	MESA VALLEY	15	21
MONTEZUMA	MONTEZUMA	0	2
MONTROSE	MONTROSE	0	2
PARK	PLATTE CANYON	4	9
PARK	PARK	0	2
PROWERS	GRANADA	4	10
PROWERS	LAMAR	4	8
PROWERS	WILEY	3	2
PUEBLO	PUEBLO CITY	0	8
SAN MIGUEL	NORWOOD	0	2
WELD	GILCREST	1	11
WELD	GREELEY	2	12
	TOTAL	423	708

DEPARTMENT OF EDUCATION INFORMATION TECHNOLOGY

[Background Information: With decision item R3, the Department is requesting an increase of $3.1 million General Fund and 4.6 FTE in FY 2014-15 to improve the Department's information technology systems. For more information, see the issue paper beginning on page 44 of the Staff Briefing Document.]

Question 6: Because of a memorandum of understanding (MOU) between the Department and the Office of Information Technology (OIT), the Department is not part of the statewide OIT consolidation. Please discuss the Department's MOU with the Office of Information Technology. How did the MOU come to be?

RESPONSE:

The Governor's Office of Information Technology (OIT) and the Colorado Department of Education jointly created a Memorandum of Understanding (MOU) in 2008 to "outline roles, responsibilities, and expectations regarding the relationship between CDE and OIT as related to the delivery of information technology services in support of CDE's and OIT's missions." A copy of the current MOU is provided as an attachment. The MOU arose from the collective desire to maintain CDE's high level of technology alignment to the strategic goals of CDE while also leveraging the consolidated expertise and guidance of OIT. There was further desire to keep in place the significant educational software discounts afforded the Department. For example, the Department receives a 50% discount on all Microsoft software.

MEMORANDUM OF UNDERSTANDING

Colorado Department of Education

and Governor's Office of Information Technology

1. **Parties** - This Memorandum of Understanding (hereinafter referred to as "MOU") is entered into between the Colorado Department of Education (hereinafter, "CDE") and the Governor's Office of Information Technology (hereinafter, "OIT").

2. **Effective Date** – This MOU shall not be effective or enforceable until it is approved and signed by the CDE Commissioner of Education and OIT Secretary of Technology and State Chief Information Officer, but shall be effective and enforceable thereafter in accordance with its provisions.

3. **Recitals**

   a. **Authority** – Authority exists in the law for performance of the MOU.

   b. **Consideration** – The Parties acknowledge that the mutual promises and covenants contained herein and other good and valuable consideration are sufficient and adequate to support this MOU.

   c. **Purpose** – This MOU has been jointly created and outlines the roles, responsibilities, and expectations regarding the relationship between CDE and OIT as related to the delivery of information technology services in support of CDE's and OIT's missions.

4. **Term** – The Parties agree that this MOU shall commence on _____ [month, day, and year] and shall remain in effect until explicitly replaced or terminated by mutual, written, consent of both Parties. Both Parties agree to review the content of this MOU, at a minimum, annually.

5. **Statement of Work**

   a. Responsibilities of CDE shall:

      i. Consult with and advise OIT of CDE's information technology needs;

      ii. Consult with and advise OIT of all related IT services, including feasibility studies, systems design, software development, system testing, external off-site storage, and network services, whether provided by state employees or by others;

iii. Consult with and coordinate all Geographic Information System (GIS) activities with the statewide GIS Coordinator's Office located within OIT;

iv. Continue to comply with rules, standards, plans, and directives as related to C.R.S 24-37.5-401 to 24-37.5-406 [Information Security] (See Exhibit-A);

v. Continue to comply with rules, policy, and processes concerning the procurement of IT goods and services (See Exhibit-B);

vi. Continue to comply with the standards, guidelines, and processes as related to OIT's Project Management Methodology (See Exhibit-C);

vii. Continue to comply with C.R.S. 24-37.5-701 to 24-37.5-707 [Government Data Advisory Board] regarding the development and implementation of procedures and protocols for sharing data among state agencies and entities and with local governments and nongovernmental entities (See Exhibit-D);

viii. Collaborate with OIT to identify and report (monthly) CDE's critical and essential business systems availability metrics, as defined in CDE's Continuity of Operations Plans (COOP) (See Exhibit-E);

ix. Assign primary and secondary points-of-contact for MOU management purposes;

x. In an effort to promote collaboration and effective communication, the CDE Chief Information Officer is asked to participate at the monthly OIT Agency Services Senior Staff meetings.

b. Responsibilities of OIT shall:

i. Consult with and advise CDE regarding information technology advancements, and enterprise service opportunities;

ii. Consult with and advise CDE on all related IT services, including feasibility studies, system design, software development, system testing, external off-site storage, and network services, whether provide by state employees or by other;

iii. Consult with and advise CDE on the coordination of all Geographic Information System (GIS) activities as provided by the statewide GIS Coordinator's Office located within OIT;

iv. Consult with and advise CDE on the rules, standards, plans, and directives as related to C.R.S 24-37.5-401 to 24-37.5-406 [Information Security];

v. Consult with and advise CDE regarding the procurement of IT goods and services, and enter into any agreement or contract in connection with such procurement on behalf of CDE, if mutually agreed upon;

vi. Consult with and advise CDE on the standards, guidelines, and processes as related to OIT's Project Management Methodology;

vii. Provide oversight and direction regarding the activities of the Government Data Advisory Board, as provided in C.R.S. 24-37.5-701 to 24-37.5-707;

viii. Consult and advise CDE on the guidelines and procedures related to the monthly reporting of CDE critical and essential business systems availability;

ix. Assign primary and secondary points-of-contact for MOU management purposes.

6. **Personnel** – The Parties agree that the CDE Chief Information Officer and information technology staff **will not** be transferred to OIT unless mutually agreed upon, in writing, by both Parties in an amendment to this MOU. CDE has no expectation of additional OIT personnel resources being allocated, for day-to-day operations or special initiatives. If such a need is identified, both Parties will work together to determine the best possible solution.

7. **Contact Information**

a. CDE

i. Primary
Daniel Domagala, Chief Information Officer
Phone: 303-866-6961
Email: Domagala_d@cde.state.co.us

ii. Secondary
Robert K. Hammond, Commissioner of Education
Phone: 303-866-6646
Email: Hammond_r@cde.state.co.us

b. OIT

i. Primary

Mike Whatley, Deputy Director, Agency Services
Phone: 303-764-7843
Email: mike.whatley@state.co.us

ii. Secondary

Jim Lynn, Agency Services Director
Phone: 303-764-7704

Email: jim.lynn@state.co.us

8. **Key Business Products and Services**

The key business products and services, listed below, are currently provided to CDE. Detailed information can be found in the Draft OIT Service Catalog (See Exhibit-F). Please note: Exhibit-F is in **Draft** form only and is incomplete. If CDE has questions regarding specific products or services that are not fully addressed, please refer to the OIT Contact Information listed above in Section 6 (b).

a. Enterprise-Level Disaster Recovery Facility (e-FORT)
   i. Fund Title: GGCC
   ii. Category: 2000 Enterprise Data Center Housing
   iii. Code: 2256
   iv. Description: (See Exhibit-F)

b. Mainframe Processing
   i. Fund Title: GGCC
   ii. Category: 2100 Mainframe
   iii. Code: 2101
   iv. Description: (See Exhibit-F)

c. Mainframe Disk Storage
   i. Fund Title: GGCC
   ii. Category: 2100 Mainframe
   iii. Code: 2304
   iv. Description: (See Exhibit-F)

d. DNS Services – Collapsed into Email i. Fund Title: GGCC
   ii. Category: 2400 Email Services
   iii. Code: 2403
   iv. Description: (See Exhibit-F)

e. Colorado Financial Reporting System (COFRS) & Financial Data Warehouse (FDW)
   i. Fund Title: GGCC
   ii. Category: 2700 Enterprise Applications
   iii. Code: 2702
   iv. Description: (See Exhibit-F)

f. Colorado Payroll & Personnel (CCPS), Applicant Data System (ADS), H.R. Data Warehouse (HRDW)
    i. Fund Title: GGCC
    ii. Category: 2700 Enterprise Applications
    iii. Code: 2703
    iv. Description: (See Exhibit-F)

g. Contract Management System (CMS)
    i. Fund Title: GGCC
    ii. Category: 2700 Enterprise Applications
    iii. Code: 2709
    iv. Description: (See Exhibit-F)

h. Multi-Use Network (MNT)
    i. Fund Title: Network
    ii. Category: 3100 MNT
    iii. Code: 3101
    iv. Description: (See Exhibit-F)

9. **Remedies** – If either Party is in breach of this MOU or any other disputes arise between the Parties in connection herewith, the Parties point-of-contacts, listed above in Section 6 (b) shall attempt to resolve. If this fails, the matter shall be referred to the next superior level of management in both CDE and OIT. If this fails, the Commissioner of Education and Secretary of Technology and State Chief Information Officer will attempt to resolve. If this fails, the matter shall be submitted, in writing, by both Parties to the Governor. The Governor's decisions regarding and resolution of the matter shall be final.

10. **Modification** – Modification of the MOU shall not be effective unless mutually agreed upon, in writing, by both Parties in an amendment to this MOU.

11. **Signature Page**

THE PARTIES HERETO HAVE EXECUTED THIS MEMORANDUM OF UNDERSTANDING

*** Persons signing for Parties hereby swear and affirm that they are authorized to act on behalf of their respective Party and acknowledge that the other Party is relying on their representations to that effect.**

STATE OF COLORADO John W. Hickenlooper, GOVERNOR	
Office of Information Technology	Department of Education
Signature By: Kristin Russell, Secretary of Technology and State Chief Information Officer Date: 3/17/2011	Signature By: Robert K. Hammond, Commissioner of Education (Interim) Date: 3/18/11

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Question 7: Please discuss the overall size of the Department's information technology program and systems in the context of statewide information technology systems. What percentage of the State's information technology does the Department represent? Why should the Department not be part of the consolidation, given the importance of the Department's information technology systems?

RESPONSE:

While CDE does not have concise information on the statewide cost of information technology systems, partial data is provided in the Appropriations Report for FY 2013-14. That document shows an appropriation of 920 FTE and $141.5 million for the Office of Information Technology (OIT).

At the department level, for FY2013-14 CDE's information technology program is comprised of 23.0 FTE and operates on an appropriation of $3.7 million. The IMS staff provides services to 520 department staff, 178 districts, BOCES, over 1,800 schools, close to 200 charter schools, and various parents, policy makers, and taxpayers across the state. CDE's percentage of combined OIT and CDE appropriations:

- FTE: 2.4% (23/(920+23)
- Appropriations: 2.5% ($3.7 million/($141.5 million + $3.7 million))

CDE manages a network of approximately 944 secure nodes (connection points), 800 PCs and mobile devices, 80 virtual servers, 14 physical servers, 50 miscellaneous nodes, approximately 30 applications, and about 80 terabyte of centrally stored data. This secure network is headquartered at the CDE primary location at 201 E. Colfax and connects four satellite offices.

Approximately $470,000 of the $3.7 million represents payments to OIT for COFRS Modernization, the Colorado State Network, and Purchase of Services from the Computer Center. These are centralized appropriations for services the Department receives from OIT, such as internet service, access to State systems such as COFRS and the Colorado Personnel Payroll System.

Question 8: Is a need to maintain neutrality between the Governor's Office and the State Board of Education part of the explanation for remaining outside of OIT?

RESPONSE:

CDE is statutorily defined as a part of the executive branch. However the Department is governed by an elected 7-member board which has hiring authority for the Commissioner of Education. This is a notable way in which CDE is different from other state agencies.

Prior to consolidation, the department had developed a strong information management system for managing, maintaining, and securing student, school, and district records. In addition, the department was developing the nationally-recognized Colorado Growth Model which requires significant programming expertise unique to the department and the SchoolView web-based interface for providing public transparency of the data. The department also maintains sophisticated systems that streamline data reporting to the federal government, also gaining national attention. Finally, the department maintains unique security requirements related to the Family Educational Rights and Privacy Act (FERPA). For all of these reasons, when the executive directors of both agencies met to review the benefits/risks of consolidation, it was agreed that the risks of consolidating and being able to maintain the level of service, unique technical expertise, and high support demands were too high to justify consolidation. More recent discussions between the leaders of these agencies have affirmed the continued need for the MOU for the same reasons originally identified.

Question 9: Please explain the Department's interaction with OIT. What services does the Department receive from OIT? Does OIT review and provide input on information technology requests at the Department?

RESPONSE:

CDE maintains regular and consistent interaction with OIT, in the same manner as other state agencies. CDE is an active participant in OIT Director meetings, the Executive Governing Council (EGC) for project review, State Data Security meetings, the Government Data Advisory Board (GDAB), the Colorado Information Management Association (CIMA), and collaborative IT projects such as the Colorado Information Marketplace and the Statewide Broadband mapping effort.

Below is a list of the range of services between CDE and OIT:

- CDE utilizes the Capitol Complex network (CCLAN) for main office Internet connectivity and for wide-area-network (WAN) connectivity to its satellite offices at 1560 Broadway and 1580 Logan, and Colorado State Network (CSN) for WAN connectivity to its satellite offices at 180 Sheridan and 6000 E Evans.
- CDE utilizes the OIT/Century Link Managed IP Communication (MIPC) service for traditional voice service.
- CDE relies on the perimeter security scanning and intrusion detection scanning that the OIT Information Security Operations Center (ISOC) performs, and also partners with OIT on the McAfee contract for endpoint and other security technology.
- CDE partners with OIT on statewide support contracts such as Clarity and Cisco for cost savings
- OIT reviews, provides input where appropriate, and approves all CDE IT procurements.
- CDE utilizes the south Denver OIT data center (E-fort) for redundancy and disaster recovery, and will be moving more assets there going forward.

Finally, OIT reviews every state agency IT purchase, including CDE's IT purchase requests, for potential cost savings or integration efficiencies.

Please note that OIT has also reviewed and acknowledged this IT budget request, and will review each individual technology purchase should the decision item garner state budget approval.

Question 10: The Department's decision item request includes funding to purchase new servers for data storage at the same time that OIT is consolidating servers and making additional capacity for data storage. Is the Department missing an opportunity for efficiency? Please explain.

RESPONSE:

To clarify, the servers included in this request are proprietary database processing devices, specifically designed to upgrade and enhance the Department's current Oracle database application and Cognos reporting environments. 'General' data storage needs and redundancy are already supplemented by an OIT central data center (e-Fort). CDE efficiently utilizes e-Fort as an off-site co-location data center and disaster recovery facility.

The requested upgrade is to meet the tremendous load and demand for education data and data collection, including processing data for performance measurement and accountability reporting, and processing longitudinal data analysis with the goal of increasing student achievement and educator effectiveness.

This upgrade does not add to the CDE infrastructure; it is a long overdue hardware replacement and upgrade. The total number of servers stays the same, at four.

Question 11: The request includes additional funding and 1.0 FTE focused on information security. How does the Department coordinate and collaborate with OIT regarding information and data security. Does the department see a benefit to using OIT's expertise in data security when planning new systems and working to protect existing systems? How do you maintain system security and how does your information security system compare to OIT?

RESPONSE:

CDE relies on OIT for perimeter security monitoring and intrusion detection, and fully participates in OIT vulnerability scanning. CDE also utilizes the OIT-managed cyber security training offering for state employees, partners with OIT for procurement for endpoint and other security technology, and submits an annual IT Security Plan for OIT review and approval.

The requested information security FTE is to fully resource local incident response and vulnerability management, increase information security training for CDE employees, bolster field support for local access and identity authentication, enhance FERPA guidance and policy enforcement, and ensure continued focus and evolution of statewide privacy protection for Colorado's students and educators.

CDE's security program is completely aligned with OIT's strategy. CDE employs the same technology for Internet firewalls, intrusion detection and prevention, encryption, and fully complies with State IT Security policies.

System security is maintained by extensive monitoring, least privilege account and physical access, network segmentation, system tier segmentation, hardening systems to the Center for Internet Security (CIS) standards, enterprise identity management and single sign on, proprietary enterprise security for access to systems instead of native logon facilities, and encryption of sensitive data, laptops, and PCs.

Question 12: Has the Department worked with the Joint Technology Committee regarding this request? Would the Department object to the Joint Technology Committee reviewing the request?

RESPONSE:

The Department has reviewed the request with three members of the Joint Technology Committee: Representative Tyler, Representative Rankin, and Senator Newall. The Department is also slated to review the request on January 6 with the full Joint Technology Committee and welcomes this upcoming review.

Question 13: What is the Department's rate of replacement for information technology program? What do you assume is the necessary timeline for equipment replacement?

RESPONSE:

PCs and laptops are generally on a four year cycle, servers and storage on a general five year cycle, and network infrastructure seven years. Due to recent budget constraints, parts of the CDE network infrastructure are over ten years old, and in dire need of replacement.

The timeline for equipment replacement is primarily based on past department break-even experience for increased maintenance cost for old equipment vs. replacement costs for new equipment. This replacement timeline is consistent with OIT guidance and general industry practices.

Question 14: The request includes additional resources and FTE focused on mobile device access. Please explain the need.

RESPONSE:

Mobile device support will increase as CDE enables employee, educator, and public facing apps on mobile devices. Mobile devices are increasingly used in the classroom by educators and evaluators, and their usage will only increase going forward. Customers have expressed frustration that certain applications provided by the department, such as the Colorado Growth Model and the SchoolView Data Center, are not available or easily rendered on mobile devices. To meet customer demand, CDE's applications and infrastructure must be fully functional and supported on many devices. The requested additional resources will help address this deficiency and better support the devices used in districts and classrooms.

Question 15: The request also includes 1.0 additional FTE to coordinate help desk operations. Please provide additional detail on the Department's help desk. For example, how many customers does the help desk serve? Who are those customers? Do individual public school facilities contact the help desk? What is the help desk's workload (e.g., how many requests does the help desk receive and manage)?

RESPONSE:

The help desk services about 520 internal customers and thousands of school, district and other educational providers, data coordinators, IT staff, and end users. Measured call volume is about 50 requests per week internally and 100 externally. The formal Helpdesk@cde.state.co.us email account averages over 300 emails per week. However, it is important to note that estimated 'non-measured' support requests (those that are not formally tracked or recorded through Helpdesk@cde.state.co.us are as much as three time this amount. The overall support request volume is increasing dramatically as more district users come online with CDE's new data collection system (Data Pipeline), statewide Individual Education Plan system (Special Education), and educator effectiveness systems.

The number of authorized users for CDE systems has increased from roughly 700 users in 2008 to 9,850 unique registered users as of December 16, 2013. Requests range from staff needing PC assistance to district data coordinators needing state reporting assistance, to parents calling to ask how to find specific school information on SchoolView. With heightened accountability, more districts, schools, and individual educators are reaching out for assistance in using SchoolView's Data Center to access student performance data for improvement planning. The demand for support from end users for the range of information services and data needs is outstripping the current capacity to respond effectively and efficiently.

Currently, managing help desk operations is a partial 0.2 FTE and not an individual's primary responsibility. This position will dedicate a resource to managing incidents, problem management, and service requests, and also provide a single entry point. This FTE will also facilitate the remaining steps in implementing CDE's enhanced ticketing system that will help to collect, track and report on our incident and problem management processes. Currently, because of our increasing volume and lack of resources, many issues are handled without formal tracking or written records. We will be able to respond to our customers in a much more timely manner with a dedicated resource and, with the improved tool, can measure and improve on our performance.

STANDARDIZED ASSESSMENTS

Decision Item R4 – Assessment Update

[Background Information: With decision item R4, the Department is requesting an increase of $3.8 million total funds (including $75,600 General Fund and $3.8 million cash funds from the State Education Fund) to administer statewide assessments in FY 2014-15. The request includes: $3.4 million cash funds associated with new mathematics and English language arts assessments provided through the PARCC consortium; $189,000 cash funds to support increased costs for administration of the ACT; $140,438 cash funds to support an anticipated increase in the number of students taking the English language proficiency assessment (ACCESS); and $75,600 General Fund for one-time costs to align the statewide growth model with the new assessments. For more information, see the issue paper beginning on page 67 of the JBC Staff Briefing Document.]

Question 16: The Department's request adds administration of mathematics and English language arts assessments in grade 11. The State does not currently administer statewide tests in grade 11 except for the ACT, and adding grade 11 accounts for $1.8 million of the requested increase in funding. Please explain why the Department is planning additional tests in grade 11. Does the ACT provide sufficient information? Please explain.

RESPONSE:

Both the Colorado Academic Standards and PARCC assessments were designed with the goal of college and career readiness. PARCC K-12 and higher education departments, including Colorado's, adopted a College and Career Ready Determinations (CCRD) policy based on the grade 11 English and the third mathematics high school assessments. Based on these last assessments, students will be able to achieve the CCRD allowing them to enroll in credit bearing higher education courses without additional testing or remediation. These assessments are considered the capstone of the standards and assessment system. In addition, through the recently adopted graduation guidelines, these assessments provide one of the means students will be able to demonstrate mastery of the standards for graduation purposes.

The ACT does not assess some of the critical aspects of postsecondary and workforce readiness as delineated in the standards and by the Partnership for Assessment of Readiness of College and

Careers (PARCC). Specifically, the Colorado ACT program does not assess direct writing. Skills not directly assessed by the Colorado ACT include, but are not limited to:

- writing arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence;
- producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; and
- effectively using content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes.

Question 17: Could the State not administer the Grade 11 tests? Please explain.

RESPONSE:

22-7-1006 (1.5), C.R.S. required Colorado to join a multi-state consortium designing assessments aligned to college and career readiness. The expectation is that the "the state board shall rely upon assessments developed by the consortium of states." In addition, 22-7-409, C.R.S. requires the department to administer a statewide assessment in English language arts to all students enrolled in grades three through eleven in public schools throughout the state. In addition, the law requires the state to administer three high school mathematics assessments. These assessments are separate from the ACT.

Both the Colorado Academic Standards and PARCC assessments were designed with the goal of college and career readiness. The PARCC members, including representation from each participating state's department of education and department of higher education, adopted a College and Career Ready Determinations (CCRD) policy based on the grade 11 English and the three mathematics high school assessments. Based on these last assessments, students will be able to achieve the CCRD allowing them to enroll in credit-bearing higher education courses without additional testing or remediation. To not include these assessments would eliminate the capstone of the standards and assessment system. These assessments are to be the indicator of mastery of the college and career ready academic standards.

Local School District Readiness for On-line Assessments

[Background Information: The Department's request assumes that 50 percent of students statewide will take the new mathematics and English language arts assessments as paper based tests rather than on-line. Because the paper based tests cost more per student, that assumption accounts for $1.3 million of the Department's requested increase.]

Question 18: Please provide additional context for your assumptions about school district readiness. If you are assuming that 50 percent of students will have to take the tests on paper, where are those students (e.g., urban or rural areas)? Please explain. Please discuss the results of the Department's survey regarding districts' readiness for online assessments in this context.

RESPONSE:

At the time the Department submitted its decision item for funds for the PARCC assessments last summer, approximately 70% of schools had submitted information through the technology readiness survey. Of those, approximately 70% met the student-to-device expectation of PARCC. This resulted in about 49% (70% of 70%) of all schools indicating a sufficient student-to-device ratio. For the decision item, the conservative assumption that the percent of students would be consistent with the percent of schools was made. Impacted schools are not isolated to any one geographic or population area.

It is important to note that the technology readiness survey data is voluntarily provided by districts. Since the tool requires self-reporting, it is not a complete data set and can be hindered by errors, incomplete data and participation. Therefore, the Department has minimized its use and recommends caution in interpreting the data. In the absence of more accurate data, it has been used to inform policy decisions and to target technical assistance provided to districts. As an example, the data below was used to inform the setting of the science and social studies testing windows. As of September, for schools with complete data, over 98% of schools could complete the testing within 3 weeks based on student-to-device ratios. When considering all reported schools, including those with incomplete data, the percentage was closer to 80%. Those with incomplete data have been targeted for additional communication and technical assistance.

Days Needed for Elementary and Middle School Testing (gr.4,5,7,8)			
Only Schools with Complete Data			
	N	%	Cumu. %
<= 5	433	43.7	43.7
6 to 10 days	504	50.9	94.6
11 to 15 days	36	3.6	**98.3**
16 to 20 days	8	0.8	99.1
>= 21 days	9	0.9	100.0
Total	990	100.0	
All Reported Schools with Elementary and Middle School Students			
	N	%	Cumu. %
<= 5	433	37.8	37.8
6 to 10 days	504	43.9	81.7
11 to 15 days	36	3.1	**84.8**
16 to 20 days	8	0.7	85.5
>= 21 days	9	0.8	86.3
No Computers Meeting Min	157	13.7	100.0
Total	1147	100.0	

Days Needed for High School Testing (g.12)			
Only Schools with Complete Data			
	N	%	Cumu. %
<= 5	221	85.7	85.7
6 to 10 days	27	10.5	96.1
11 to 15 days	5	1.9	**98.1**
16 to 20 days	4	1.6	99.6
>= 21 days	1	0.4	100.0
Total	258	100.0	
All Reported Schools with 12th Graders			
	N	%	Cumu. %
<= 5	221	68.0	68.0
6 to 10 days	27	8.3	76.3
11 to 15 days	5	1.5	**77.8**
16 to 20 days	4	1.2	79.1
>= 21 days	1	0.3	79.4
No Computers Meeting Min	67	20.6	100.0
Total	325	100.0	

This year's administration of science and social studies assessments in elementary and middle schools will provide a much clearer indicator of districts' readiness. With caution, summary information provided through the survey to states is included in Addendum Question #8 (shown at the end of this report).

Question 19: If the Department expects 50 percent of districts to be taking the tests on paper in FY 2014-15, when does the Department expect that to change? For example, is this a temporary issue (e.g., one year) or is it permanent?

RESPONSE:

For clarification, the Department's request assumes 50 percent of students will take their assessments on paper. It is not expected necessarily that all students in a district will take the assessments on paper. There may be a split within the district or even a school between online and paper-based.

The Department expects that, over time, this percentage should go down as districts become more comfortable with the online testing platform, address any unique bandwidth or related connectivity needs, purchase new equipment, and/or make needed technology upgrades.

Question 20: How does the Department intend to help school districts that are not currently ready for on-line assessments prepare for on-line assessments?

RESPONSE:

The Department has been working with districts for approximately one year to prepare for the online assessments. Three field tests (one in the spring and two in the fall of 2013) provided districts, including district assessment staff, technology staff, test administrators and students, the opportunity to participate in the entire online assessment process. Approximately 115 districts participated in administering more than 60,000 assessment sessions. Please see the attached map of participating districts (below). Moving towards the first full administration in the spring of 2014, a similar model of support that assisted districts in preparing for the field tests will be implemented. See below for some of the planned site readiness activities over the next several months.

Regional District Technology Coordinator (DTC) Meetings

Round 1: January 6th through 24th and Round 2: March 3rd through 21st

Regional DTC meetings are an opportunity for local district technology coordinators to meet, exchange expertise and ideas, as well as receive specific support for the unique challenges their district faces in preparing their assessment environments. - See more at: http://www.cde.state.co.us/assessment/dtcmeetings#sthash.mvkA5Ip5.dpuf

Readiness Webinars

December 3rd through February 28th

These are virtual one to two hour meetings for DTCs to watch demonstrations of important site readiness activities, receive important site readiness communication, and ask specific site readiness questions that pertain to their unique technology environments. These meetings are recorded and available on the CDE website. Topics include:

- Site readiness components
- Planning for Online Assessments with Chromebooks
- Planning for Online Assessments with iPads
- Installing Proctor Caching
- Creating Testing Simulation
- Using System Check Tool

Site Visits

January 6th through testing

A Site Technical Visit is designed to review infrastructure, devices, and network within a district to confirm readiness for the computer-based assessment. Experienced technology representatives from CDE & Pearson will answer site readiness questions regarding network and local technology configurations and identify any potential technology risks. These visits are expected last between 2-3 hours depending on questions, needs and level of readiness. - See more at: http://www.cde.state.co.us/assessment/sitevisit#sthash.55KsXjva.dpuf

Site Readiness Support Website

January 6th through testing

This site contains step by step directions for preparing the technology environment for online assessment. It contains links to important tools, software, and documentation essential for site readiness preparation.

Community of Practice (CoP) for CMAS & PARCC Site Readiness

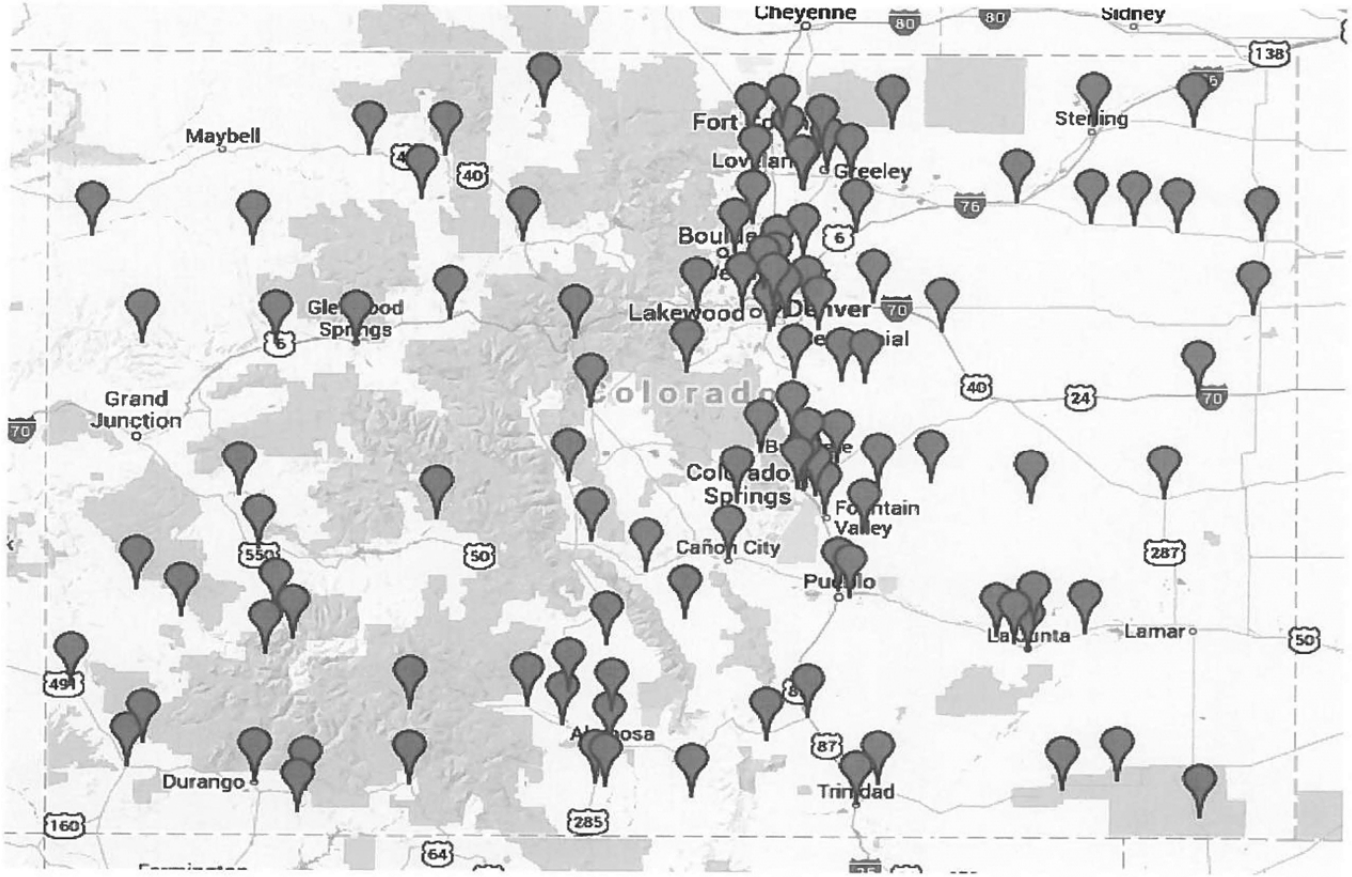
January 6th through testing

The CoP is designed to provide a place for communication and collaboration about site readiness for Colorado Measures of Academic Success: Science and Social Studies. It provides a forum for DTC using similar technology solutions like, Apple Macintosh environments, virtualization solutions, 1 to 1 or bring your own device (BYOD) initiatives, Windows group policies, iPads or Chromebooks to exchange ideas and proven solutions for secure online assessment administration. Forms are created and moderated by CDE.

In addition to the above activities, the contractor has tools to assist districts in preparing for online assessment, including:

- System check tool: provides districts with information regarding the number of students that their systems can test concurrently
- "Sandbox": allows districts to create mock testing sessions with mock students. This will allow sites to run a simulated testing session that mirrors expected testing conditions prior to actual testing.

Science and Social Studies Field Test Districts



COLLEGE AND CAREER READINESS REQUEST

[Background Information: With decision item R5, the Department is requesting an increase of $234,600 General Fund and 1.8 FTE in FY 2014-15 to provide additional technical support to school districts regarding recent college and career readiness education reforms, including Individual Career and Academic Plans (ICAPs), concurrent enrollment programs, innovation status, and new statewide graduation guidelines.]

Question 21: The Department's request adds staff to provide technical assistance. Does additional technical assistance make sense in the context of resource shortages for local school districts? Would it make sense to distribute the funds to school districts instead?

RESPONSE:

According to a recent survey of districts on ICAP and its implementation, Eighty-seven of the approximately 110 districts who responded indicated that they need direct technical assistance from CDE to assist with the ICAP process. By investing dollars in technical assistance provided by CDE, the return is maximized by supporting districts in implementation versus the minimal benefit received by each district individually in dividing the dollars. When the ICAP legislation was passed, individualized career and academic plans for all students were not common practice in districts.

Since 2011, little or no technical assistance has been provided on ICAPs in Colorado. This is only now emerging as a named "best practice" in other states and in national advisory materials. When requesting this assistance, districts often refer to needing a subject matter expert to assist with model implementation as they do not have this expertise in their district. By having an expert at CDE training district and school staff, these practices can be scaled and replicated. Additionally, many districts in Colorado do not have the administrative or counseling staff that existing ICAP implementation models suggest and CDE technical assistance would be targeted toward more innovative, less staff-intensive models.

Question 22: Please discuss the number of young women going into math and science education and careers in Colorado. What is the Department doing to encourage young women to do so?

RESPONSE:

Data indicates that while females perform comparably to males on state assessments in mathematics and science, they are less likely than males to express interest in mathematics and science education and tend to be underrepresented in STEM (science, technology, engineering, and mathematics) careers. This response addresses information collected related to interests, academic preparation, and postsecondary participation of females in STEM education and careers.

Female Academic Preparation in Mathematics and Science

Female students in Colorado perform comparably to males on the Colorado Transitional Student Assessment Program mathematics and science assessments.

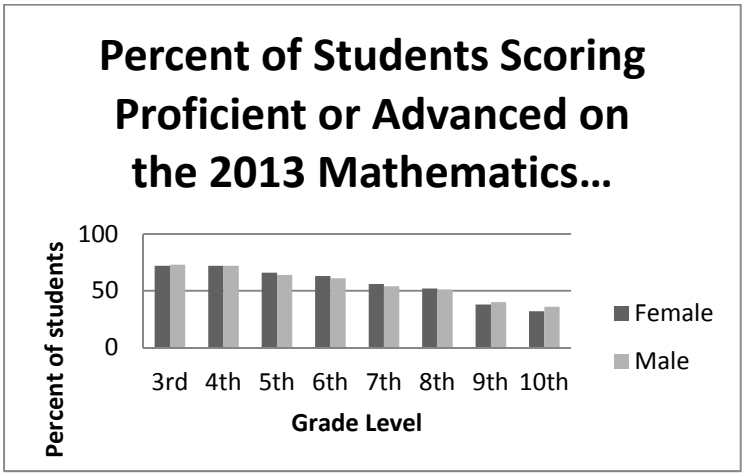


Figure 1. Mathematics achievement in Colorado by gender. Source: Colorado Department of Education.

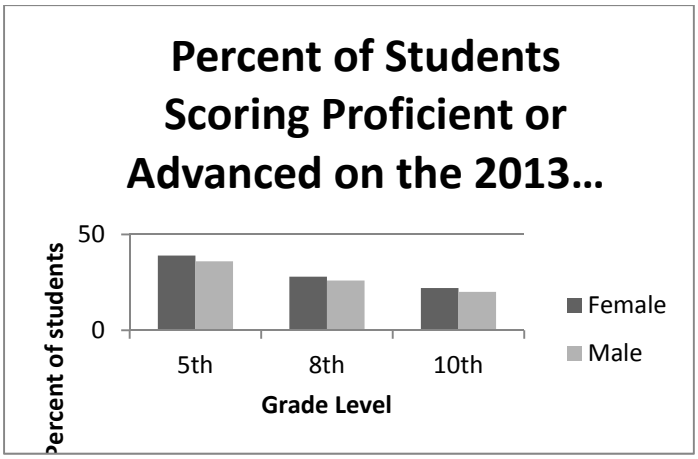


Figure 2. Mathematics achievement in Colorado by gender. Source: Colorado Department of Education.

Female students in Colorado participate in Advance Placement (AP) courses in mathematics (calculus and statistics) and science (biology, chemistry, environmental science, physics, and environmental science) at rates similar to male students.

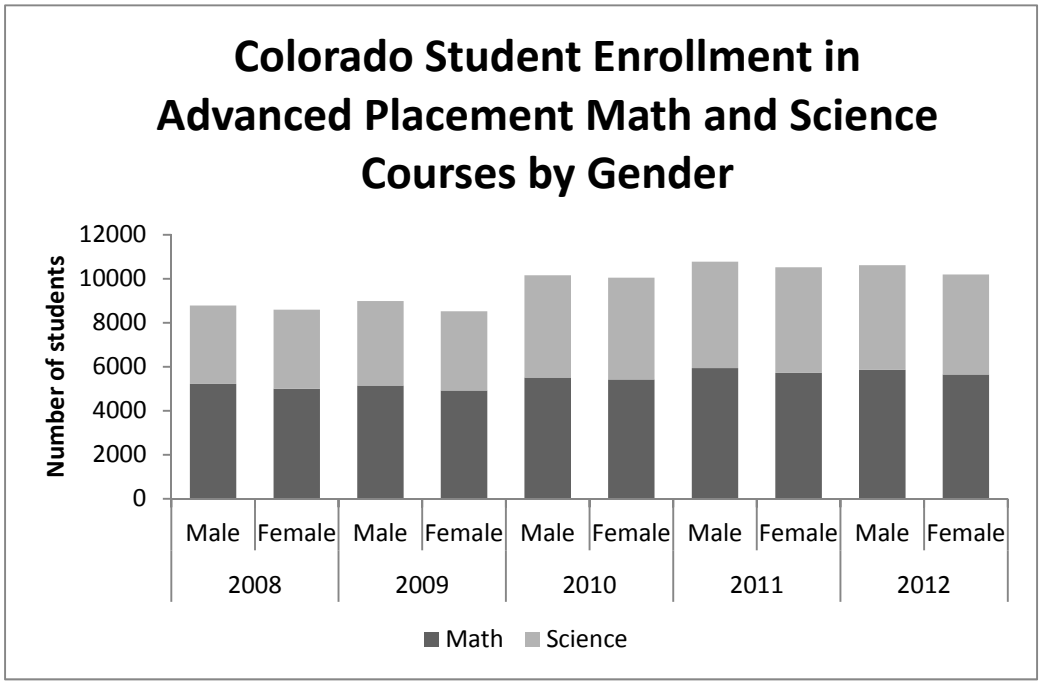


Figure 3. Advanced Placement enrollment in Colorado by gender. Source: Colorado Department of Education.

While there are comparable rates of enrollment in AP courses across males and females, there are differences by gender in specific course enrollment. Females outnumber males in AP biology enrollment and males outnumber females in AP physics courses.

Table 1. Average Colorado Advanced Placement Course Enrollment by Gender 2008-2012

AP Course	Male Enrollment	Female Enrollment
Biology	40%	60%
Calculus AB	52%	48%
Calculus BC	56%	44%
Chemistry	52%	48%
Environmental Science	47%	53%
Physics B	67%	33%
Physics C: Electricity and Magnetism	72%	28%
Physics C: Mechanics	73%	27%
Statistics	47%	53%

Source: Colorado Department of Education

Remediation Rates in Mathematics

While female students score comparably to males on the state mathematics and science assessments and are enrolled in AP STEM-related courses at rates similar to males, the postsecondary remediation rate in mathematics is higher for female students than males. Mathematics is the content area where most Colorado students require remediation (51%) with approximately 1 in 3 students needing remediation at the lowest level. This is followed by writing (31%) and then reading (18%). Females were more likely to be assigned to remediation than males. By ethnicity, black students had the highest remediation rates, followed by Hispanic students. (Source: CDHE 2012 Legislative Report on Remedial Education)

Female Interest in STEM Disciplines

Overall, female students in Colorado report less interest in STEM disciplines than males with the greatest gaps in the areas of technology and engineering.

Table 2. STEM Education Interests of Colorado Students

Discipline	National Average	Colorado Average	Colorado Male	Colorado Female
Science	9.4%	10.7%	10.1%	10.9%
Technology	5.8%	5.1%	10.1%	1.3%
Engineering	11.7%	11.8%	22.7%	3.5%
Mathematics	2.1%	1.8%	2.3%	1.5%

Source: STEMConnector, http://www.stemconnector.org/

Postsecondary STEM Participation by Females

- Colorado's female graduates declare STEM majors at rates much lower than males. STEM is among the top 5 fields in which females are underrepresented in degree programs.

Table 3. Degree Majors with the Largest Gaps between Males and Females

Degree Majors with the Largest Gaps between Males and Females
1. Manufacturing
2. Architecture and Construction
3. Energy
4. Informational Technology
5. STEM

Source: Colorado Department of Higher Education

- Women are less likely to work in STEM fields than men. (Source: *The Status of Women & Girls in Colorado, 2013*; Women's Foundation of Colorado)
- 32% of STEM degrees and certificates are conferred to females. Only 3% are conferred to African American students, and 7% to Hispanics. (Source: *Vital Signs Colorado,* Change the Equation, 2012)
- Only 29% of STEM occupations in Colorado are held by females (Source: Colorado Office of Economic Development and International Trade (OEDIT), *EMSI Complete Employment - 2013.2)*
- 2013 labor market data for Colorado shows an underrepresentation of females in Colorado STEM occupations as of second quarter 2013. Females make up nearly 50% of the population, but only hold 29% of STEM occupations in Colorado.

Efforts in Colorado to Address Gender Equity in STEM

New, Higher Academic Standards.

Colorado districts are in the first year of full implementation of Colorado's new academic standards in mathematics and science. Colorado's new standards are more rigorous and include essential skills such as critical thinking, reasoning, and application. The standards are designed to better prepare Colorado students for college and career.

STEM Education at CDE.

Colorado's Race to the Top (RTT) grant included funds to advance STEM education in Colorado. Through the grant, CDE has been able to hire a STEM education specialist who works closely with the state's mathematics and science content specialists to provide support and resources for educators. Using RTT funds, CDE has initiated a STEM in Action grant program intended to connect educators and students to the everyday work of scientists, engineers, high-tech workers and researchers in Colorado's labs, universities, museums and companies. The STEM in Action grant program was designed using information from the Colorado STEM Report indicating that certain populations and geographic regions are underserved in terms of STEM education and resources. The focus of this program is on building the capacity of teachers and providing opportunities for teachers and students to connect to STEM opportunities outside of their classrooms to support the curriculum within their schools. The program is designed to engage populations traditionally underrepresented in STEM fields in rural areas through partnerships between school districts, community organizations and postsecondary education programs. There were 29 applicants; CDE funded four proposals.

Colorado STEM Education Roadmap.

The Colorado Legacy Foundation is coordinating the development of a state plan to improve STEM education and opportunities in Colorado, the *Colorado STEM Education Roadmap*. The Colorado STEM Education Roadmap is focused on increasing diversity, with an emphasis on gender equity, in STEM education and occupations in Colorado. The Colorado Department of Education is a partner in this effort. Further, as a part of the Colorado STEM Education Roadmap effort, the Colorado Community College System is leading a STEM Equity Pipeline (SEP) Project.

Question 23: As discussed at the staff briefing, local school districts mention a lack of counselors and sufficient staffing as a barrier to implementation of college and career readiness reform. Please discuss the impact of the School Counselor Corps program in this context.

RESPONSE:

Outcomes from Counselor Corps Cohorts One and Two (2008 – 2013; 76 middle and high schools)

Comparable non-SCCGP schools showed increasing dropout rates and decreasing graduation rates, while SCCGP schools showed decreasing dropout rates and maintaining graduation rates over the same period of time.

- Graduation rates increased by 4.2 percentage points in School Counselor Corps secondary schools
- Dropout rates at School Counselor Corps secondary schools decreased by 3.4 percentage points from the baseline rate of 7.7 percent.
- Enrollment and completion of academic, postsecondary, and career and technical courses increased by 284 percent or 83,396 students.
- To date, 85% of counseling positions hired with counselor funds have been maintained by the grantee districts after the end of the grant period

Through the Colorado School Counselor Corps efforts, national research reinforces that the presence of effective school counseling within the recommended student-to-counselor ratios from the American School Counselor Association (ASCA) has a dramatic impact on the academic success of students. Research shows:

- Low-income students are more likely to attend college if they met frequently with a school counselor who supported their college goals.
- Students attending high schools with fully implemented school counseling programs earned higher grades and received more college-related information, which improves enrolling and persisting in postsecondary education.
- School-based college counseling is shown to narrow the college participation gap.

The average ratio for all Counselor Corps schools in 2010-11 before receiving funding was 363:1 whereas in 2011-12 the average ratio was 261:1. Most significantly, caseloads at grantee high schools (239:1) and schools serving middle and high school students (183:1) were reduced to below the American School Counselors Association's recommended ratio of 250:1. Approximately 60% of students at grantee schools participate in the free and reduced price lunch program.

EDUCATOR RECOGNITION AND PERCEPTION

[Background Information: With decision item R6, the Department is requesting an increase of $124,800 General Fund in FY 2014-15 to support educator recognition programs and a biennial educator perception survey (the TELL survey). The request includes $24,800 to support the following awards: Colorado Teacher of the Year; John Irwin Award School; Governor's Distinguished Improvement Awards; and Centers of Excellence Awards. The request includes $100,000 to support the TELL Survey.]

Question 24: Please provide additional detail on the TELL Survey. What does the Department do with the response information? How is it used? Please provide a sample of the information that you have acquired through the survey.

RESPONSE:

The intent of the Teaching, Empowering, Leading and Learning (TELL) Colorado survey is to provide educators in the field with a voice on their teaching and learning conditions. It has been well documented that access to resources, strong leadership, an involved community and a sound instructional design can have significant implications for an educator's ability to provide adequate supports for students. In the 2013 administration of TELL, more than 33,000 educators (approximately 57% of Colorado educators) shared their experiences. As outlined in HB 08-1384, the department makes the TELL Colorado survey data available publicly to inform state level policy, school and districts improvements efforts and education research. This survey is the only state supported survey that schools can use that offers comparison points, such as state averages and district averages. Results can be viewed at www.tellcolorado.org.

Department's Use of TELL Data

The department uses the results in various ways to support general decision making, reporting and support to the field. Annually, staff report the preliminary survey data and the final analysis to the State Board of Education to inform their decision making. CDE staff also use the results to inform their work and reporting. For example, in staffing the Quality Teachers Commission, the TELL results were used prominently to support the case for the Commission's recommendations on how to address the educator gap (a phenomenon where less qualified and less experienced staff are assigned to schools with high poverty and high minority student populations). The final report was sent to the House and Senate Education Committees on March 20, 2013 by Rosann Ward (QTC Chair) and can also be viewed on CDE's website at: http://www.cde.state.co.us/uip/qtc_report_march2013pdf.

Finally, CDE uses the TELL data to support the field. The two main ways that the state has supported the data use has been through the implementation of the Educator Evaluation system (i.e., SB 10-191) and to support the Unified Improvement Planning (UIP) process. For example, TELL results can be used as an artifact on the professional practices side of the evaluation process for principals. For UIP supports, CDE offered a series of regional trainings in fall 2013 that highlighted data analysis, including how to use the TELL data to support root cause analysis. Training materials can be seen on the CDE website at: http://www.cde.state.co.us/uip/beyondtcapzip.

Particular support has been provided to schools and districts with a Priority Improvement or Turnaround plan type. Many of these struggling schools are finding that culture and climate are a barrier to making the necessary changes. The TELL data has provided a pivotal data source to begin conversations to address concerns.

Key Findings from TELL Data

Some key findings from Colorado's examination of the survey results in relationship to other datasets (e.g., student growth, teacher attrition) include:

- Overall, Colorado educators are very positive about school conditions.
- Time is consistently the biggest challenge.
- Sense of efficacy and support from leadership affects teacher attrition more than other factors (e.g., salary).
- Effective induction support and mentoring is not systematically available to novice educators.
- There is a strong relationship between student performance and community involvement and support.

Question: 25: Has the Department ever administered a similar survey of parents, students, or local officials regarding perceptions of education? Please discuss.

RESPONSE:

No, the department does not currently administer surveys of parents, students or local officials. There is no record of this type of survey in the recent past.

Question 26: Does current law require the Department to administer the TELL survey? Please explain.

RESPONSE:

No, if CDE receives an appropriation for the survey, the Department is required to do so.

22-2-503(1), C.R.S. states that 'Subject to available appropriations, the department shall administer a biennial teaching and learning conditions survey…'

Question 27: Please discuss how the Department's request complies with Section 24-75-1305, C.R.S., regarding backfilling private funds with State funding. Please explain with respect to each component of this request (each award program and the TELL survey).

RESPONSE:

The Department has received no private funds for any of these programs; therefore, the Department complies with Section 24-75-1305, C.R.S. with regard to backfilling private funds with State funding. Please see below for some additional detail.

- Teacher of the Year: The Department complies with 24-75-1305, C.R.S. for this program. The Department has received no grants for this program. With the exception of two donations received by the Department in Fiscal Year 2009-10, all funding for Teacher of the Year has been provided by corporate and non-profit sponsors. All support from the sponsors was paid directly to the teachers, school districts, or vendors.

- John Irwin, Centers for Excellence and Governor's Distinguished Improvement Awards: The Department has received no gifts or grants for these award programs. In the past, the Department has used federal funds to purchase banners to recognize the schools.

- TELL: The TELL survey has never been financed with private funds. In the years that the Department did not receive a state appropriation, federal funds were used to finance the survey.

Question 28: How do other states support and recognize their teachers of the year? How do the states support their programs?

RESPONSE:

The majority of states acquire funding for the Teacher of the Year Program through fundraising (often through a 501(c)(3) entity) and sponsorships from large corporations (i.e., Monsanto, Macys, Boeing, Bank of America). The monetary donations are often used for an award banquet, travel expenses for the teacher, and/or money to provide a sabbatical. Institutions of higher education in the states often provide scholarships for the teacher to increase their education, tuition waivers and/or scholarship opportunities the teacher can provide to a student. The Teacher of the Year is recognized at an award gala, by state boards of education, and by state legislatures.

Attachment 1 (next page) details what some other states are doing to support their Teacher(s) of the Year.

STATE SUPPORT FOR ENGLISH LANGUAGE LEARNERS

[Background Information: With decision item R7, the Department is requesting an increase of $423,345 General Fund and 4.1 FTE in FY 2014-15 to provide additional support and technical assistance for school districts' English language learner (ELL) programs. For more information, see the issue paper beginning on page 49 of the JBC Staff Briefing Document.]

Question 29: Please describe the form of technical assistance that the Department is proposing. For example, what is the assistance for and how do you plan to provide it?

RESPONSE:

The general scope of the work for the Department will be to respond to school districts' needs related to serving English learners (EL). Technical assistance will be provided through the requested FTEs in many forms including onsite trainings, embedded onsite professional development, consultation, web-based communication, resources, materials and support tools, and a systemic analysis of school districts' English language development (ELD) programs that includes interviews, surveys, observation protocols, and focus groups. Specific technical assistance to districts would include, but would not be limited to:

- Supporting districts to meet state and federal requirements
- Providing guidance and support in identifying English learners
- Providing guidance and support in reclassifying and exiting ELs
- Providing guidance and support for the implementation of Colorado's English Language Proficiency standards
- Helping to build the capacity of mainstream content teachers as well as ELD Specialists to effectively teach ELs
- Providing guidance and support for districts to appropriately select and use state approved accommodations on state required assessments
- Providing guidance and support for districts in partnering with parents/guardians and school communities to support ELs academic achievement while learning English
- Providing guidance to identify and serve ELs who are gifted or have exceptional learning needs
- Providing guidance and support to school districts in meeting the unique needs of ELs who are also refugees, migrant, and/or new immigrants
- Collecting, analyzing and reporting school districts' EL data

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- Providing guidance and support for school districts to select, implement and improve effective research-based ELD programs

With additional staff, the Department will be able to provide technical assistance to the State's many rural school districts. These districts tend to have limited expertise in meeting the unique learning needs of ELs and/or the resources to meet the state and federal requirements connected with these students. In addition, the Department would be able to provide more targeted intensive support to highly impacted districts with ineffective ELD programs. Currently, with limited resources, the Department is providing assistance to school districts at the district level. With additional resources, CDE hopes to be able to provide professional development directly to classroom teachers, particularly in small, rural school districts.

Question 30: The staff briefing recommends enacting legislation to reform the program, increase oversight and technical assistance from the state, increase funding distributed to local school districts, and increase the number of years of service that the state will fund for each student. Please discuss the impact of increasing the number of years of funding per student in terms of the funding required. How much would each year of additional funding cost? Would it make sense to phase in such an increase in the number of years as funding allows? Would phasing in an increase in the number of years of service benefit schools and students? Please explain.

RESPONSE:

a) **Please discuss the impact of increasing the number of years of funding per student in terms of the funding required. How much would each year of additional funding cost?**

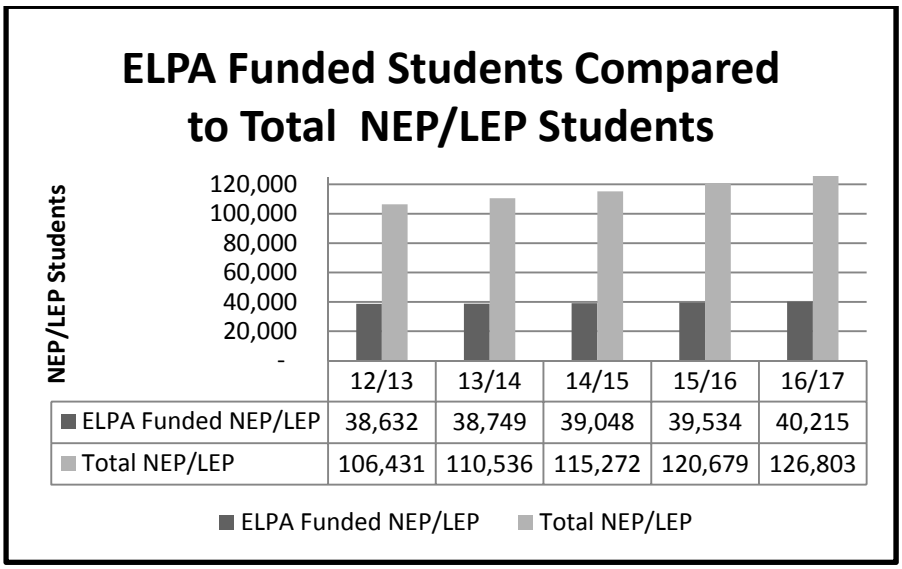
Using 2012-13 ELPA per pupil funding amounts, four-year enrollments trends, the current $592 per pupil amount for NEP students as a basis, and the current statutory rules for allocating English Language Proficiency Act (ELPA) funds, the Department is estimating the total cost to include all NEP and LEP students at $22.7 million. This would be an $8.2 million increase over the $14.5 million current ELPA allocation. However, there are a number of different options and methodologies that can be used to project the cost of adding additional years and there are a number of factors and current restrictions that must be considered. The following paragraphs provide additional detail regarding the complexity of the factors that must be considered and the methodology that was used.

The table below provides data on State totals of NEP and LEP students over the last four years. The table reflects a small decline in the number of NEP students (ELPA's Lau A/B students) and a fairly significant increase in LEP students (ELPA's Lau C students). This four-year enrollment trend is built into CDE's projections in the following tables. The projections also assume that the $592 per pupil amount for ELPA NEP students is sufficient. Finally, the projections assume that the statutory rules regarding the allocation of ELPA funds are unchanged. Those rules will be addressed in a later question as part of recommendations for the revision of ELPA.

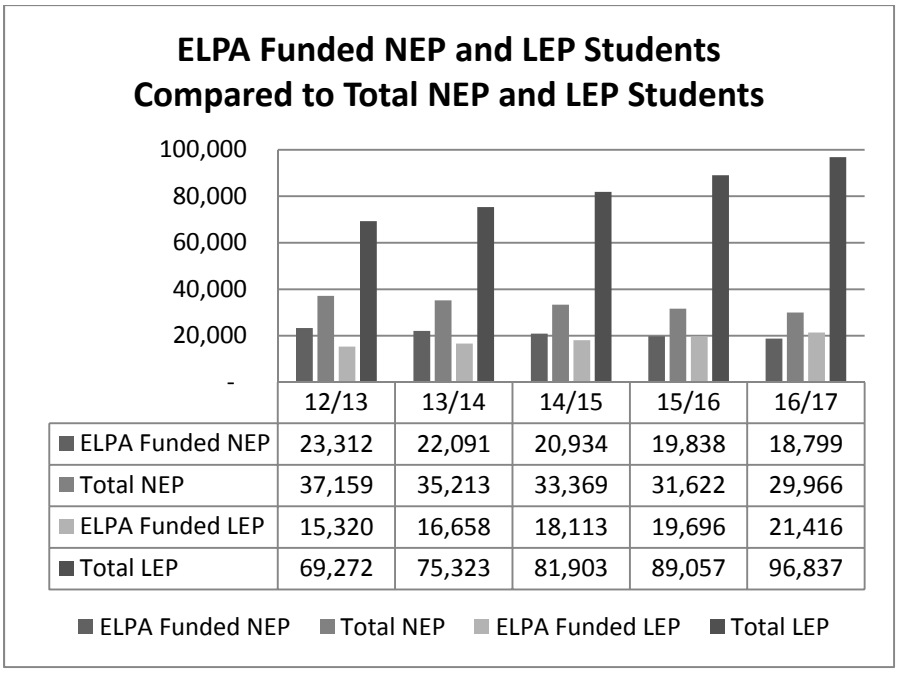
Year	NEP	LEP	Total NEP/LEP
2009-2010	43878	53908	97786
2010-2011	39718	60032	99750
2011-2012	40696	64914	105610
2012-2013	37159	69272	106431

Using data reported as part of the October 1, 2012 student count, there were a total of 37,159 students identified as Non English Proficient (NEP/Lau A/B) and 69,272 students identified as Limited English Proficient (LEP/Lau C).

As displayed in the charts below, in 2012-13, the English Language Proficiency Act (ELPA) funded 23,312 identified Lau A/B (Non English Proficient/NEP) students at a per pupil allocation of $592.39 and funded 15,320 identified Lau C (Limited English Proficient/LEP) students at a per pupil allocation of $42.45. The formula for allocating ELPA funds restricts eligibility to two years per student, thus excluding 67,799 NEP and LEP students - approximately 64% of students that required district English language development (ELD) supports and services.



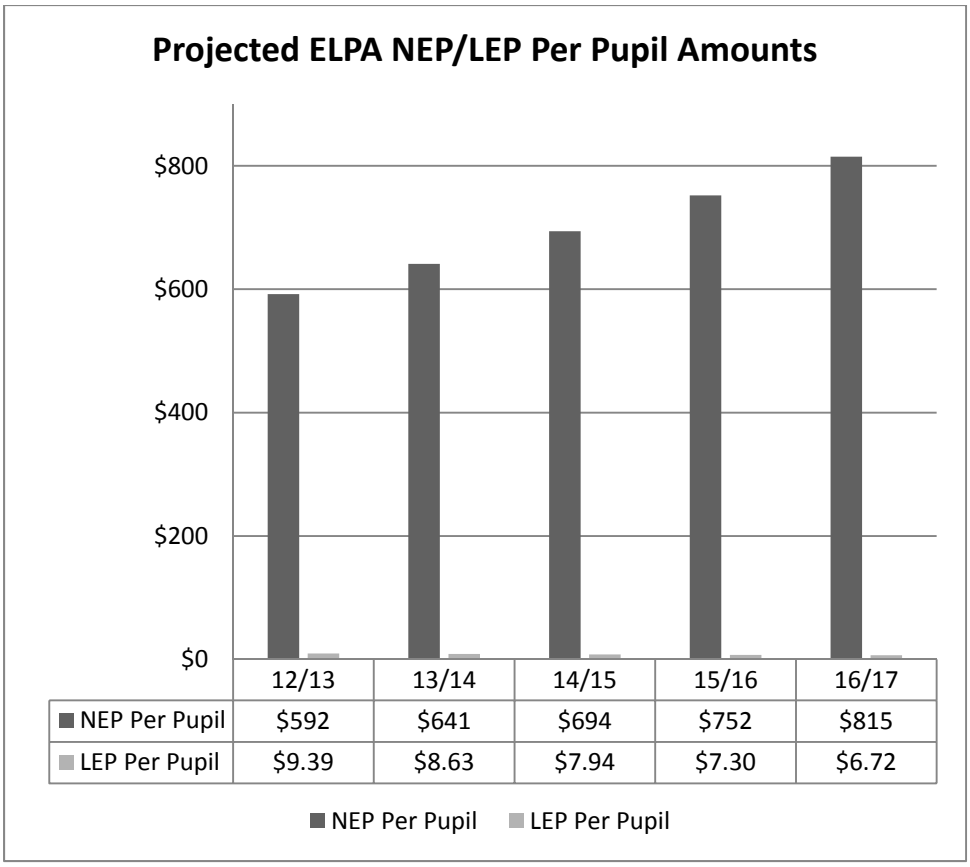
	12/13	13/14	14/15	15/16	16/17
ELPA Funded NEP/LEP	38,632	38,749	39,048	39,534	40,215
Total NEP/LEP	106,431	110,536	115,272	120,679	126,803



	12/13	13/14	14/15	15/16	16/17
ELPA Funded NEP	23,312	22,091	20,934	19,838	18,799
Total NEP	37,159	35,213	33,369	31,622	29,966
ELPA Funded LEP	15,320	16,658	18,113	19,696	21,416
Total LEP	69,272	75,323	81,903	89,057	96,837

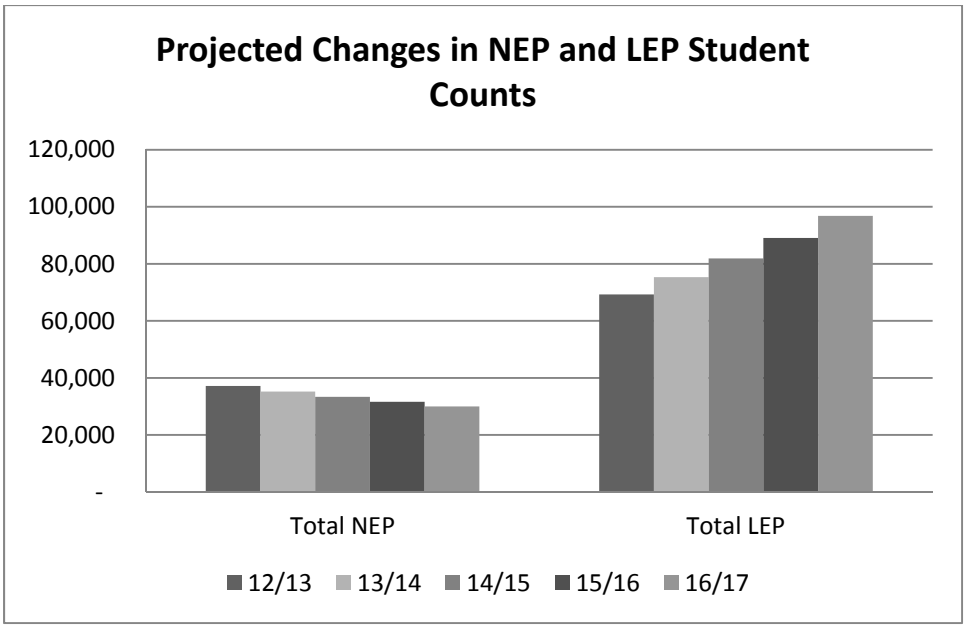
As noted above, the Department is estimating the total cost to include all NEP and LEP students (that is, without the two year funding restriction) at $22.7 million. This would be an $8.2 million increase over the $14.5 million current ELPA allocation.

However, district ELPA allocations are restricted in a second way. Under CRS 22-24-104(4), the Lau C student (LEP) total allocation is fixed at 1998-99 levels; therefore, the per pupil amount drops from $42.45 to $9.39 per Lau C (LEP) pupil and continues to drop in each subsequent year – reducing to $6.72 per LEP student in 2016-17. Under current law any new funding is added to the Lau A/B (NEP) allocation; therefore per pupil allocations for NEP students increases to $592 the first year and would be projected to increase to $815 by 2016-17.



	12/13	13/14	14/15	15/16	16/17
NEP Per Pupil	$592	$641	$694	$752	$815
LEP Per Pupil	$9.39	$8.63	$7.94	$7.30	$6.72

The impact of this restriction is compounded by the fact that the number of Lau A/B (NEP) students has had a small decline in recent years while the number of Lau C (LEP) students is projected to continue to rise. The small decline in NEP students and the continued rise in LEP students indicate that an allocation formula that results in a more balanced distribution of ELPA funds across NEP and LEP students would be of benefit to school districts. The $22.7 million could be maintained while removing the distinction between funding for NEP and LEP as well as the two-year restriction for eligibility.



b) Would it make sense to phase in such an increase in the number of years as funding allows?

Under current law, districts receive funding for EL students for two years. That means that districts are receiving ELPA for all of their 1st and 2nd year NEP and LEP students. If a 3rd year of ELPA funding were to be phased in, it would have to be at a lower per pupil amount to remain within the current allocation. If the intent of the General Assembly were to fund an increased number of years at the same per pupil rate, then the allocation would need to increase. One phase in option may be to consider a lower per pupil amount for years 3 and on and then increase those per pupil amounts as funds were available.

c) Would phasing in an increase in the number of years of service benefit schools and students? Please explain.

Increasing the number of years of service would be of benefit to schools and students; however, as noted above, phasing in the additional years should include subsequent funding. If districts were able to budget for actual numbers of Lau A/B (NEP) and Lau C (LEP) students, they would be able to more accurately plan for use of ELPA funds to meet the linguistic and academic needs of EL students.

In their annual expenditure reports, school districts reported over $162 million in local share EL expenditures above and beyond expenditures made using ELPA and federal funds. On average, district-reported EL local share expenditures were 641% of the amount received through ELPA and federal grants. For example Cherry Creek had expenditures of 8.5 million and only 0.8

million came from State and Federal funds. Although further analysis needs to be done, there appears to be a positive correlation between school district academic performance of ELs and the percentage of EL expenditures paid for using local share. That is, districts that report a higher local share of EL expenditures tend to be the districts that have better EL student performance. This would suggest that an increase in the number of years of ELPA eligibility and an associated increase in ELPA funding would be of benefit to schools and students.

Question 31: Is legislation regarding the English Language Proficiency Program necessary? Please explain.

RESPONSE:

Yes, the Department would recommend revising the ELPA legislation and revisions should include the following:

- The limit of two years of eligibility should be changed to better reflect what research indicates is the amount of time necessary to move ELs to English proficiency. Research indicates 4 to 7 years. Our state's accountability system is based on 6 years.
- The provision that directs 75% of ELPA funds be allocated in support of Lau A/B students and 25% of funding be allocated in support of Lau C students should be removed.
- The provision that requires that all new ELPA funding be allocated in support of only NEP students should be removed.
- The law should be revised to remove outdated language
- The law should be updated to better reflect Office of Civil Rights requirements related to the needs of EL students and the components of English language development programs
- The Lau EL performance categories should be removed and replaced with either NEP, LEP, and FEP or the proficiency levels of the State-approved English language proficiency assessment

The Department would recommend revising the English Proficiency Act to extend the years of eligibility for Lau A, B, and C (NEP and LEP) students. ELPA is currently written to restrict allocation of funds to students for 2 years. This restriction excludes approximately 64% of the total English Learner (EL) population. In addition, the two year restriction does not align with the State's accountability system which provides Lau A/B (NEP) students a growth trajectory of 6 years to attain English proficiency and become Fluent English Proficient (FEP). Furthermore, ELPA, as currently written does not reflect current national research that establishes an average norm of 4-7 years to become Fluent English proficient (FEP) in both social and academic English.

C.R.S 22-24-104 requires 75% of the total ELPA yearly funding to be allocated to Lau A/B (NEP) and 25% allocation to be allocated to Lau C (LEP students) which does not reflect Colorado's actual numbers of NEP and LEP students or the needs of students at those proficiency levels. The ELPA statute established the formula and funding levels in 1981, and statutory funding allocation requirements have not been revised since that time.

The table below provides data on State totals of NEP and LEP students.

Year	NEP	LEP	Total NEP/LEP
2009-2010	43878	53908	97786
2010-2011	39718	60032	99750
2011-2012	40696	64914	105610
2012-2013	37159	69272	106431

As currently written, ELPA language is outdated and does not reflect current practice in the State of Colorado. For example, the use of Lau categories is contradictory to State Assessment Law [Senate Bill 109], that establishes one State English Language Proficiency assessment and requires school districts to report English language proficiency levels by NEP, LEP and FEP. The state approved ELP assessment includes six levels of English development and proficiency. There is no correlation to the required annual ELP assessment, Lau levels of proficiency, or Student October reporting. There are currently three sets of proficiency levels established in Colorado law. ELPA should be updated to reflect NEP, LEP and FEP levels or the proficiency levels of the State approved ELP assessment.

In addition, ELPA, as currently written, does not include language to support evidence-based practice in the establishment of English Language Development (ELD) programs, as required by the Office of Civil Rights and Department of Justice.

The Department would recommend revising ELPA to include among the powers and duties of the State, the provision of technical assistance to districts in developing, implementing, and evaluating English language development (ELD) programs. ELPA, as currently written, provides for the identification and assessment of EL students, but does not adequately address the programming necessary to move EL students to academic and linguistic proficiency.

Based on work of the Department, there appears to be a positive correlation between the highest achieving districts and the level of district oversight of ELD programs. With additional staff, CDE would be able to provide a “systems” approach in working with districts to ensure compliance with Office of Civil Rights and Department of Justice requirements and provide professional development to classroom teachers in providing instruction to ELs.

Question 32: For ELL students, what type of work is done to make both the parents and students more proficient in English?

RESPONSE:

The most effective way to move ELs to English proficiency is to provide equitable access to academic content delivered in English, targeted English language development (ELD) instruction and effective content instruction. Research and evidence based instructional programs implemented with fidelity with ongoing evaluation of effectiveness will ensure English learners (ELs) become proficient in English.

Research shows that education institutions partnering with students' families can be a significant factor in students' success. It should be noted that there is no requirement that the Department or school districts work to make parents English proficient. Parents who are not English proficient can actively support their students' English language development and academic success. Districts can provide English classes as they partner with families to support the English language development and academic growth and achievement of their students.

The work of the Department with regard to making parents and students more English proficient is aligned with the Department goals. With increased staffing and collaborative cross-department leadership and focused work, the Department can more effectively work to build the capacity of CDE and school districts to select, implement and improve ELD programs resulting in more English proficient and college and career ready English learner students.

Question 33: How does the Department intend to improve teacher development to help these students succeed?

RESPONSE:

If approved, the Department will use the requested staff to expand direct support to districts serving English learners. The Department will guide and support districts through a collaborative effort based on local need and resources. Ongoing professional development will be provided as opposed to onetime trainings. Building educators' capacity to teach English learners is a complex task that will include embedded professional development within a research and evidence-based ELD program that is appropriate and sustainable in the local setting.

The Department will support Districts' effective implementation of the Colorado English Language Proficiency (CELP) standards. These standards can help all teachers differentiate instruction for ELs based on students' English language proficiency. With these standards, teachers will learn to increase students' access to grade level content by reducing language load while keeping rigor and cognitive demand.

Question 34: Please discuss the pros and cons of adding ELL students as a component or factor in the school finance formula vs. the continued use of a categorical program to support these students.

RESPONSE:

The chart below identifies some of the pros and cons related to including ELL students within the school finance formula versus leaving the funding in the categorical program. These may not be reflective of every pro or con, and additional conversation with stakeholders would be necessary.

Include ELL Students in Finance Formula

Pros	Cons
As part of the formula, districts would receive one less categorical funding stream resulting in slight reduction in financial coding, tracking, and reporting.	As part of formula, ELL funds become co-mingled with all other formula funding and it would be difficult for districts to isolate and track expenditures and revenues associated with this program.
Every ELL student identified would be funded.	The inclusion of ELL funds would increase the complexity of the formula – especially if students are identified and funded with different proficiency levels.
There is a potential to apply concentration factors similar to at-risk funding.	This would create an additional variable in the formula subject to projections, therefore creating a more volatile estimate for funding and subsequent supplemental requests.
Districts would have more flexibility as the allocation available for ELL could potentially be redistributed to other programs. Note: This could also be considered a con.	Dependent upon the formula, there is a potential for a student with multiple risk factors to be counted only once for an at-risk funding factor.

Continue the Use of Categorical Program

Pros	Cons
Allocations to districts are isolated, and therefore tracked and accounted for separately allowing for increased financial and activity reporting.	The allocation to this categorical program is currently fixed, and therefore per pupil allocations are dependent upon the total allocation and numbers of students.
The amount of funding although dependent upon appropriations is set and is therefore less volatile.	The overall ELL student population has been increasing; therefore, diluting the amount available in per pupil funding each year.

EARLY LITERACY ASSESSMENT TOOL FUNDING

[Background Information: With decision item R8, the Department is requesting an increase of $2.8 million cash funds from the State Education Fund and 1.0 FTE to provide ongoing funding and support for the Early Literacy Assessment Tool originally approved through H.B. 12-1345. For more information see the issue paper beginning on page 60 of the JBC Staff Briefing Document.]

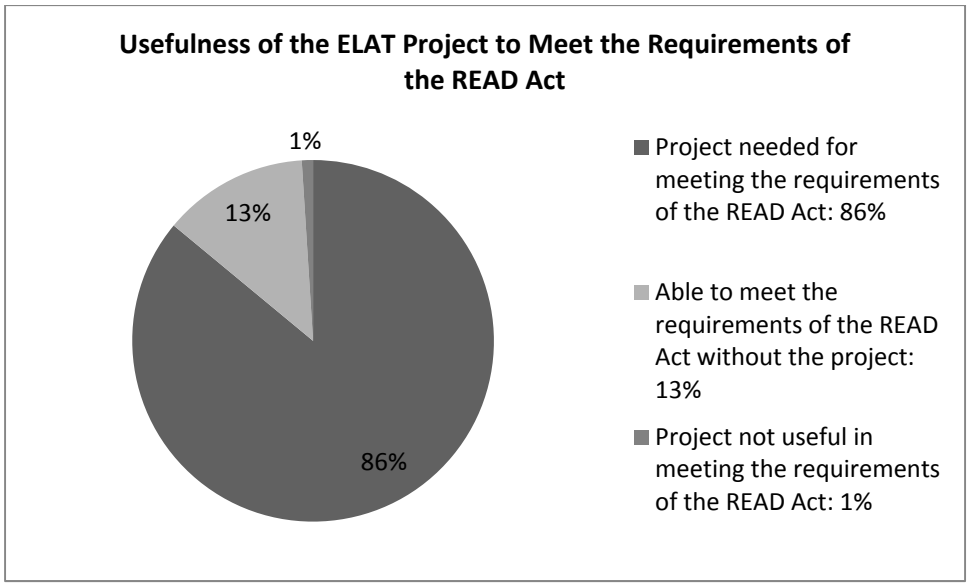
Question 35: How do the school districts feel about this issue? Would they prefer to eliminate this program and instead increase funding for total program? Please discuss district interest.

RESPONSE:

The 2012 School Finance Act required CDE to issue a competitive request for proposals (RFP) for state purchase of an early literacy assessment tool that teachers may use to obtain real-time assessments of the reading skill levels of students in kindergarten through third grade. The statute anticipates the department will provide the assessment tool to school districts on an ongoing basis. Section 22-2-141(1) (c), C.R.S. authorizes CDE to draft the Early Literacy Assessment Tool contract over multiple budget years based on available appropriations; and 22-2-141 (3)(c), C.R.S. indicates that school districts who received the assessment tool in one budget year are not required to reapply in subsequent years.

All indications are school districts support this program and its continued funding. Participation in 2013-14 has been strong and the department anticipates that districts currently participating will register to participate in 2014-15 and that additional districts will apply to participate in 2014-15.

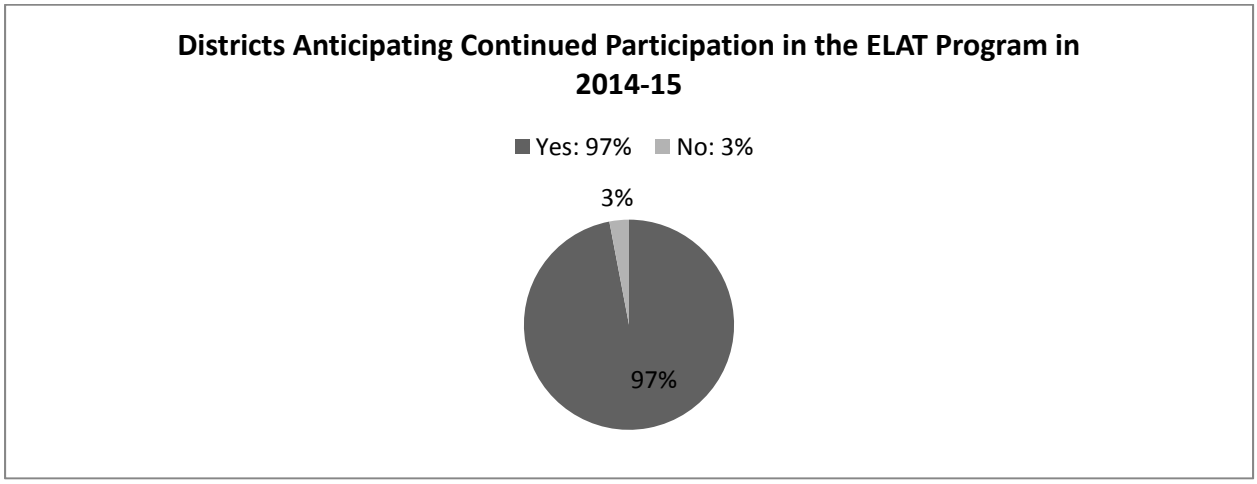
Participation in the ELAT program is strong across the state with 417 schools, 123 districts, and 90,476 students (34% of all K – 3 students) participating in the program. In a department survey of 72 districts participating in the program,86% of districts report that the program provides necessary funding for the assessment requirements of the READ Act; 13% indicate that they are able to meet the requirements of the READ Act without the project, and 1% said the project was not useful in meeting the requirements..



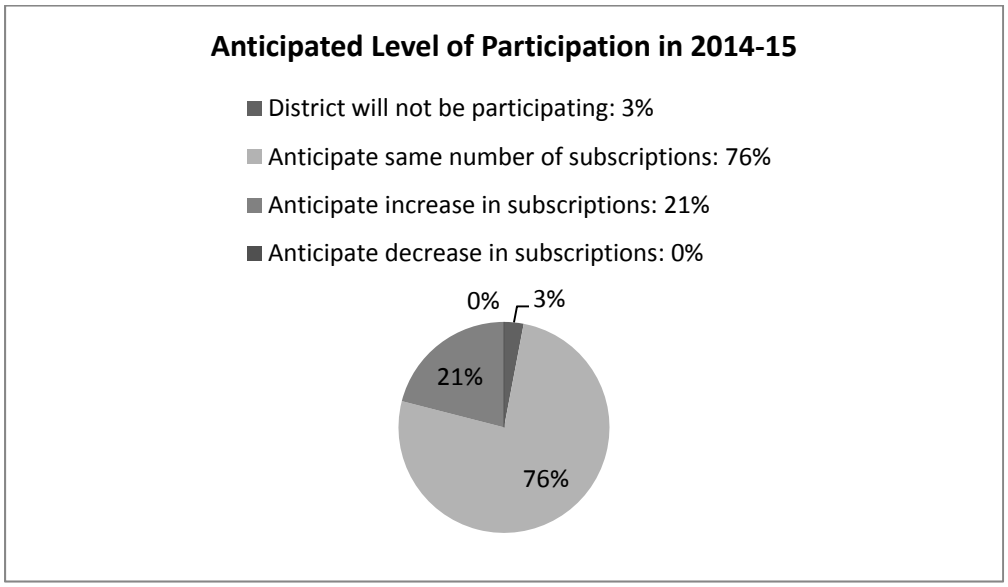
The feedback from educators about the program has been overwhelmingly positive. District leaders, principals and teachers report:

- This is the first thing that we have done in years that is going to make a difference for kids.
- Our teachers truly appreciate the ability to use technology when assessing students using DIBELS Next. The assessment tool has minimized the amount of time it takes to manually enter student assessment results. Our teachers have quick access to data reports and can make adjustments to programming on a more regular basis.
- Without the ELAT funding, our district would be able to meet READ Act requirements, but this tool helps us meet the requirements in a more timely and efficient manner than we could do on our own.
- The grant funding has allowed us to use the money that was previously used for testing costs in funding intervention resources.
- This project has helped to move us to the next level as far as providing professional development and understanding data and how to remediate. I'm concerned how we afford the electronic version of DIBLES Next after the ELAT grant is gone.
- We appreciate the support from the ELAT Project to implement the assessments, learning and requirements of the READ Act. It shows that this is important to our students' achievement and success. The funding for this project implementation has been a great help to our small district.
- As a charter school that is only receiving a third of per pupil funding, the opportunity to participate in the application for the Early Assessment Tool program has allowed us to improve our overall ability to assess students and target interventions in a timely manner.

Early in 2014, the department will initiate the process for participating districts to register to continue participation in the 2014-15 school year. At that time, districts that are not yet participating will be given the option to apply for the program. In order to gauge interest in continued participation, the department initiated a brief survey to currently participating districts. Of the 72 districts that have responded, 97% plan to continue participation in 2014-15.



Of the districts that plan to participate in 2014-15, 76% plan to request the same number of subscriptions and 21% plan to request more subscriptions.



Districts that are not participating in the program in 2013-14 will have the option to apply for participation in 2014-15. The department anticipates growth in the program from these districts. A number of districts have reported that their decision to apply for the program was contingent upon the pending State Board of Education decision on the approved assessment list for the READ Act. The Early Literacy Assessment Tool program utilizes the DIBELS Next assessment, which has been recommended for State Board approval.

The department projects an increase in participation in the Early Literacy Assessment Tool program for the 2014-15 school year. Assuming a 90% renewal rate of 2013-14 participants, 81,428 students would continue participation in 2014-15. Based on communications with districts, as many as 25 new districts may apply to participate potentially bringing an additional 48,000 students into the program for a total of 129,377 students. Should demand be higher than the allocation, the department would enact the provisions of statute related to preferential allocation based on need as determined by overall student reading achievement and need.

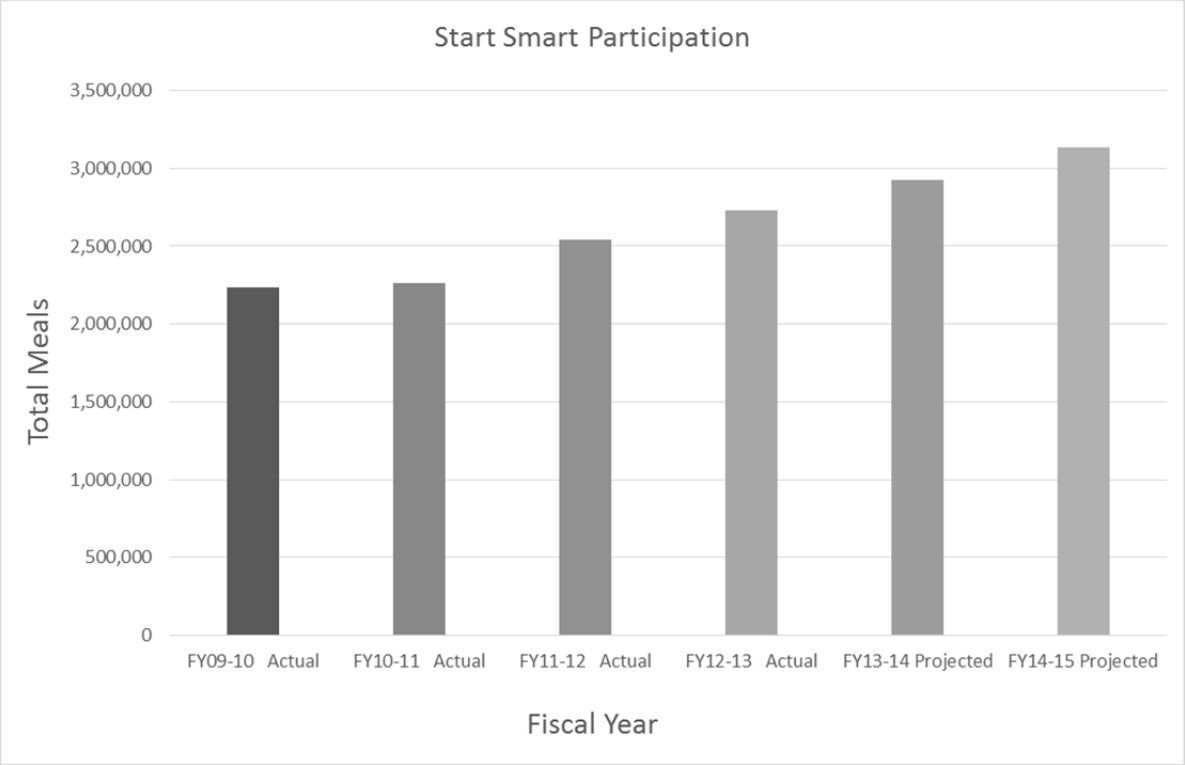
START SMART

[Background Information: With decision item R9, the Department is requesting $397,505 total funds (including $250,000 General Fund) to support anticipated growth in the Start Smart program in FY 2014-15.]

Question 36: The request is driven by growth in the use of the program and the depletion of the program's cash fund balance in recent years. Please provide additional detail on the use of the program's cash fund. For example, how large was the balance at the peak? How has the Department spent the balance down?

RESPONSE:

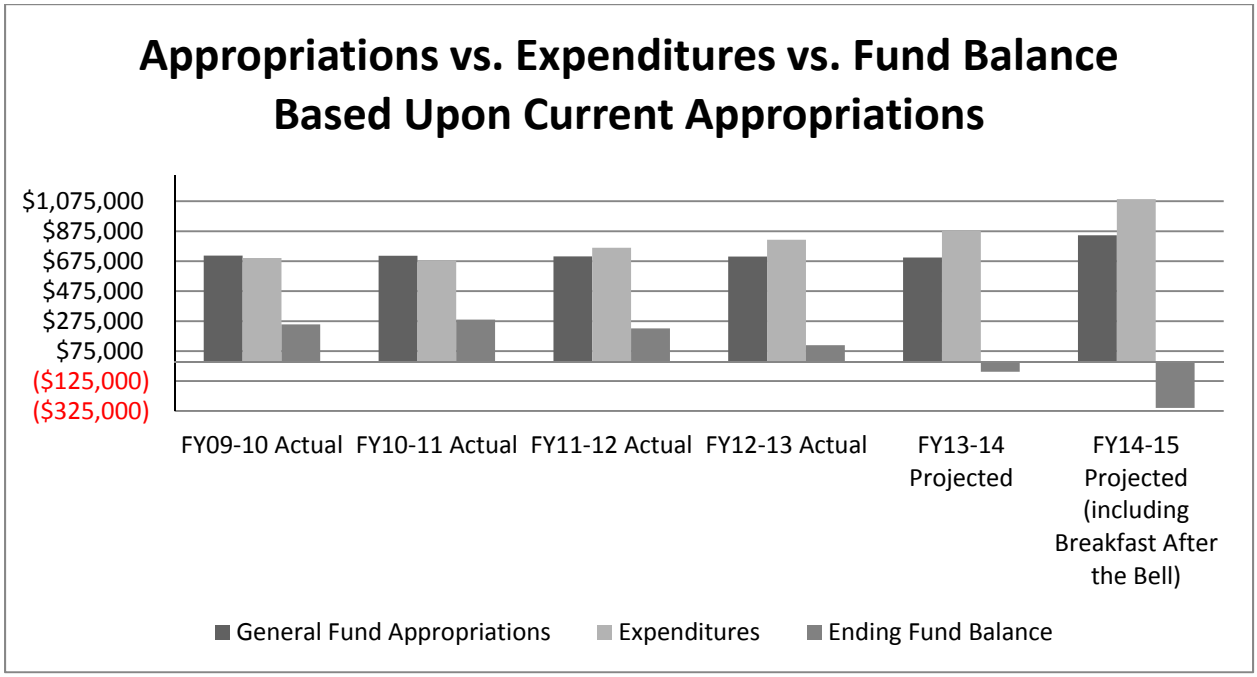
As outlined in the Decision Item, the Start Smart Nutrition Program experienced a 7.25 percent growth from FY 2011-12 to FY 2012-13. This growth will result in the reimbursement of over 900,000 more Start Smart breakfasts in FY 2014-15 than in FY 2009-10 as shown in the following chart:



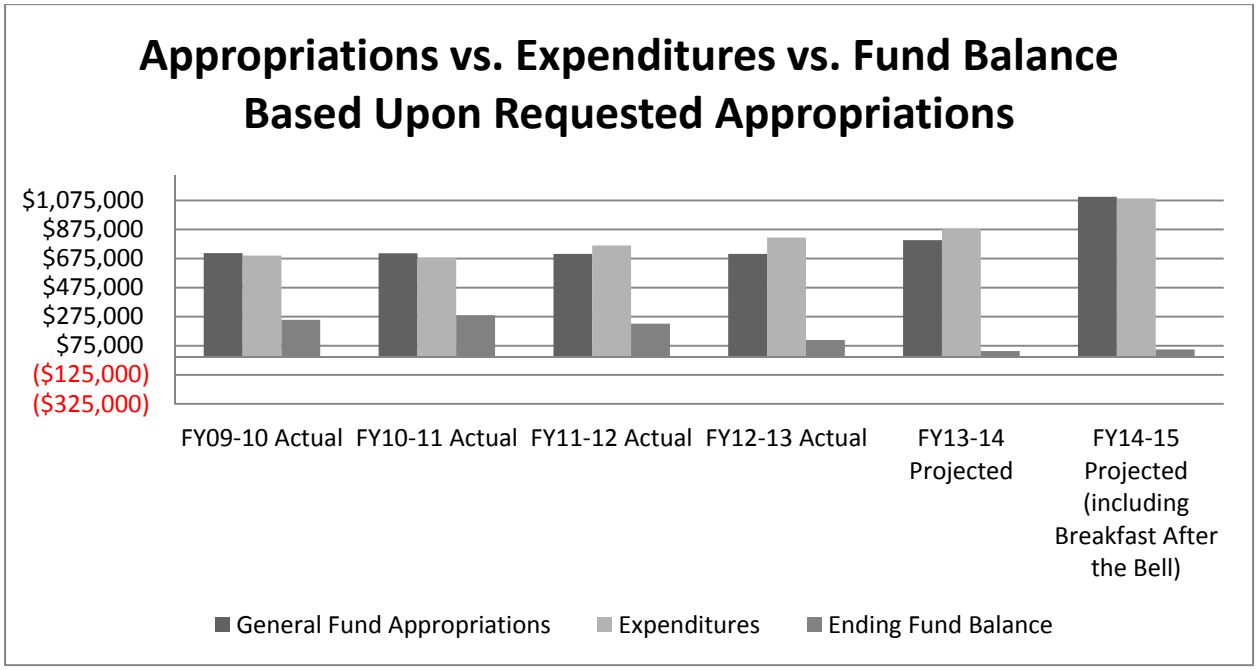
The ending cash fund balance peaked in Fiscal Year 10-11 at $284,907. From this peak, the ending cash fund balance has been spent down and continues to decline due to an increase in program participation and more reimbursement dollars paid to school districts.

In Fiscal Year 12-13, the Start Smart Nutrition Program meal reimbursements increased to a level that resulted in a significant decrease in the cash fund balance available for future reimbursements.

As shown in the following chart*, the Start Smart Nutrition Program reimbursements are projected to exceed the current General Fund appropriations and available fund balance, resulting in a deficit cash fund balance in Fiscal Year 13-14 unless reimbursements to districts are stopped:



The following chart* shows the projected revenues, expenditures and fund balance if the Department's funding requests are approved:



*Note: The FY14-15 revenues and expenditures include projections for implementation of Breakfast After the Bell as stated in the fiscal note. Given that the assumed impact of Breakfast After the Bell is $0 (General Fund Appropriations equal expenditures), the impact on fund balance shown is only a result of changes in Start Smart participation. Depending upon the actual impact of participation and the implementation of Breakfast After the Bell, projections will be updated accordingly.

Question 37: Please describe the Department's and the BEST Program's fiscal philosophy on spending BEST dollars. How does the Department intend to ensure that sufficient moneys are available to support the program's obligations? Please provide information on the reserve in the Public School Capital Construction Assistance Fund, and context regarding recent legislation.

RESPONSE:

The BEST Program's fiscal philosophy on spending BEST dollars is to maximize available funding given the overwhelming need for capital construction investment in school districts throughout the State. In 2010, the priority assessment on school facilities throughout the state identified $13.9 billion in school capital construction needs. The BEST Program has been able to approve grant awards of $1.1 billion (including $759 million in state funds and $330 million in local matching funds).

BEST Program staff with assistance from the Treasury and the State Land Board project the anticipated revenues that will be deposited to the fund each year. These projections provide guidance to the BEST Board on the available funding that can be used for the next grant cycle.

Senate Bill 13-214 codified practices that the BEST program had in place regarding reserves. The bill ensured that effective June 30, 2013 the balance in the Public School Capital Construction Assistance fund is equal to or greater than the state share of the certificate of participation (COP) payments scheduled to be made the next fiscal year. In addition to the reserve for the state share of COP payments, the balance within the fund includes the district share of COP payments; other district cash match payments, unexpended grant awards and the statutory reserve for emergencies. Once the reserves are determined, the unallocated cash on hand is available for grant awards in the subsequent year.

The following table illustrates the designations of the balance within the fund as of June 30, 2013:

	June 30, 2013
Total Cash On Hand	152,982,870
Designations of Cash of Hand	
Cash Grant Unexpended Awards	65,095,642
District Share COP Payments - FY2014	17,481,672
Statutory Reserves:	
State Share COP Payments - FY2014	35,130,545
Emergency Reserve	1,000,000
Total Unallocated Cash on Hand	35,275,011

Question 38: How does the Department intend to treat the excise tax revenues from recreational marijuana? Is legislation on this issue necessary?

RESPONSE:

The Department intends to treat the excise tax revenues from recreational marijuana as revenue into the program that would then be available for grant awards.

At this time legislation on this issue is not necessary.

Question 39: Please discuss the status and future of the BEST program including: (1) the program's prioritization of projects in light of the State Auditor's Office recent report; (2) the planned operation of the program after reaching the statutory cap on the state share of COP payments; and (3) the Department's response to the recent audit report.

RESPONSE:

(1) The program's prioritization of projects in light of the State Auditor's Office recent report

The Department and BEST Board have an implementation plan in place to ensure that the recommendations from the audit report are integrated into the program. Specific to the prioritization of projects, the BEST Program is working with Parson's (the vendor who performed the 2010 Priority Assessment) to identify potential updates and adjustments to the Priority Assessment data, including the identification of specific health and safety data points. This work will include cost estimates for various options to both revise the data that is currently available and to update the assessment.

In addition, the BEST Board has recently adopted a scoring tool that will be used in the evaluation of the projects. This was a recommendation of the audit and the tool will be used on the next round of grant awards.

(2) The planned operation of the program after reaching the statutory cap in the state share of COP payments

The BEST Program's planned operation after reaching the statutory cap in the state share of COP payments will consist of continued monitoring, coordination and support to districts for the current school projects that have been awarded. Also, based upon available revenues, the BEST program will continue assistance to districts through the awarding of additional BEST grants.

(3) The Department's response to the recent audit report.

The BEST Board has taken the following steps towards implementing the audit recommendations:

Recommendation No. 1 - Prioritization of Need

- The audit recommended the BEST Board should take steps to identify the most critical school capital construction needs and use the results as a primary basis for providing financial assistance to districts in priority order to the extent possible.
    - BEST Program staff has been working with Parson's to develop a range of options to modify the current priority assessment to better identify need. A scope of work, along with cost estimates, will be presented to the general assembly.
    - BEST Program staff has been working with other states, the State Architect's Office and Parson's to determine if adjustments can be made to the current priority assessment to update the facility data.
    - Based on the due diligence performed by the staff, the BEST Board will have discussions on the feasibility of using the adjusted priority assessment data to develop a prioritized list of facility needs.
    - To keep the priority assessment data current, the BEST Board has begun exploring with Parson's and stakeholders the most effective and efficient methods of having districts update their priority assessments, possibly through self-reporting.
    - The BEST Board has adopted an outreach plan at the December 12, 2013 meeting to target potential applicants for BEST funding. The BEST Board has also embarked upon outreach to various districts.

Recommendation No. 2 - Grant Award Decision Making

- The audit recommended that the BEST Board adopt a uniform evaluation tool which documents that grant applications have been evaluated in a consistent manner. The audit also recommended the BEST Board provide documentation demonstrating the methodology to select the projects for funding to the State Board of Education.
    - The BEST Board adopted a standardized evaluation tool at the December 12, 2013 meeting.
    - The BEST Board will expand their recommendations to the State Board when projects are submitted to include the methodology used on the decisions.

Recommendation No. 3 - Determining Financial Capacity

- The audit found the statutory matching fund formula does not consistently generate results that reflect a district's financial capacity. The audit recommended that the BEST

Board evaluate any statutory changes in the matching funds formula. The audit also recommended improvements to the matching fund waiver requests including standardized tools for the evaluation of the request.

- The BEST Program provided draft language to the Legislative Audit Committee to include available bonding capacity and reserves as potential items to incorporate into the matching formula. On December 9, 2013, the Legislative Audit Committee voted to draft language for an upcoming bill in the next session.
- The BEST Board adopted a standardized waiver request form and evaluation tool at the December 12, 2013 meeting.

Recommendation No. 4 - Conflict of Interest

- The audit recommended the BEST Board review the current rules that prohibit members from playing any active role in a grant-funded project on which the member voted or participated in the evaluation and include enforcement measures for non-compliance and ensure that they are aligned with the Colorado Code of Ethics. In addition, the audit recommended stronger processes, procedures and documentation of potential conflicts of interest.
    - The BEST Board adopted a standardized template and process for the documentation of potential conflicts of interest at the December 12, 2013 meeting.
    - The BEST Board will review current rules and begin the rulemaking process in January.
    - The BEST Board will be receiving training from the Attorney General's Office on conflicts of interest and Amendment 41 in early 2014.

Recommendation No. 5 - Monitoring Project Budgets

- The audit made recommendations for improving the grant contracts and specifically the monitoring of project budgets. The audit also recommended the Department establish policies and procedures to monitor expenses against finalized line-item budgets and include grant contract provisions requiring that districts manage project budgets and return any funds remaining in contingencies not specifically needed for final completion of the project.
    - The Department is currently in the process of reviewing their contracts to make any adjustments for monitoring detailed line item budgets, comparing line-item budgets with funding requests and establishing contract provisions for how this will be monitored for each project.
    - Contracts will be modified to incorporate additional provisions for grant recipients and the documentation required for monitoring the project budgets and guidance will be strengthened as to the allowable uses of funds including the use of contingency funds.

Recommendation No. 6 - Performance Monitoring

- The audit recommended the Department implement a more robust system for monitoring the performance of grant projects including documentation of key quality processes and standardized contract monitoring activities.
    - The Department is currently in the process of reviewing contract language and provisions that will require grant recipients to adhere to specified reporting standards.
    - The Department is currently updating the Standard Operating Procedures for staff expectations on how grant monitoring is to be documented including the frequency and type of monitoring that is to occur.

Recommendation No. 7 - Cash Grant Contracts

- The audit recommended the Department revises its cash grant contract form and amends any active cash grant contracts that are not substantially complete by incorporating the statement of work exhibit into the contracts.
    - The Department revised the cash grant contract form to formally incorporate exhibits and will amend any active contracts deemed to be high-risk based upon factors including project completion status.

ACCOUNTABILITY AND THE FIVE YEAR CLOCK

Question 40: Please provide an update on the status of schools and school districts under the five-year clock under the state accountability system. How has the situation changed since last year? What are struggling schools and districts doing to improve performance? How is the Department planning for schools and/or districts that reach the end of the five-year clock? Please explain.

RESPONSE:

Updated Status of Schools and Districts from 2012 to 2013

Districts are accredited by the Colorado Department of Education. Accreditation ratings are assigned by the Commissioner based on the District Performance Frameworks, the "request to reconsider" process and accreditation requirements (finance, safety and test administration). In 2013, the number and percent of districts Accredited with Turnaround and Priority Improvement Plans (the lowest two performance categories) decreased from 2012 results, while those Accredited with Improvement and Performance increased. A full listing of official district ratings and school plan types can be viewed on the CDE website: http://www.cde.state.co.us/accountability/performanceframeworkresults.

Number and Percent of Districts by Accreditation Rating and Year

Accreditation Rating	2010		2011		2012		2013	
	# of districts	% of districts	# of districts	% of districts	# of districts	% of districts	# of districts	% of districts
Distinction	14	7.7%	18	9.9%	19	10.4%	16	8.8%
Accredited*	97	53.6%	94	51.9%	87	47.8%	95	52.2%
Improvement	46	25.4%	46	25.4%	52	28.6%	55	30.2%
Priority Improvement	17	9.4%	17	9.4%	19	10.4%	14	7.7%
Turnaround	7	3.9%	6	3.3%	5	2.7%	2	1.1%
Total	181		181		182		182	

* For 2013, Accredited includes a BOCES Accredited with AEC: Performance Plan.

According to SB 09-163, districts accredited with Priority Improvement and Turnaround Plans may not be accredited at this performance level for more than five consecutive years. For example, there are two districts that will enter Year 5 on July 1, 2014. If performance does not improve based on 2014 performance framework data, the State Board of Education will need to remove the districts' accreditation and direct the district to take a specific action before June 30, 2015. Once the directed action has been taken, the State Board of Education may reinstate

accreditation for the district. The following table shows the number of districts on the accountability clock each year, in both the Priority Improvement and Turnaround categories. The number of districts Accredited with Turnaround plans has declined from 7 in 2010 to 2 in 2013. In 2010 there were 17 districts Accredited with Priority Improvement, the number increased in 2011 and 2012 to 19 and has now decreased to 14.

Number of Districts Accredited with a Priority Improvement (PI) or Turnaround (TA) Plan Type, By Year (on the accountability clock)

	2010			2011			2012			2013		
Entering Year (July 1)	PI	TA	**Total**	PI	TA	**Total**	PI	TA	**Total**	PI	TA	**Total**
Year 1	15	4	**19**	6	0	**6**	5	0	**5**	2	0	**2**
Year 2	2	3	**5**	9	3	**12**	4	0	**4**	1	0	**1**
Year 3				2	3	**5**	10	2	**12**	2	0	**2**
Year 4							0	3	**3**	9	0	**9**
Year 5										0	2	**2**
Total	17	7	**24**	17	6	**23**	19	5	**24**	14	2	**16**

Schools are assigned a plan type based on the School Performance Framework reports. Districts accredit schools, but the State Board of Education is responsible for assigning plan types to schools based on the framework results and the request to reconsider process. In 2013, the percent of schools with Performance Plans and Turnaround Plans (the highest and lowest ratings) increased from 2012, while the percent with Improvement and Priority Improvement Plans decreased. The first table below shows the number and percent of schools assigned a specific school plan type rating in 2010 - 2013. (This table does not include the results of the Alternative Education Campuses). The second table below shows the number and percent of AEC schools by plan type for 2011-2013.

Number and Percent of Schools by Plan Type for 2012 and 2013

School Plan Type	2010		2011		2012		2013	
	# of schools	% of schools	# of schools	% of schools	# of schools	% of schools	# of schools	% of schools
Performance	1092	67.2%	1144	69.5%	1199	70.6%	1211	70.9%
Improvement	337	20.7%	301	18.3%	332	19.6%	329	19.3%
Priority Improvement	130	8.0%	147	8.9%	127	7.5%	119	7.0%
Turnaround	67	4.1%	55	3.3%	40	2.4%	49	2.9%
Total	1626		1647		1698		1708	

Number and Percent of AEC Schools by Plan Type for 2011 - 2013

School Plan Types	2011		2012		2013	
	# of schools	% of schools	# of schools	% of schools	# of schools	% of schools
AEC: Performance Plan	25	33.3%	28	36.8%	30	38.5%
AEC: Improvement Plan	19	25.3%	23	30.3%	26	33.3%
AEC: Priority Improvement Plan	17	22.7%	14	18.4%	12	15.4%
AEC: Turnaround Plan	11	14.7%	11	14.5%	10	12.8%
Total	72		76		78	

Schools may not be assigned Priority Improvement or Turnaround Plan types for more than five consecutive years before the State Board of Education directs the local Board to take one of five actions with the school (closure, innovation status, charter, change in management, or for a charter school - new management or governing board). There are 40 schools in Colorado that will enter Year 4 on July 1, 2014. The table below shows the number of schools, their rating and year entering on the accountability clock for 2013 compared to 2012. This table includes the Alternative Education Campuses.

Number of Schools Assigned a Priority Improvement or Turnaround Plan Type for 2012 and 2013

	2012			2013		
Entering Year (July 1)	Priority Improvement	Turnaround	**Total**	Priority Improvement	Turnaround	**Total**
Year 1	61	10	**71**	63	18	**81**
Year 2	47	14	**61**	25	13	**38**
Year 3	33	27	**60**	23	8	**31**
Year 4				20	20	**40**
Year 5						
Total	141	51	**192**	131	59	**190**

School and District Improvement Efforts

Districts and schools across the state that are on the accountability clock are engaging in improvement efforts that are varied in approach, intensity, duration, and risk. Each district and school must seek improvement solutions that meet the unique needs and values of their communities. Generally, these major improvement efforts fall into the following categories: 1) Recruiting, training and evaluating high-quality teachers and school leaders; 2) Ensuring the use of rigorous interim assessments, curriculum aligned to the Colorado Academic Standards, and data-driven instruction; and 3) Incorporating flexibility, school autonomy, and innovation to create the conditions needed for dramatic changes.

- **Teacher Recruitment, Retention and Evaluation -** Districts and schools are engaged in implementing high-quality teacher evaluation systems. This effort, driven by SB-191, has led districts and schools to re-define what it means to have highly qualified teachers in priority improvement and turnaround schools. The evaluation frameworks have encouraged districts to revisit how they provide professional development to teachers to ensure that professional development is differentiated and personalized for teachers.
    - Examples include: Denver Public Schools' LEAP teacher evaluation framework or Sheridan's Tiered Intervention Grant school incentives
    .

- **Rigorous Interim Assessments, Curriculum, and Data-Driven Instruction -** A primary strategy for Priority Improvement and Turnaround districts and schools that have been successful in improving student performance is the implementation of rigorous curriculum (aligned with the Colorado Academic Standards) for all students and the use of data from ongoing interim assessments and progress monitoring to inform instruction and provide meaningful feedback to students regarding their progress in meeting learning targets. This involves frequent and common interim assessment tools coupled with the daily use of formative assessment practices. Teachers in these schools work closely together to identify successful strategies and develop alternative methods when students fail to meet learning goals. They also provide feedback to students that help them adjust their approach to learning and invest in their own progress. This work flows from the statewide implementation of the Colorado Academic Standards and will be informed by data from the Colorado Measures of Academic Success that will be brought on board over the next two years. The READ Act is helping all schools and districts (particularly those that are low performing) to focus on ensuring the development of strong early literacy skills for all students. In addition, priority improvement and turnaround districts and schools that are seeing increases in student performance (and moving off the clock) are using data to target interventions for special populations of students, particularly English Language Learners and students with special education needs. The most successful of these districts and schools are doing this work in the context of long-range

strategic planning processes and system-wide improvement efforts that specify short term learning goals/cycles and specify the roles of district and school administrators as well as teachers and other staff.

  - Examples include: Adams 14's UVA partnership, leading to a system-wide data-driven instruction focus and new interim assessments.

- **Flexibility, School Autonomy, and Innovation -** Districts across the state are re-thinking how they use their time, money, and staff to provide targeted supports for their students' specific contexts and needs. In partnerships with parents and community members, districts and schools are creating options for families that include specialized school models, expanded learning opportunities both within the school day and outside of the school day and year, and partnerships with community organizations that can provide real-world learning experiences for students. Schools and districts are leveraging technology to provide students and parents with personalized learning that go beyond the school day and school walls.
  - Examples include: Pueblo 60's three new Innovation Schools; Denver Public Schools' West and Denver Summit Networks; Aurora's PreK-20 College Pathways; Englewood's emerging partnership with Generation Schools; or St. Vrain's partnership with IBM.

CDE Planning for Districts and Schools on the Five-Year Accountability Clock

The Department provides, and continues to develop, a differentiated and tiered approach to supporting all districts and schools, increasing intervention and resources for those in priority improvement and turnaround. Current support is generally limited to districts and some schools – plans exist to develop the capacity within the Department to support schools more in the coming year. As the accountability clock progresses, the Department has engaged in more-intensive planning and support for districts and schools. On November 14, 2013, CDE staff presented to the State Board of Education several documents outlining the pathways for districts and schools as they reach the end of the accountability clock, as specified in statute and rule. (These documents can be accessed in full, at this link on the CDE website: http://www.cde.state.co.us/turnaround). Attachment 1 shows the flow charts for pathways as described in SB 09-163 for districts and schools. A summary of the State Board role for districts and schools is outlined below.

The State Board may take action on a district based on recommendations from the Commissioner and the State Review Panel. If a district is accredited with a Priority Improvement or Turnaround rating for more than five years, the State Board of Education **must** remove the district's accreditation. If a district is accredited with a Turnaround rating and fails to make progress under its Turnaround plan, the state board **may** remove the district's accreditation earlier than five years. In order to reinstate accreditation, the state board will determine the actions a district must take and notify the district. Such actions may include, but are not limited

to: district reorganization; that a public or private entity takes over management of one or more of the schools; that one or more schools be converted to a charter school; that one or more schools be granted innovation status; and that one or more schools are closed.

The State Board must take action on a district with one or more schools with a Priority Improvement or Turnaround plan type for more than five consecutive years, and may take early actions for a school with a Turnaround plan type. For schools, the State Board is **required** to take action on schools from the State Review Panel's recommendations from the following options: that a school should be managed by a public or private entity; that a charter school be managed or governed by a different entity; that a school be converted to a charter school; that a school be granted innovation status; or that a school be closed. The State Board would recommend one of these actions to a local district. If the district failed to take actions on the recommendation, the State Board may lower the district's accreditation rating. These documents and information will be communicated and disseminated to districts and schools through multiple modalities throughout the following year.

The Department provides tiered support to varying degrees, based on intensity of need. Support is differentiated as:

- **Universal support** – Field Service Managers and other staff provide consistent information and resource-brokering.
- **Moderate support** – Performance Managers are assigned to each priority improvement and turnaround district and work closely with district leaders.
- **Intensive support** – Intensive support comes in many forms and may involve grant funds, program engagement (ie: University of Virginia's Partnership for Leaders in Education), and networking opportunities.

Examples of types of support offered include:

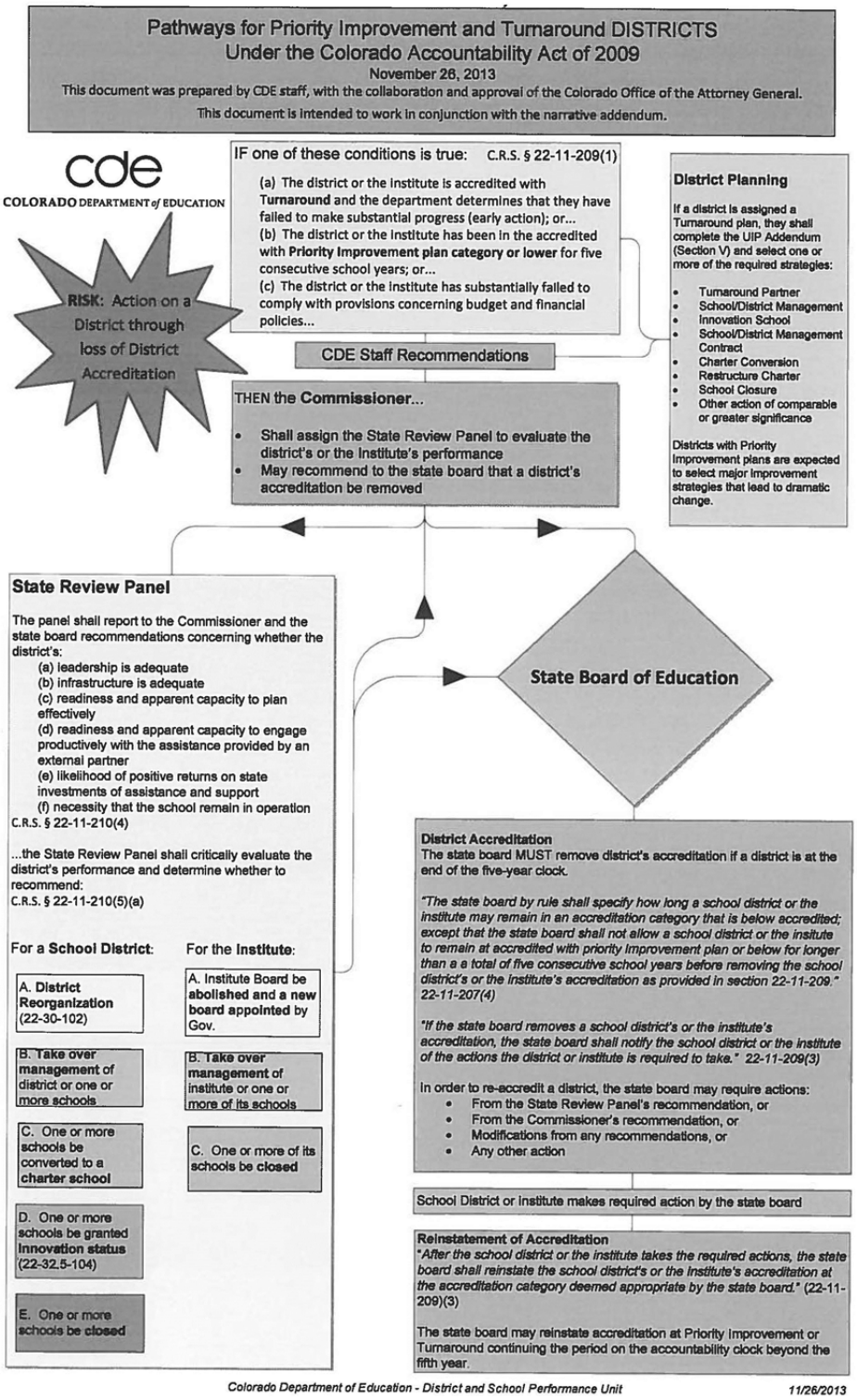
- **Trainings –** Examples of trainings include: Priority Improvement and Turnaround Orientations; Unified Improvement Planning (UIP); interim assessment intensive; and 163 Pathway Trainings.
- **Data Analysis –** CDE staff performs extensive data analyses and works with districts to do the same.
- **CDE Reviews of UIPs -** While all schools and districts are expected to publicly post a Unified Improvement Plan (UIP), CDE only reviews the plans of those schools and districts that are struggling most. The CDE review of plans is a complex process given the volume of 200 to 250 plans annually. Staff from across the Department are trained to evaluate the plans and provide constructive feedback as a part of review teams. The recent funding approved through the legislature is helping to support this process.

The Department is preparing for how they will deal with districts and schools as they approach the end of the clock:

- **Creating and Implementing Processes for Recommendations to the State Board of Education -** Per state statute, the Commissioner must make recommendations to the State Board of Education concerning the action that a school or district must take after five years of consecutive priority improvement/turnaround status. CDE is developing protocols and systems to inform these recommendations.
    - **Improved Data and Display -** CDE is refining a protocol for reviewing multiple sources of data for districts and schools, including: performance frameworks; recommendations from the State Review Panel; and recommendations from CDE staff. Multiple data points are considered in building recommendations including UIPs, progress monitoring tools, and local interim data.
    - **State Review Panel** - The State Review Panel, as required by SB 09-163, is a representative panel of education experts from the field tasked with providing a critical evaluation of Unified Improvement Plans (UIP) and providing recommendations to the Commissioner and the State Board on the required actions for schools and districts that reach the end of the accountability clock. To date, the State Review Panel has conducted document reviews of schools and districts on the accountability clock and has provided recommendations to the Commissioner. Through funds recently approved by the legislature, the Panel is now piloting a site visit protocol with the districts furthest along on the clock. Given the high stakes nature of the recommendation process, this opportunity to visit districts will better enable the Panelists to provide meaningful recommendations to the Commissioner and the State Board of Education.
    - **Early Conversations between the State Board of Education and district leaders –** In the winter and spring of 2014, the State Board will begin inviting districts with Priority Improvement or Turnaround ratings to meet in order for the Board to better understand the challenges and root causes of the districts' and/or schools' performance, and the improvement strategies they are employing to deal with these challenges. CDE is currently developing a protocol for these meetings.

It is expected that district and school leaders view the pathways in statute as opportunities to bring about dramatic and rapid improvement in student achievement, rather than as punitive consequences. National research on school turnaround clearly indicates that turnaround is difficult work which requires systemic changes. CDE is committed to supporting our districts and schools to take the challenging and arduous steps toward such dramatic change.

Attachment 1



Pathways for Priority Improvement and Turnaround SCHOOLS
Under the Colorado Accountability Act of 2009

November 26, 2013

This document was prepared by CDE staff, with the collaboration and approval of the Colorado Office of the Attorney General.

This document is intended to work in conjunction with the narrative addendum.

cde
COLORADO DEPARTMENT of EDUCATION

RISK: Action on a District through lowering of District Accreditation

IF one of these conditions is met:

(a) The school is assigned a **Turnaround** plan category and the department determines that they have failed to make substantial or adequate progress; or...
(b) The school is assigned a **Priority Improvement plan category or lower** for five consecutive school years; or...
(c) The school is assigned a Priority Improvement or Turnaround plan category for any period of time and has **failed to make substantial or adequate progress...**

CDE Staff Recommendations

THEN... the **Commissioner**

"The commissioner **may** assign the state review panel to critically evaluate a public school's priority improvement plan and **shall** assign the state review panel to critically evaluate a public school's turnaround plan." C.R.S. § 22-11-210(4)

School Planning

If a school is assigned a Turnaround plan, they shall complete the UIP Addendum (Section V) and select one or more of the required strategies:

- Turnaround Partner
- School/District Management
- Innovation School
- School/District Management Contract
- Charter Conversion
- Restructure Charter
- School Closure
- Other action of comparable or greater significance

Schools with Priority Improvement plans are expected to select major improvement strategies that lead to dramatic change.

State Review Panel

The panel shall report to the Commissioner and the state board recommendations concerning whether the school's:

(a) leadership is adequate
(b) infrastructure is adequate
(c) readiness and apparent capacity to plan effectively
(d) readiness and apparent capacity to engage productively with the assistance provided by an external partner
(e) likelihood of positive returns on state investments of assistance and support
(f) necessity that the school remain in operation

C.R.S. § 22-11-210(4)

...the State Review Panel shall critically evaluate the public school's performance and determine whether to recommend:
C.R.S. § 22-11-210(5)(a)

(I) ...that a district public school should be **managed by a private or public entity other than the school district**

(II) that the public or private entity operating the charter school or the governing board of the charter school should **be replaced by a different public or private entity or governing board**

(III) ...that the district public school be **converted to a charter school**

(IV) ...that the district public school be **granted status as an innovation school**

(V) ...that the public school be closed, or with a district or institute charter school, that **the charter be revoked**

State Board of Education

State Board Actions

"...the state board shall not allow a public school to continue implementing a priority improvement or turnaround plan for longer than a combined total of five consecutive school years before requiring the school district or the institute to restructure or close the public school." C.R.S. § 22-11-210(1)(d)

The state board **shall** determine which of the State Review Panel's recommended actions the local district board or the institute's board shall take.

"The state review panel shall present its recommendation to the commissioner and to the state board. Taking the recommendations into account, the state board shall determine which of the actions... the local school board... or the institute for an institute charter school shall take regarding the public school and direct the local school board or institute accordingly." C.R.S. § 22-11-210(5)(b)

"...the department may change a school district's or the institute's accreditation category... if the department determines that... [they] failed to meet a requirement specified in the accreditation contract and that immediate action is required to protect the interests of the students..." C.R.S. § 22-11-208(1)(b)

Colorado Department of Education - District and School Performance Unit *11/26/2013*

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED

Questions Common to All Departments

1. **Question:** Provide a list of any legislation that the Department has: (a) not implemented or (b) partially implemented. Explain why the Department has not implemented or has partially implemented the legislation on this list.

   Response: The department has identified several education statutes that were intended to be implemented with gifts, grants or donations or other resources that have not ultimately been made available. While CDE has attempted to meet the intent of such statutes, when possible, there are some that have not been fully implemented. Please find a description of these areas below.

   Section 22-36-106(2)(b) requires that CDE make information available to the public about the enrollment options which are available throughout the public school system in Colorado. CDE is then required to study and evaluate the available enrollment options and, based upon that study, to make a report to the House and Senate Education Committees each January. The department's public portal, SchoolView, provides detailed information about the performance of all public schools in Colorado and also provides information about the courses and programs offered by each school. A study of enrollment options, however, has never been funded or reported to the House and Senate Education Committees.

   Section 22-7-707 (3) requires CDE to annually report on the Teacher Development Grant Program, including the list of grant recipients, summary of the progress made by grant recipients, and information about the effectiveness of the program. CDE has not received funding to administer this grant program and so has no available data to report.

   Section 22-13-103 (11) requires the School Leadership Academy Board (SLAB) to provide an annual report summarizing the operations and activities of SLAB and recommendations related to licensure standards. The SLAB was scheduled to sunset in July 2017. However, due to lack of funding, the SLAB has already been disbanded and is therefore not producing such reports.

   Section 22-27.5-106 (2) requires CDE to provide an annual report on the number and amounts of Dropout Prevention Activity Program grants awarded, a description of the programs that received grants, the number of students participating in each program, and the

student dropout rates of the schools at which the programs were operated. CDE has not received funding to administer this grant program for the past 3 years and so has no available data to report.

Section 22-29-104 requires CDE to annually provide a summary of any reports submitted by districts concerning any character education program they have developed. It is optional for districts to submit a report on these programs. CDE has never received a report from any district and so has never had any available information to summarize.

Section 22-58-104 (4) requires the Alternative School Funding Models Pilot Program Advisory Council to annually report on any data collected by participating school districts and charter schools. Since the passage of this law in 2010, no school district or charter school has yet volunteered to participate in the program.

Section 22-69-106 (1) requires CDE to provide a report on the Alternative Teacher Compensation Grant Program, "so long as grant moneys were awarded to at least one school district pursuant to the grant program during the preceding calendar year." CDE has not received funding to administer this grant program for the past 2 years and so has no available data to report.

Section 22-93-103 (4) requires CDE to annually report on administration of the School Bullying Prevention and Education Grant Program, including the number of grant recipients, amounts awarded, the number of students receiving services under the grant program and any gifts or donations received to administer the program. CDE has not received funding to administer this grant program and so has no available data to report.

2. **Question:** Does the Department have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2013? What is the Department doing to resolve the outstanding high priority recommendations?
http://www.leg.state.co.us/OSA/coauditor1.nsf/All/D36AE0269626A00B87257BF30051FF84/$FILE/1337S%20Annual%20Rec%20Database%20as%20of%2006302013.pdf

   Response: No. The Department has no outstanding recommendations in the "Annual Report of Audit Recommendations Not Fully Implemented."

3. **Question:** Does the department pay annual licensing fees for its state professional employees? If so, what professional employees does the department have and from what funding source(s) does the department pay the licensing fees? If the department has professions that are required to pay licensing fees and the department does not pay the fees, are the individual professional employees responsible for paying the associated licensing fees?

   Response: : We have no positions in which a certification is required.

4. **Question:** Does the department provide continuing education, or funds for continuing education, for professionals within the department? If so, which professions does the department provide continuing education for and how much does the department spend on that? If the department has professions that require continuing education and the department does not pay for continuing education, does the employee have to pay the associated costs?

   Response: The Department has no formal policy for continuing education. Some staff receive reimbursement for continuing education and their professional certifications, but that is determined by their supervisor.

5. **Question:** During the hiring process, how often does the number one choice pick candidate turn down a job offer from the department because the starting salary that is offered is not high enough?

   Response: The Department does not keep track of this information, but, according to Human Resources, it is unusual for the number one pick to decline a job offer because the starting salary is not high enough.

6. **Question:** What is the turnover rate for staff in the department?

   Response: The Department of Personnel will provide a statewide report in response to this question during the Department of Personnel's hearing with the Joint Budget Committee.

Questions Specific to the Department of Education

7. **Question:** Please provide data on actual reimbursements for categorical programs, especially for transportation, broken down by district.

   Response: The charts on the following pages illustrate district's categorical program revenues from both state and federal funds versus the expenditures. The tables break down the expenditures based upon the amount of state and federal funds versus local spending on a particular program. There is a chart for Special Education by Administrative Unit, and charts for English Language Proficiency Programs, Transportation, Career and Technical Education and Gifted and Talented. These tables are based upon data for fiscal year ending June 30, 2012.

TABLE B: Categorical Program Revenues and Expenditures: FY 2011-2012							
Long Bill Line Item	**(a)**	**(b)**	**(c)=(a)+(b)**	**(d)**	**(e)=(c)/(d)**	**(f)=(d)-(c)**	**(g)=(f)/(d)**
	State Funds	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
District Programs Required by Statute							
Special Education - Children with Disabilities a/	157,090,672	161,576,589	318,667,261	802,713,233	0	484,045,972	1
English Language Proficiency Program	13,085,778	12,315,631	25,401,409	188,182,589	0	162,781,180	1
Other Categorical Programs							
Public School Transportation	51,783,051	-	51,783,051	209,550,189	0	157,767,138	1
Career and Technical Education	22,777,620	5,480,528	28,258,148	80,898,533	0	52,640,385	1
Special Education - Gifted and Talented Children	9,059,127	-	9,059,127	33,153,474	0	24,094,347	1
Total						**881,329,022**	

a/State funding includes Public School Finance Act funding for preschool children with disabilities

Long Bill Item: Special Education - Children with Disabilities	(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
Administrative Unit	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
Adams 1, Mapleton	1,247,554	1,208,491	2,456,045	4,738,637	51.8%	2,282,592	48.2%
Adams 12, Northglenn-Thornton	7,248,123	7,373,453	14,621,576	19,963,396	73.2%	5,341,820	26.8%
Adams 14, Commerce City	1,641,260	1,267,624	2,908,883	8,147,890	35.7%	5,239,006	64.3%
Adams 27J, Brighton	3,000,909	2,159,667	5,160,576	13,396,679	38.5%	8,236,103	61.5%
Adams 50, Westminster	2,336,216	2,301,269	4,637,485	12,584,422	36.9%	7,946,937	63.1%
Arapahoe 1, Englewood	832,536	857,945	1,690,482	3,931,759	43.0%	2,241,278	57.0%
Arapahoe 2, Sheridan	365,549	369,787	735,336	2,086,611	35.2%	1,351,275	64.8%
Arapahoe 5, Cherry Creek	10,677,119	9,180,270	19,857,389	61,008,187	32.5%	41,150,797	67.5%
Arapahoe 6, Littleton	2,703,322	3,324,045	6,027,367	18,158,791	33.2%	12,131,424	66.8%
Adams-Arapahoe 28J, Aurora	7,120,935	7,554,185	14,675,119	39,478,787	37.2%	24,803,668	62.8%
Boulder RE1J, St. Vrain Valley	4,874,387	4,542,985	9,417,372	23,867,160	39.5%	14,449,788	60.5%
Boulder RE2, Boulder Valley	5,771,202	6,024,657	11,795,859	37,456,598	31.5%	25,660,739	68.5%
Delta 50(J), Delta	1,100,024	909,670	2,009,694	3,637,229	55.3%	1,627,535	44.7%
Denver 1, Denver	14,065,337	17,655,846	31,721,183	76,768,172	41.3%	45,046,989	58.7%
Douglas Re1, Castle Rock	9,796,215	6,446,095	16,242,310	53,924,882	30.1%	37,682,572	69.9%
El Paso 2, Harrison	2,265,321	2,397,144	4,662,465	8,998,667	51.8%	4,336,201	48.2%
El Paso 3, Widefield	2,646,514	1,751,619	4,398,133	9,160,094	48.0%	4,761,961	52.0%
El Paso 8, Fountain	2,152,119	1,267,159	3,419,278	9,183,924	37.2%	5,764,646	62.8%
El Paso 11, Colorado Springs	4,402,841	5,902,712	10,305,553	28,953,506	35.6%	18,647,953	64.4%
El Paso 12, Cheyenne Mountain	716,882	707,523	1,424,405	2,235,794	63.7%	811,389	36.3%
El Paso 20, Academy	3,273,238	3,448,677	6,721,915	17,718,778	37.9%	10,996,862	62.1%
El Paso 38, Lewis-Palmer	907,590	1,074,482	1,982,072	5,358,129	37.0%	3,376,058	63.0%
El Paso 49, Falcon	2,890,715	1,817,975	4,708,690	13,050,705	36.1%	8,342,015	63.9%
Fort Lupton/Keensburg	734,201	1,287,199	2,021,400	3,955,347	51.1%	1,933,946	48.9%

Long Bill Item: Special Education - Children with Disabilities	(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
Administrative Unit	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
Fremont Re-1, Canon City	1,358,094	767,356	2,125,450	3,751,388	56.7%	1,625,938	43.3%
Gunnison	239,357	350,959	590,316	1,106,590	53.3%	516,274	46.7%
Jefferson R-1, Lakewood	13,697,588	15,652,861	29,350,450	87,841,755	33.4%	58,491,306	66.6%
Larimer R-1, Poudre	4,249,321	4,134,875	8,384,196	23,570,822	35.6%	15,186,626	64.4%
Larimer R-2J, Thompson	3,304,315	3,315,487	6,619,802	16,356,424	40.5%	9,736,622	59.5%
Larimer R-3, Park	243,663	252,023	495,686	731,277	67.8%	235,591	32.2%
Logan Re-1, Valley	754,817	665,529	1,420,346	2,384,010	59.6%	963,664	40.4%
Mesa	4,456,708	4,756,943	9,213,651	19,874,086	46.4%	10,660,435	53.6%
Moffat Re 1, Craig	540,881	521,865	1,062,746	1,904,332	55.8%	841,587	44.2%
Montrose Re-1J, Montrose	1,111,056	912,689	2,023,745	4,988,948	40.6%	2,965,202	59.4%
Morgan Re-3, Fort Morgan	510,887	703,986	1,214,873	2,526,740	48.1%	1,311,867	51.9%
Pueblo 60, Urban	3,514,778	4,055,499	7,570,277	16,776,193	45.1%	9,205,916	54.9%
Pueblo 70, Rural	1,745,725	1,404,364	3,150,089	7,500,349	42.0%	4,350,260	58.0%
Weld Re-4, Windsor	808,476	580,163	1,388,639	4,013,106	34.6%	2,624,467	65.4%
Weld Re-5J, Johnstown	589,261	500,640	1,089,901	2,319,281	47.0%	1,229,380	53.0%
Weld 6, Greeley	3,833,692	3,480,963	7,314,655	19,102,674	38.3%	11,788,019	61.7%
East Central BOCES	2,526,894	2,015,103	4,541,997	10,235,223	44.4%	5,693,226	55.6%
Mt. Evans BOCES	706,995	1,014,701	1,721,695	3,099,287	55.6%	1,377,591	44.4%
Mountain BOCES	4,857,681	8,801,790	13,659,471	30,323,118	45.0%	16,663,647	55.0%
Northeast Colorado BOCES	1,507,314	1,058,236	2,565,551	6,124,599	41.9%	3,559,049	58.1%
Northwest Colorado BOCES	1,078,969	950,849	2,029,818	5,955,109	34.1%	3,925,290	65.9%
Pikes Peak BOCES	1,399,526	950,395	2,349,921	4,544,401	51.7%	2,194,481	48.3%
San Juan BOCS	2,426,001	2,703,927	5,129,927	11,787,457	43.5%	6,657,530	56.5%
San Luis Valley BOCES	1,209,593	1,755,728	2,965,322	5,346,807	55.5%	2,381,485	44.5%

Long Bill Item: Special Education - Children with Disabilities	(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
Administrative Unit	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
Santa Fe Trail BOCES	738,471	1,202,305	1,940,777	3,334,375	58.2%	1,393,599	41.8%
South Central BOCES	1,132,828	1,392,759	2,525,587	5,031,373	50.2%	2,505,787	49.8%
Southeastern BOCES	784,096	861,781	1,645,877	3,427,713	48.0%	1,781,836	52.0%
Uncompahgre BOCS	497,153	319,035	816,188	1,850,720	44.1%	1,034,531	55.9%
Centennial BOCES	1,721,665	1,537,977	3,259,642	7,104,087	45.9%	3,844,445	54.1%
Ute Pass BOCES	1,623,513	1,728,797	3,352,310	6,318,252	53.1%	2,965,942	46.9%
Rio Blanco BOCES	498,469	196,352	694,821	1,502,410	46.2%	807,589	53.8%
Charter School Institute	652,774	2,200,171	2,852,945	4,216,183	67.7%	1,363,238	32.3%
	157,090,672	**161,576,589**	**318,667,261**	**802,713,233**	**39.7%**	**484,045,972**	**60.3%**

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
ADAMS	MAPLETON 1	253,978	215,149	469,127	697,352	67.3%	228,225	32.7%
ADAMS	ADAMS 12 FIVE STAR	587,290	529,496	1,116,786	6,347,460	17.6%	5,230,675	82.4%
ADAMS	ADAMS CITY 14	315,245	376,871	692,116	945,112	73.2%	252,997	26.8%
ADAMS	BRIGHTON 27J	248,171	148,243	396,414	322,556	122.9%	(73,858)	-22.9%
ADAMS	BENNETT 29J	7,539	-	7,539	-		(7,539)	
ADAMS	STRASBURG 31J	2,744	-	2,744	20,489	13.4%	17,745	86.6%
ADAMS	WESTMINSTER 50	410,819	435,639	846,458	3,089,110	27.4%	2,242,652	72.6%
ALAMOSA	ALAMOSA RE-11J	35,586	30,068	65,654	161,446	40.7%	95,792	59.3%
ALAMOSA	SANGRE DE CRISTO RE-22J	347	247	594	247	240.5%	(347)	-140.5%
ARAPAHOE	ENGLEWOOD 1	44,540	43,619	88,159	382,481	23.0%	294,322	77.0%
ARAPAHOE	SHERIDAN 2	67,386	54,471	121,857	198,202	61.5%	76,344	38.5%
ARAPAHOE	CHERRY CREEK 5	428,889	409,211	838,100	8,454,808	9.9%	7,616,708	90.1%
ARAPAHOE	LITTLETON 6	61,643	66,266	127,909	1,862,328	6.9%	1,734,419	93.1%
ARAPAHOE	DEER TRAIL 26J	173	-	173	175	98.9%	2	1.1%
ARAPAHOE	ADAMS-ARAPAHOE 28J	1,870,754	1,126,319	2,997,073	3,723,917	80.5%	726,844	19.5%
ARAPAHOE	BYERS 32J	1,531	-	1,531	38,132	4.0%	36,601	96.0%
ARCHULETA	ARCHULETA COUNTY 50JT	11,323	-	11,323	86,061	13.2%	74,738	86.8%
BACA	WALSH RE-1	549	-	549	870	63.1%	321	36.9%
BACA	PRITCHETT RE-3	-	-	-	-		-	
BACA	SPRINGFIELD RE-4	58	-	58	68	85.3%	10	14.7%
BACA	VILAS RE-5	-	-	-	-		-	
BACA	CAMPO RE-6	-	-	-	-		-	
BENT	LAS ANIMAS RE-1	58	-	58	59	98.3%	1	1.7%
BENT	MCCLAVE RE-2	5,026	-	5,026	6,526	77.0%	1,500	23.0%
BOULDER	ST VRAIN VALLEY RE-1J	467,231	297,061	764,292	2,748,781	27.8%	1,984,489	72.2%
BOULDER	BOULDER VALLEY RE-2J	276,426	286,887	563,313	5,800,961	9.7%	5,237,648	90.3%
CHAFFEE	BUENA VISTA R-31	491	-	491	495	99.2%	4	0.8%
CHAFFEE	SALIDA R-32(J)	2,051	5,250	7,301	51,105	14.3%	43,804	85.7%
CHEYENNE	KIT CARSON R-1	-	-	-	-		-	

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
CHEYENNE	CHEYENNE RE-5	3,957	-	3,957	21,667	18.3%	17,710	81.7%
CLEAR CREEK	CLEAR CREEK RE-1	838	-	838	839	99.9%	1	0.1%
CONEJOS	NORTH CONEJOS RE-1J	-	-	-	-		-	
CONEJOS	SANFORD 6J	-	-	-	-		-	
CONEJOS	SOUTH CONEJOS RE-10	-	-	-	-		-	
COSTILLA	CENTENNIAL R-1	520	2,383	2,903	4,074	71.2%	1,171	28.8%
COSTILLA	SIERRA GRANDE R-30	1,445	5,696	7,141	12,835	55.6%	5,694	44.4%
CROWLEY	CROWLEY COUNTY RE-1-J	-	-	-	93	0.0%	93	100.0%
CUSTER	CUSTER COUNTY C1	-	-	-	-		-	
DELTA	DELTA COUNTY 50(J)	23,254	35,857	59,111	58,689	100.7%	(421)	-0.7%
DENVER	DENVER COUNTY 1	3,351,941	4,288,547	7,640,488	109,808,516	7.0%	102,168,027	93.0%
DOLORES	DOLORES RE NO.2	-	-	-	-		-	
DOUGLAS	DOUGLAS COUNTY RE-1	299,049	184,586	483,635	2,749,088	17.6%	2,265,453	82.4%
EAGLE	EAGLE COUNTY RE 50	249,759	177,903	427,662	1,977,054	21.6%	1,549,392	78.4%
ELBERT	ELIZABETH C-1	3,756	-	3,756	3,760	99.9%	4	0.1%
ELBERT	KIOWA C-2	116	-	116	500	23.2%	384	76.8%
ELBERT	BIG SANDY 100J	549	-	549	549	100.0%	0	0.0%
ELBERT	ELBERT 200	-	-	-	-		-	
ELBERT	AGATE 300	-	-	-	-		-	
EL PASO	CALHAN RJ1	58	-	58	60	96.7%	2	3.3%
EL PASO	HARRISON 2	207,044	283,701	490,745	2,991,534	16.4%	2,500,789	83.6%
EL PASO	WIDEFIELD 3	22,646	42,099	64,745	315,557	20.5%	250,811	79.5%
EL PASO	FOUNTAIN 8	68,490	41,669	110,159	641,340	17.2%	531,181	82.8%
EL PASO	COLORADO SPRINGS 11	273,115	238,376	511,491	3,659,466	14.0%	3,147,975	86.0%
EL PASO	CHEYENNE MOUNTAIN 12	6,096	18,671	24,767	184,946	13.4%	160,179	86.6%
EL PASO	MANITOU SPRINGS 14	1,098	1,906	3,004	1,906	157.6%	(1,098)	-57.6%
EL PASO	ACADEMY 20	34,753	24,197	58,950	611,482	9.6%	552,532	90.4%
EL PASO	ELLICOTT 22	10,774	-	10,774	10,914	98.7%	140	1.3%
EL PASO	PEYTON 23JT	607	-	607	608	99.8%	1	0.2%
EL PASO	HANOVER 28	520	-	520	698	74.5%	178	25.5%

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
EL PASO	LEWIS-PALMER 38	22,156	25,820	47,976	440,752	10.9%	392,777	89.1%
EL PASO	FALCON 49	44,599	39,445	84,044	750,781	11.2%	666,737	88.8%
EL PASO	EDISON 54JT	-	-	-	-		-	
EL PASO	MIAMI-YODER 60	1,040	(1,319)	(279)	(278)	100.4%	1	-0.4%
FREMONT	CANON CITY RE-1	3,004	-	3,004	34,134	8.8%	31,130	91.2%
FREMONT	FLORENCE RE-2	4,824	-	4,824	24,835	19.4%	20,011	80.6%
FREMONT	COTOPAXI RE-3	-	-	-	-		-	
GARFIELD	ROARING FORK RE-1	209,523	117,508	327,031	2,277,127	14.4%	1,950,096	85.6%
GARFIELD	GARFIELD RE-2	89,457	31,240	120,697	613,451	19.7%	492,754	80.3%
GARFIELD	GARFIELD 16	25,736	8,797	34,533	222,167	15.5%	187,634	84.5%
GILPIN	GILPIN COUNTY RE-1	-	-	-	-		-	
GRAND	WEST GRAND 1-JT	1,646	-	1,646	17,183	9.6%	15,537	90.4%
GRAND	EAST GRAND 2	12,594	12,512	25,106	25,107	100.0%	1	0.0%
GUNNISON	GUNNISON WATERSHED RE-1J	18,602	17,278	35,880	216,371	16.6%	180,491	83.4%
HINSDALE	HINSDALE COUNTY RE-1	-	-	-	-		-	
HUERFANO	HUERFANO RE-1	-	-	-	-		-	
HUERFANO	LA VETA RE-2	664	-	664	749	88.7%	85	11.3%
JACKSON	NORTH PARK R-1	1,099	2,190	3,289	3,840	85.7%	551	14.3%
JEFFERSON	JEFFERSON R-1	674,968	511,642	1,186,610	8,701,928	13.6%	7,515,318	86.4%
KIOWA	EADS RE-1	491	-	491	8,675	5.7%	8,184	94.3%
KIOWA	PLAINVIEW RE-2	-	-	-	-		-	
KIT CARSON	ARRIBA-FLAGLER C-20	-	-	-	-		-	
KIT CARSON	HI PLAINS R-23	58	-	58	58	100.0%	0	0.0%
KIT CARSON	STRATTON R-4	1,964	-	1,964	5,263	37.3%	3,299	62.7%
KIT CARSON	BETHUNE R-5	3,437	-	3,437	5,432	63.3%	1,995	36.7%
KIT CARSON	BURLINGTON RE-6J	19,093	10,472	29,565	112,740	26.2%	83,175	73.8%
LAKE	LEADVILLE R-1	47,312	46,318	93,630	93,631	100.0%	1	0.0%
LA PLATA	DURANGO 9-R	21,317	-	21,317	347,204	6.1%	325,887	93.9%
LA PLATA	BAYFIELD 10JT-R	1,820	245	2,065	1,825	113.2%	(240)	-13.2%
LA PLATA	IGNACIO 11 JT	1,589	884	2,473	20,622	12.0%	18,149	88.0%

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
LARIMER	POUDRE R-1	238,756	249,100	487,856	2,314,361	21.1%	1,826,505	78.9%
LARIMER	THOMPSON R-2J	62,014	52,914	114,928	1,214,683	9.5%	1,099,756	90.5%
LARIMER	ESTES PARK R-3	21,085	14,587	35,672	64,395	55.4%	28,723	44.6%
LAS ANIMAS	TRINIDAD 1	8,608	-	8,608	46,508	18.5%	37,900	81.5%
LAS ANIMAS	PRIMERO REORGANIZED 2	-	-	-	17,256	0.0%	17,256	100.0%
LAS ANIMAS	HOEHNE REORGANIZED 3	1,040	-	1,040	1,045	99.5%	5	0.5%
LAS ANIMAS	AGUILAR REORGANIZED 6	-	-	-	-		-	
LAS ANIMAS	BRANSON REORGANIZED 82	-	-	-	-		-	
LAS ANIMAS	KIM REORGANIZED 88	-	-	-	-		-	
LINCOLN	GENOA-HUGO C-113	-	-	-	-		-	
LINCOLN	LIMON RE-4J	607	-	607	608	99.8%	1	0.2%
LINCOLN	KARVAL RE-23	-	-	-	-		-	
LOGAN	VALLEY RE-1	18,948	10,535	29,483	250,059	11.8%	220,576	88.2%
LOGAN	FRENCHMAN RE-3	-	-	-	-		-	
LOGAN	BUFFALO RE-4	549	-	549	550	99.8%	1	0.2%
LOGAN	PLATEAU RE-5	-	-	-	-		-	
MESA	DEBEQUE 49JT	-	-	-	-		-	
MESA	PLATEAU VALLEY 50	1,271	-	1,271	1,272	99.9%	1	0.1%
MESA	MESA COUNTY VALLEY 51	144,592	314,713	459,305	2,387,963	19.2%	1,928,658	80.8%
MINERAL	CREEDE CONSOLIDATED 1	-	-	-	-		-	
MOFFAT	MOFFAT COUNTY RE NO. 1	24,436	18,299	42,735	130,906	32.6%	88,171	67.4%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	14,038	24,228	38,266	71,649	53.4%	33,383	46.6%
MONTEZUMA	DOLORES RE-4A	173	-	173	9,843	1.8%	9,670	98.2%
MONTEZUMA	MANCOS RE-6	1,560	18	1,578	1,583	99.7%	5	0.3%
MONTROSE	MONTROSE RE-1J	93,092	85,248	178,340	965,418	18.5%	787,078	81.5%
MONTROSE	WEST END RE-2	-	-	-	-		-	
MORGAN	BRUSH RE-2(J)	15,655	25,315	40,970	44,037	93.0%	3,067	7.0%
MORGAN	FT. MORGAN RE-3	84,605	95,938	180,543	676,475	26.7%	495,933	73.3%
MORGAN	WELDON VALLEY RE-20(J)	-	400	400	448	89.3%	48	10.7%
MORGAN	WIGGINS RE-50(J)	7,337	6,775	14,112	14,175	99.6%	63	0.4%

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
OTERO	EAST OTERO R-1	636	-	636	50,668	1.3%	50,032	98.7%
OTERO	ROCKY FORD R-2	4,939	13,610	18,549	215,623	8.6%	197,074	91.4%
OTERO	MANZANOLA 3J	3,438	-	3,438	3,589	95.8%	151	4.2%
OTERO	FOWLER R-4J	1,589	-	1,589	1,590	99.9%	1	0.1%
OTERO	CHERAW 31	-	-	-	-		-	
OTERO	SWINK 33	231	469	700	701	99.9%	1	0.1%
OURAY	OURAY R-1	173	170	343	344	99.7%	1	0.3%
OURAY	RIDGWAY R-2	896	1,906	2,802	2,803	100.0%	1	0.0%
PARK	PLATTE CANYON R-1	-	-	-	-		-	
PARK	PARK RE-2	58	-	58	150	38.7%	92	61.3%
PHILLIPS	HOLYOKE RE-1J	14,789	10,039	24,828	33,496	74.1%	8,668	25.9%
PHILLIPS	HAXTUN RE-2J	-	-	-	-		-	
PITKIN	ASPEN 1	18,054	14,623	32,677	402,877	8.1%	370,200	91.9%
PROWERS	GRANADA RE-1	2,484	-	2,484	43,318	5.7%	40,834	94.3%
PROWERS	LAMAR RE-2	11,091	-	11,091	18,024	61.5%	6,933	38.5%
PROWERS	HOLLY RE-3	4,391	5,865	10,256	21,363	48.0%	11,107	52.0%
PROWERS	WILEY RE-13JT	1,155	-	1,155	6,385	18.1%	5,230	81.9%
PUEBLO	PUEBLO CITY 60	148,559	48,888	197,447	1,124,856	17.6%	927,409	82.4%
PUEBLO	PUEBLO RURAL 70	25,477	19,677	45,154	26,707	169.1%	(18,447)	-69.1%
RIO BLANCO	MEEKER RE-1	6,413	-	6,413	17,381	36.9%	10,968	63.1%
RIO BLANCO	RANGELY RE-4	664	-	664	-		(664)	
RIO GRANDE	DEL NORTE C-7	925	-	925	926	99.9%	1	0.1%
RIO GRANDE	MONTE VISTA C-8	17,649	18,508	36,157	50,673	71.4%	14,516	28.6%
RIO GRANDE	SARGENT RE-33J	1,155	755	1,910	60,326	3.2%	58,417	96.8%
ROUTT	HAYDEN RE-1	4,593	2,986	7,579	8,119	93.3%	540	6.7%
ROUTT	STEAMBOAT SPRINGS RE-2	19,093	23,325	42,418	172,846	24.5%	130,428	75.5%
ROUTT	SOUTH ROUTT RE-3	1,964	1,799	3,763	3,764	100.0%	1	0.0%
SAGUACHE	MOUNTAIN VALLEY RE-1	-	-	-	-		-	
SAGUACHE	MOFFAT 2	58	-	58	63	92.1%	5	7.9%
SAGUACHE	CENTER 26JT	30,734	16,656	47,390	78,423	60.4%	31,033	39.6%

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
SAN JUAN	SILVERTON 1	2,253	4,708	6,961	7,253	96.0%	292	4.0%
SAN MIGUEL	TELLURIDE R-1	3,525	-	3,525	155,229	2.3%	151,704	97.7%
SAN MIGUEL	NORWOOD R-2J	3,726	-	3,726	3,727	100.0%	1	0.0%
SEDGWICK	JULESBURG RE-1	231	181	412	412	100.0%	0	0.0%
SEDGWICK	PLATTE VALLEY RE-3	-	-	-	-		-	
SUMMIT	SUMMIT RE-1	100,977	70,758	171,735	1,113,432	15.4%	941,697	84.6%
TELLER	CRIPPLE CREEK RE-1	-	-	-	-		-	
TELLER	WOODLAND PARK RE-2	4,333	-	4,333	46,613	9.3%	42,280	90.7%
WASHINGTON	AKRON R-1	491	697	1,188	1,189	99.9%	1	0.1%
WASHINGTON	ARICKAREE R-2	116	-	116	116	100.0%	0	0.0%
WASHINGTON	OTIS R-3	116	-	116	117	99.1%	1	0.9%
WASHINGTON	LONE STAR 101	982	-	982	983	99.9%	1	0.1%
WASHINGTON	WOODLIN R-104	491	-	491	750	65.5%	259	34.5%
WELD	WELD RE-1 (GILCREST, LASALLE, PLATTEVILLE)	26,431	24,731	51,162	52,088	98.2%	926	1.8%
WELD	EATON RE-2	11,496	6,960	18,456	104,978	17.6%	86,522	82.4%
WELD	WELD RE-3 (KEENESBURG)	40,928	28,988	69,916	283,059	24.7%	213,143	75.3%
WELD	WINDSOR RE-4	7,741	4,922	12,663	23,967	52.8%	11,304	47.2%
WELD	WELD RE-5J (JOHNSTOWN,MILLIKEN)	24,898	20,801	45,699	49,699	92.0%	4,000	8.0%
WELD	GREELEY RE-6	593,563	384,567	978,130	2,549,357	38.4%	1,571,228	61.6%
WELD	PLATTE VALLEY RE-7	3,524	1,817	5,341	136,797	3.9%	131,456	96.1%
WELD	FT. LUPTON RE-8	89,887	68,741	158,628	146,751	108.1%	(11,878)	-8.1%
WELD	AULT-HIGHLAND RE-9	7,395	7,479	14,874	100,159	14.8%	85,286	85.2%
WELD	BRIGGSDALE RE-10	-	-	-	-		-	
WELD	PRAIRIE RE-11	-	-	-	-		-	
WELD	PAWNEE RE-12	-	-	-	-		-	
YUMA	YUMA 1	42,488	20,792	63,280	118,794	53.3%	55,514	46.7%
YUMA	WRAY RD-2	6,500	8,583	15,083	66,978	22.5%	51,895	77.5%
YUMA	IDALIA RJ-3	5,748	-	5,748	5,748	100.0%	0	0.0%

Long Bill Item: English Language Proficiency Program		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	**DISTRICT**	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
YUMA	LIBERTY J-4	-	-	-	-		-	
	CHARTER INSTITUTE	181,138	122,839	303,977	470,326	64.6%	166,349	35.4%
	EAST CENTRAL BOCES	-	33,381	33,381	33,381	100.0%	-	0.0%
	MOUNTAIN BOCES	-	-	-	-		-	
	CENTENNIAL BOCES	-	112,536	112,536	112,536	100.0%	-	0.0%
	NORTHEAST BOCES	-	19,951	19,951	19,951	100.0%	-	0.0%
	PIKES PEAK BOCES	-	-	-	-		-	
	SAN JUAN BOCES	-	33,156	33,156	33,157	100.0%	1	0.0%
	SAN LUIS VALLEY BOCES	-	15,468	15,468	15,468	100.0%	-	0.0%
	SOUTH CENTRAL BOCES	-	25,743	25,743	25,743	100.0%	-	0.0%
	SOUTHEASTERN BOCES	-	16,026	16,026	16,026	100.0%	-	0.0%
	SOUTHWEST BOCES	-	-	-	-		-	
	NORTHWEST COLORADO BOCES	-	11,041	11,041	11,041	100.0%	-	0.0%
	RIO BLANCO BOCES	-	-	-	-		-	
	EXPEDITIONARY BOCES	-	-	-	-		-	
	GRAND VALLEY BOCES	-	-	-	-		-	
	MT. EVANS BOCES	-	-	-	-		-	
	UNCOMPAHGRE BOCES	-	-	-	-		-	
	SANTA FE TRAIL BOCES	-	-	-	-		-	
	FRONT RANGE BOCES	-	-	-	-		-	
	UTE PASS BOCES	-	-	-	-		-	
		13,085,778	**12,315,631**	**25,401,409**	**188,182,589**	**13.5%**	**162,781,180**	**86.5%**

Long Bill Item: Public School Transportation		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
ADAMS	MAPLETON 1	480,974	-	480,974	2,085,996	23.1%	1,605,022	76.9%
ADAMS	ADAMS 12 FIVE STAR	1,817,664	-	1,817,664	7,115,528	25.5%	5,297,864	74.5%
ADAMS	ADAMS CITY 14	428,513	-	428,513	2,067,143	20.7%	1,638,630	79.3%
ADAMS	BRIGHTON 27J	1,213,300	-	1,213,300	4,697,498	25.8%	3,484,198	74.2%
ADAMS	BENNETT 29J	111,308	-	111,308	384,384	29.0%	273,075	71.0%
ADAMS	STRASBURG 31J	76,858	-	76,858	306,094	25.1%	229,236	74.9%
ADAMS	WESTMINSTER 50	540,265	-	540,265	2,133,098	25.3%	1,592,834	74.7%
ALAMOSA	ALAMOSA RE-11J	130,922	-	130,922	447,241	29.3%	316,318	70.7%
ALAMOSA	SANGRE DE CRISTO RE-22J	37,377	-	37,377	127,957	29.2%	90,580	70.8%
ARAPAHOE	ENGLEWOOD 1	140,035	-	140,035	561,332	24.9%	421,297	75.1%
ARAPAHOE	SHERIDAN 2	116,906	-	116,906	576,633	20.3%	459,727	79.7%
ARAPAHOE	CHERRY CREEK 5	3,893,457	-	3,893,457	17,872,904	21.8%	13,979,447	78.2%
ARAPAHOE	LITTLETON 6	842,627	-	842,627	3,838,675	22.0%	2,996,048	78.0%
ARAPAHOE	DEER TRAIL 26J	19,540	-	19,540	86,023	22.7%	66,483	77.3%
ARAPAHOE	ADAMS-ARAPAHOE 28J	1,535,221	-	1,535,221	5,581,058	27.5%	4,045,837	72.5%
ARAPAHOE	BYERS 32J	55,170	-	55,170	234,988	23.5%	179,818	76.5%
ARCHULETA	ARCHULETA COUNTY 50JT	132,041	-	132,041	529,354	24.9%	397,313	75.1%
BACA	WALSH RE-1	28,162	-	28,162	78,492	35.9%	50,330	64.1%
BACA	PRITCHETT RE-3	16,981	-	16,981	56,825	29.9%	39,844	70.1%
BACA	SPRINGFIELD RE-4	29,488	-	29,488	75,617	39.0%	46,129	61.0%
BACA	VILAS RE-5	11,753	-	11,753	91,826	12.8%	80,073	87.2%
BACA	CAMPO RE-6	11,922	-	11,922	49,412	24.1%	37,490	75.9%
BENT	LAS ANIMAS RE-1	35,446	-	35,446	88,196	40.2%	52,750	59.8%
BENT	MCCLAVE RE-2	25,209	-	25,209	58,974	42.7%	33,765	57.3%
BOULDER	ST VRAIN VALLEY RE-1J	1,576,611	-	1,576,611	6,249,739	25.2%	4,673,128	74.8%
BOULDER	BOULDER VALLEY RE-2J	2,915,419	-	2,915,419	12,859,564	22.7%	9,944,145	77.3%
CHAFFEE	BUENA VISTA R-31	78,008	-	78,008	323,547	24.1%	245,539	75.9%
CHAFFEE	SALIDA R-32(J)	45,151	-	45,151	203,414	22.2%	158,263	77.8%
CHEYENNE	KIT CARSON R-1	40,696	-	40,696	146,899	27.7%	106,203	72.3%
CHEYENNE	CHEYENNE RE-5	33,989	-	33,989	122,909	27.7%	88,919	72.3%
CLEAR CREEK	CLEAR CREEK RE-1	185,947	-	185,947	743,924	25.0%	557,976	75.0%
CONEJOS	NORTH CONEJOS RE-1J	76,255	-	76,255	322,854	23.6%	246,599	76.4%

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COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
CONEJOS	SANFORD 6J	15,374	-	15,374	114,484	13.4%	99,110	86.6%
CONEJOS	SOUTH CONEJOS RE-10	28,628	-	28,628	95,503	30.0%	66,874	70.0%
COSTILLA	CENTENNIAL R-1	25,431	-	25,431	76,877	33.1%	51,446	66.9%
COSTILLA	SIERRA GRANDE R-30	36,135	-	36,135	105,104	34.4%	68,969	65.6%
CROWLEY	CROWLEY COUNTY RE-1-J	43,323	-	43,323	115,950	37.4%	72,627	62.6%
CUSTER	CUSTER COUNTY C1	73,724	-	73,724	181,207	40.7%	107,483	59.3%
DELTA	DELTA COUNTY 50(J)	289,904	-	289,904	1,082,102	26.8%	792,198	73.2%
DENVER	DENVER COUNTY 1	4,474,628	-	4,474,628	19,322,647	23.2%	14,848,018	76.8%
DOLORES	DOLORES RE NO.2	38,830	-	38,830	134,218	28.9%	95,388	71.1%
DOUGLAS	DOUGLAS COUNTY RE-1	4,089,551	-	4,089,551	18,359,140	22.3%	14,269,589	77.7%
EAGLE	EAGLE COUNTY RE 50	467,601	-	467,601	1,734,799	27.0%	1,267,198	73.0%
ELBERT	ELIZABETH C-1	242,662	-	242,662	894,556	27.1%	651,894	72.9%
ELBERT	KIOWA C-2	40,812	-	40,812	63,253	64.5%	22,441	35.5%
ELBERT	BIG SANDY 100J	55,734	-	55,734	205,182	27.2%	149,448	72.8%
ELBERT	ELBERT 200	23,446	-	23,446	96,054	24.4%	72,608	75.6%
ELBERT	AGATE 300	27,172	-	27,172	73,798	36.8%	46,626	63.2%
EL PASO	CALHAN RJ1	68,417	-	68,417	236,457	28.9%	168,041	71.1%
EL PASO	HARRISON 2	460,603	-	460,603	1,931,192	23.9%	1,470,589	76.1%
EL PASO	WIDEFIELD 3	523,228	-	523,228	2,051,411	25.5%	1,528,183	74.5%
EL PASO	FOUNTAIN 8	553,047	-	553,047	2,044,938	27.0%	1,491,891	73.0%
EL PASO	COLORADO SPRINGS 11	947,745	-	947,745	3,978,519	23.8%	3,030,774	76.2%
EL PASO	CHEYENNE MOUNTAIN 12	26,497	-	26,497	115,022	23.0%	88,525	77.0%
EL PASO	MANITOU SPRINGS 14	89,243	-	89,243	386,018	23.1%	296,775	76.9%
EL PASO	ACADEMY 20	1,698,388	-	1,698,388	5,929,672	28.6%	4,231,285	71.4%
EL PASO	ELLICOTT 22	132,225	-	132,225	570,408	23.2%	438,184	76.8%
EL PASO	PEYTON 23JT	95,295	-	95,295	374,581	25.4%	279,286	74.6%
EL PASO	HANOVER 28	58,674	-	58,674	221,766	26.5%	163,092	73.5%
EL PASO	LEWIS-PALMER 38	554,678	-	554,678	1,977,902	28.0%	1,423,224	72.0%
EL PASO	FALCON 49	806,696	-	806,696	3,255,945	24.8%	2,449,249	75.2%
EL PASO	EDISON 54JT	32,694	-	32,694	114,719	28.5%	82,025	71.5%
EL PASO	MIAMI-YODER 60	78,000	-	78,000	199,982	39.0%	121,981	61.0%
FREMONT	CANON CITY RE-1	117,866	-	117,866	301,785	39.1%	183,919	60.9%

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FREMONT	FLORENCE RE-2	157,581	-	157,581	643,018	24.5%	485,437	75.5%
FREMONT	COTOPAXI RE-3	69,577	-	69,577	208,005	33.4%	138,429	66.6%
GARFIELD	ROARING FORK RE-1	271,808	-	271,808	1,006,315	27.0%	734,507	73.0%
GARFIELD	GARFIELD RE-2	301,183	-	301,183	1,192,139	25.3%	890,956	74.7%
GARFIELD	GARFIELD 16	88,355	-	88,355	281,982	31.3%	193,627	68.7%
GILPIN	GILPIN COUNTY RE-1	51,633	-	51,633	200,806	25.7%	149,173	74.3%
GRAND	WEST GRAND 1-JT	53,213	-	53,213	171,481	31.0%	118,268	69.0%
GRAND	EAST GRAND 2	75,847	-	75,847	275,993	27.5%	200,146	72.5%
GUNNISON	GUNNISON WATERSHED RE-1J	117,488	-	117,488	454,318	25.9%	336,830	74.1%
HINSDALE	HINSDALE COUNTY RE-1	10,130	-	10,130	30,226	33.5%	20,095	66.5%
HUERFANO	HUERFANO RE-1	47,891	-	47,891	204,165	23.5%	156,273	76.5%
HUERFANO	LA VETA RE-2	16,997	-	16,997	53,180	32.0%	36,183	68.0%
JACKSON	NORTH PARK R-1	33,830	-	33,830	69,525	48.7%	35,694	51.3%
JEFFERSON	JEFFERSON R-1	4,778,854	-	4,778,854	19,798,626	24.1%	15,019,771	75.9%
KIOWA	EADS RE-1	30,760	-	30,760	92,705	33.2%	61,945	66.8%
KIOWA	PLAINVIEW RE-2	16,275	-	16,275	64,844	25.1%	48,569	74.9%
KIT CARSON	ARRIBA-FLAGLER C-20	41,563	-	41,563	143,266	29.0%	101,702	71.0%
KIT CARSON	HI PLAINS R-23	27,912	-	27,912	92,332	30.2%	64,420	69.8%
KIT CARSON	STRATTON R-4	41,886	-	41,886	83,944	49.9%	42,058	50.1%
KIT CARSON	BETHUNE R-5	18,005	-	18,005	47,827	37.6%	29,822	62.4%
KIT CARSON	BURLINGTON RE-6J	48,405	-	48,405	134,744	35.9%	86,339	64.1%
LAKE	LEADVILLE R-1	83,217	-	83,217	220,143	37.8%	136,926	62.2%
LA PLATA	DURANGO 9-R	274,698	-	274,698	1,095,173	25.1%	820,475	74.9%
LA PLATA	BAYFIELD 10JT-R	120,355	-	120,355	457,672	26.3%	337,318	73.7%
LA PLATA	IGNACIO 11 JT	107,981	-	107,981	364,195	29.6%	256,213	70.4%
LARIMER	POUDRE R-1	1,609,591	-	1,609,591	6,085,372	26.5%	4,475,781	73.5%
LARIMER	THOMPSON R-2J	955,446	-	955,446	3,975,820	24.0%	3,020,374	76.0%
LARIMER	ESTES PARK R-3	69,559	-	69,559	293,148	23.7%	223,589	76.3%
LAS ANIMAS	TRINIDAD 1	65,158	-	65,158	289,906	22.5%	224,748	77.5%
LAS ANIMAS	PRIMERO REORGANIZED 2	32,887	-	32,887	168,187	19.6%	135,300	80.4%
LAS ANIMAS	HOEHNE REORGANIZED 3	63,913	-	63,913	151,364	42.2%	87,451	57.8%

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LAS ANIMAS	AGUILAR REORGANIZED 6	19,658	-	19,658	56,732	34.6%	37,074	65.4%
LAS ANIMAS	BRANSON REORGANIZED 82	21,691	-	21,691	65,226	33.3%	43,535	66.7%
LAS ANIMAS	KIM REORGANIZED 88	28,602	-	28,602	82,526	34.7%	53,924	65.3%
LINCOLN	GENOA-HUGO C-113	41,167	-	41,167	102,704	40.1%	61,537	59.9%
LINCOLN	LIMON RE-4J	19,768	-	19,768	69,969	28.3%	50,201	71.7%
LINCOLN	KARVAL RE-23	35,328	-	35,328	79,771	44.3%	44,443	55.7%
LOGAN	VALLEY RE-1	141,702	-	141,702	614,944	23.0%	473,242	77.0%
LOGAN	FRENCHMAN RE-3	26,036	-	26,036	91,555	28.4%	65,519	71.6%
LOGAN	BUFFALO RE-4	38,962	-	38,962	73,776	52.8%	34,814	47.2%
LOGAN	PLATEAU RE-5	34,653	-	34,653	113,101	30.6%	78,447	69.4%
MESA	DEBEQUE 49JT	12,040	-	12,040	12,908	93.3%	868	6.7%
MESA	PLATEAU VALLEY 50	32,866	-	32,866	70,236	46.8%	37,370	53.2%
MESA	MESA COUNTY VALLEY 51	1,377,373	-	1,377,373	5,734,337	24.0%	4,356,964	76.0%
MINERAL	CREEDE CONSOLIDATED 1	24,147	-	24,147	48,407	49.9%	24,260	50.1%
MOFFAT	MOFFAT COUNTY RE NO. 1	157,980	-	157,980	509,429	31.0%	351,450	69.0%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	242,942	-	242,942	852,983	28.5%	610,041	71.5%
MONTEZUMA	DOLORES RE-4A	60,865	-	60,865	194,951	31.2%	134,086	68.8%
MONTEZUMA	MANCOS RE-6	27,337	-	27,337	100,362	27.2%	73,025	72.8%
MONTROSE	MONTROSE RE-1J	393,879	-	393,879	1,636,716	24.1%	1,242,837	75.9%
MONTROSE	WEST END RE-2	54,250	-	54,250	161,938	33.5%	107,688	66.5%
MORGAN	BRUSH RE-2(J)	87,385	-	87,385	409,881	21.3%	322,497	78.7%
MORGAN	FT. MORGAN RE-3	132,239	-	132,239	480,355	27.5%	348,116	72.5%
MORGAN	WELDON VALLEY RE-20(J)	25,896	-	25,896	126,252	20.5%	100,356	79.5%
MORGAN	WIGGINS RE-50(J)	64,435	-	64,435	176,176	36.6%	111,741	63.4%
OTERO	EAST OTERO R-1	48,485	-	48,485	175,179	27.7%	126,694	72.3%
OTERO	ROCKY FORD R-2	28,658	-	28,658	130,510	22.0%	101,852	78.0%
OTERO	MANZANOLA 3J	15,156	-	15,156	22,539	67.2%	7,382	32.8%
OTERO	FOWLER R-4J	41,665	-	41,665	115,833	36.0%	74,169	64.0%
OTERO	CHERAW 31	18,866	-	18,866	69,566	27.1%	50,700	72.9%
OTERO	SWINK 33	13,734	-	13,734	68,461	20.1%	54,727	79.9%
OURAY	OURAY R-1	7,298	-	7,298	35,710	20.4%	28,412	79.6%
OURAY	RIDGWAY R-2	49,713	-	49,713	90,989	54.6%	41,276	45.4%

Long Bill Item: Public School Transportation		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
PARK	PLATTE CANYON R-1	184,662	-	184,662	686,585	26.9%	501,923	73.1%
PARK	PARK RE-2	49,340	-	49,340	180,706	27.3%	131,365	72.7%
PHILLIPS	HOLYOKE RE-1J	70,122	-	70,122	206,136	34.0%	136,014	66.0%
PHILLIPS	HAXTUN RE-2J	33,237	-	33,237	90,818	36.6%	57,581	63.4%
PITKIN	ASPEN 1	135,580	-	135,580	552,469	24.5%	416,889	75.5%
PROWERS	GRANADA RE-1	15,982	-	15,982	60,858	26.3%	44,876	73.7%
PROWERS	LAMAR RE-2	64,407	-	64,407	159,032	40.5%	94,625	59.5%
PROWERS	HOLLY RE-3	23,456	-	23,456	98,616	23.8%	75,160	76.2%
PROWERS	WILEY RE-13JT	15,004	-	15,004	34,042	44.1%	19,038	55.9%
PUEBLO	PUEBLO CITY 60	398,900	-	398,900	1,596,439	25.0%	1,197,539	75.0%
PUEBLO	PUEBLO RURAL 70	767,174	-	767,174	2,997,626	25.6%	2,230,452	74.4%
RIO BLANCO	MEEKER RE-1	65,142	-	65,142	224,333	29.0%	159,191	71.0%
RIO BLANCO	RANGELY RE-4	65,359	-	65,359	156,641	41.7%	91,282	58.3%
RIO GRANDE	DEL NORTE C-7	43,461	-	43,461	112,856	38.5%	69,395	61.5%
RIO GRANDE	MONTE VISTA C-8	48,889	-	48,889	190,065	25.7%	141,176	74.3%
RIO GRANDE	SARGENT RE-33J	30,223	-	30,223	89,177	33.9%	58,954	66.1%
ROUTT	HAYDEN RE-1	32,918	-	32,918	96,045	34.3%	63,128	65.7%
ROUTT	STEAMBOAT SPRINGS RE-2	142,891	-	142,891	564,955	25.3%	422,064	74.7%
ROUTT	SOUTH ROUTT RE-3	62,490	-	62,490	132,125	47.3%	69,635	52.7%
SAGUACHE	MOUNTAIN VALLEY RE-1	34,964	-	34,964	90,030	38.8%	55,067	61.2%
SAGUACHE	MOFFAT 2	17,684	-	17,684	76,042	23.3%	58,357	76.7%
SAGUACHE	CENTER 26JT	33,571	-	33,571	108,865	30.8%	75,294	69.2%
SAN JUAN	SILVERTON 1	0	-	0	0		0	
SAN MIGUEL	TELLURIDE R-1	40,886	-	40,886	159,049	25.7%	118,164	74.3%
SAN MIGUEL	NORWOOD R-2J	20,801	-	20,801	79,857	26.0%	59,056	74.0%
SEDGWICK	JULESBURG RE-1	9,477	-	9,477	28,156	33.7%	18,679	66.3%
SEDGWICK	PLATTE VALLEY RE-3	12,045	-	12,045	45,658	26.4%	33,613	73.6%
SUMMIT	SUMMIT RE-1	270,010	-	270,010	1,068,904	25.3%	798,895	74.7%
TELLER	CRIPPLE CREEK RE-1	66,341	-	66,341	187,213	35.4%	120,872	64.6%
TELLER	WOODLAND PARK RE-2	294,894	-	294,894	1,030,529	28.6%	735,635	71.4%
WASHINGTON	AKRON R-1	51,273	-	51,273	195,164	26.3%	143,891	73.7%
WASHINGTON	ARICKAREE R-2	33,737	-	33,737	139,354	24.2%	105,617	75.8%

Long Bill Item: Public School Transportation		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
WASHINGTON	OTIS R-3	33,766	-	33,766	126,060	26.8%	92,294	73.2%
WASHINGTON	LONE STAR 101	11,394	-	11,394	26,913	42.3%	15,519	57.7%
WASHINGTON	WOODLIN R-104	25,859	-	25,859	82,986	31.2%	57,127	68.8%
WELD	WELD RE-1 (GILCREST, LASALLE, PLATTEVILLE)	146,524	-	146,524	421,830	34.7%	275,306	65.3%
WELD	EATON RE-2	86,199	-	86,199	306,136	28.2%	219,937	71.8%
WELD	WELD RE-3 (KEENESBURG)	236,474	-	236,474	955,522	24.7%	719,048	75.3%
WELD	WINDSOR RE-4	190,322	-	190,322	810,403	23.5%	620,082	76.5%
WELD	WELD RE-5J (JOHNSTOWN,MILLIKEN)	161,742	-	161,742	628,800	25.7%	467,058	74.3%
WELD	GREELEY RE-6	918,031	-	918,031	3,647,669	25.2%	2,729,638	74.8%
WELD	PLATTE VALLEY RE-7	110,383	-	110,383	510,957	21.6%	400,574	78.4%
WELD	FT. LUPTON RE-8	179,709	-	179,709	780,082	23.0%	600,373	77.0%
WELD	AULT-HIGHLAND RE-9	106,914	-	106,914	396,517	27.0%	289,603	73.0%
WELD	BRIGGSDALE RE-10	30,947	-	30,947	130,615	23.7%	99,668	76.3%
WELD	PRAIRIE RE-11	40,935	-	40,935	142,098	28.8%	101,162	71.2%
WELD	PAWNEE RE-12	25,021	-	25,021	88,882	28.2%	63,861	71.8%
YUMA	YUMA 1	86,275	-	86,275	275,351	31.3%	189,076	68.7%
YUMA	WRAY RD-2	90,851	-	90,851	280,245	32.4%	189,394	67.6%
YUMA	IDALIA RJ-3	33,968	-	33,968	164,463	20.7%	130,495	79.3%
YUMA	LIBERTY J-4	20,436	-	20,436	71,126	28.7%	50,690	71.3%
	CHARTER INSTITUTE	198,990	-	198,990	860,949	23.1%	661,959	76.9%
	EAST CENTRAL BOCES	7,153	-	7,153	16,512	43.3%	9,359	56.7%
		51,783,051	-	51,783,051	209,550,189	24.7%	157,767,138	75.3%

Long Bill Item: Career and Technical Education		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
ADAMS	MAPLETON 1	-	-	-	-		-	
ADAMS	ADAMS 12 FIVE STAR	1,718,746	202,510	1,921,256	2,251,187	85.3%	329,930	14.7%
ADAMS	ADAMS CITY 14	137,977	76,413	214,390	663,524	32.3%	449,133	67.7%
ADAMS	BRIGHTON 27J	457,146	45,177	502,322	1,765,770	28.4%	1,263,448	71.6%
ADAMS	BENNETT 29J	42,429	-	42,429	124,060	34.2%	81,631	65.8%
ADAMS	STRASBURG 31J	-	-	-	95,990	0.0%	95,990	100.0%
ADAMS	WESTMINSTER 50	81,618	111,093	192,711	995,399	19.4%	802,688	80.6%
ALAMOSA	ALAMOSA RE-11J	55,620	-	55,620	224,321	24.8%	168,701	75.2%
ALAMOSA	SANGRE DE CRISTO RE-22J	66,177	9,444	75,621	155,083	48.8%	79,462	51.2%
ARAPAHOE	ENGLEWOOD 1	53,112	27,088	80,200	306,597	26.2%	226,398	73.8%
ARAPAHOE	SHERIDAN 2	109,401	-	109,401	72,080	151.8%	(37,322)	-51.8%
ARAPAHOE	CHERRY CREEK 5	1,999,301	226,709	2,226,009	226,709	981.9%	(1,999,301)	-881.9%
ARAPAHOE	LITTLETON 6	110,242	-	110,242	541,742	20.3%	431,501	79.7%
ARAPAHOE	DEER TRAIL 26J	17,388	-	17,388	-		(17,388)	
ARAPAHOE	ADAMS-ARAPAHOE 28J	1,536,780	-	1,536,780	5,296,604	29.0%	3,759,824	71.0%
ARAPAHOE	BYERS 32J	23,478	-	23,478	82,087	28.6%	58,610	71.4%
ARCHULETA	ARCHULETA COUNTY 50JT	20,915	-	20,915	205,729	10.2%	184,815	89.8%
BACA	WALSH RE-1	21,701	6,534	28,235	105,845	26.7%	77,610	73.3%
BACA	PRITCHETT RE-3	25,846	-	25,846	67,306	38.4%	41,460	61.6%
BACA	SPRINGFIELD RE-4	33,111	9,246	42,357	172,961	24.5%	130,604	75.5%
BACA	VILAS RE-5	16,743	-	16,743	29,969	55.9%	13,226	44.1%
BACA	CAMPO RE-6	-	-	-	-		-	
BENT	LAS ANIMAS RE-1	37,678	4,064	41,741	147,054	28.4%	105,313	71.6%
BENT	MCCLAVE RE-2	38,261	2,474	40,735	127,120	32.0%	86,385	68.0%
BOULDER	ST VRAIN VALLEY RE-1J	949,650	121,271	1,070,921	2,848,928	37.6%	1,778,007	62.4%
BOULDER	BOULDER VALLEY RE-2J	907,589	-	907,589	2,035,232	44.6%	1,127,643	55.4%
CHAFFEE	BUENA VISTA R-31	-	-	-	-		-	
CHAFFEE	SALIDA R-32(J)	42,290	-	42,290	163,911	25.8%	121,621	74.2%
CHEYENNE	KIT CARSON R-1	14,352	-	14,352	54,361	26.4%	40,009	73.6%
CHEYENNE	CHEYENNE RE-5	42,596	-	42,596	147,336	28.9%	104,740	71.1%
CLEAR	CLEAR CREEK RE-1	-	-	-	7,858	0.0%	7,858	100.0%

Long Bill Item: Career and Technical Education		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
CREEK								
CONEJOS	NORTH CONEJOS RE-1J	264,368	-	264,368	639,232	41.4%	374,864	58.6%
CONEJOS	SANFORD 6J	52,663	-	52,663	185,676	28.4%	133,013	71.6%
CONEJOS	SOUTH CONEJOS RE-10	13,611	-	13,611	108,392	12.6%	94,781	87.4%
COSTILLA	CENTENNIAL R-1	10,310	-	10,310	43,371	23.8%	33,061	76.2%
COSTILLA	SIERRA GRANDE R-30	5,651	-	5,651	36,624	15.4%	30,973	84.6%
CROWLEY	CROWLEY COUNTY RE-1-J	31,800	-	31,800	123,124	25.8%	91,324	74.2%
CUSTER	CUSTER COUNTY C1	27,958	-	27,958	69,595	40.2%	41,637	59.8%
DELTA	DELTA COUNTY 50(J)	71,312	33,211	104,523	394,421	26.5%	289,899	73.5%
DENVER	DENVER COUNTY 1	1,559,887	1,283,208	2,843,095	10,817,397	26.3%	7,974,302	73.7%
DOLORES	DOLORES RE NO.2	13,523	-	13,523	111,742	12.1%	98,219	87.9%
DOUGLAS	DOUGLAS COUNTY RE-1	521,750	174,413	696,163	993,572	70.1%	297,408	29.9%
EAGLE	EAGLE COUNTY RE 50	48,610	-	48,610	500,687	9.7%	452,077	90.3%
ELBERT	ELIZABETH C-1	51,944	10,903	62,847	20,514	306.4%	(42,333)	-206.4%
ELBERT	KIOWA C-2	-	-	-	37,167	0.0%	37,167	100.0%
ELBERT	BIG SANDY 100J	53,207	-	53,207	107,920	49.3%	54,713	50.7%
ELBERT	ELBERT 200	-	-	-	-		-	
ELBERT	AGATE 300	10,766	-	10,766	-		(10,766)	
EL PASO	CALHAN RJ1	13,770	-	13,770	85,425	16.1%	71,655	83.9%
EL PASO	HARRISON 2	79,544	112,411	191,955	857,375	22.4%	665,420	77.6%
EL PASO	WIDEFIELD 3	32,973	62,776	95,749	245,441	39.0%	149,691	61.0%
EL PASO	FOUNTAIN 8	56,350	35,419	91,769	249,874	36.7%	158,106	63.3%
EL PASO	COLORADO SPRINGS 11	309,408	201,712	511,120	336,664	151.8%	(174,456)	-51.8%
EL PASO	CHEYENNE MOUNTAIN 12	9,308	-	9,308	56,075	16.6%	46,767	83.4%
EL PASO	MANITOU SPRINGS 14	4,244	-	4,244	39,932	10.6%	35,687	89.4%
EL PASO	ACADEMY 20	500,425	67,788	568,213	785,253	72.4%	217,040	27.6%
EL PASO	ELLICOTT 22	36,621	14,535	51,157	152,537	33.5%	101,380	66.5%
EL PASO	PEYTON 23JT	-	11,782	11,782	59,311	19.9%	47,528	80.1%
EL PASO	HANOVER 28	3,775	-	3,775	-		(3,775)	
EL PASO	LEWIS-PALMER 38	-	9,312	9,312	154,671	6.0%	145,359	94.0%
EL PASO	FALCON 49	275,931	34,488	310,419	1,116,363	27.8%	805,944	72.2%

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EL PASO	EDISON 54JT	2,306	-	2,306	300	768.8%	(2,006)	-668.8%
EL PASO	MIAMI-YODER 60	24,290	16,956	41,247	160,882	25.6%	119,636	74.4%
FREMONT	CANON CITY RE-1	84,188	33,373	117,561	536,082	21.9%	418,522	78.1%
FREMONT	FLORENCE RE-2	-	22,788	22,788	270,601	8.4%	247,813	91.6%
FREMONT	COTOPAXI RE-3	-	-	-	-		-	
GARFIELD	ROARING FORK RE-1	19,874	-	19,874	78,952	25.2%	59,078	74.8%
GARFIELD	GARFIELD RE-2	103,546	17,004	120,549	232,383	51.9%	111,833	48.1%
GARFIELD	GARFIELD 16	16,302	12,352	28,654	71,455	40.1%	42,801	59.9%
GILPIN	GILPIN COUNTY RE-1	-	-	-	-		-	
GRAND	WEST GRAND 1-JT	-	13,538	13,538	62,443	21.7%	48,906	78.3%
GRAND	EAST GRAND 2	17,277	-	17,277	44,585	38.8%	27,308	61.2%
GUNNISON	GUNNISON WATERSHED RE-1J	31,636	13,362	44,997	125,290	35.9%	80,293	64.1%
HINSDALE	HINSDALE COUNTY RE-1	-	-	-	-		-	
HUERFANO	HUERFANO RE-1	21,760	-	21,760	42,615	51.1%	20,856	48.9%
HUERFANO	LA VETA RE-2	15,259	8,906	24,165	70,059	34.5%	45,894	65.5%
JACKSON	NORTH PARK R-1	57,578	19,074	76,652	104,589	73.3%	27,938	26.7%
JEFFERSON	JEFFERSON R-1	3,622,424	401,533	4,023,958	17,498,934	23.0%	13,474,976	77.0%
KIOWA	EADS RE-1	3,611	1,246	4,858	129,129	3.8%	124,271	96.2%
KIOWA	PLAINVIEW RE-2	13,400	-	13,400	-		(13,400)	
KIT CARSON	ARRIBA-FLAGLER C-20	23,377	-	23,377	139,349	16.8%	115,972	83.2%
KIT CARSON	HI PLAINS R-23	-	-	-	95,479	0.0%	95,479	100.0%
KIT CARSON	STRATTON R-4	1,109	-	1,109	130,789	0.8%	129,680	99.2%
KIT CARSON	BETHUNE R-5	-	-	-	42,135	0.0%	42,135	100.0%
KIT CARSON	BURLINGTON RE-6J	26,456	-	26,456	136,649	19.4%	110,193	80.6%
LAKE	LEADVILLE R-1	9,684	11,644	21,329	21,328	100.0%	(0)	0.0%
LA PLATA	DURANGO 9-R	18,881	-	18,881	421,104	4.5%	402,223	95.5%
LA PLATA	BAYFIELD 10JT-R	10,291	-	10,291	35,285	29.2%	24,994	70.8%
LA PLATA	IGNACIO 11 JT	66,599	-	66,599	206,029	32.3%	139,429	67.7%
LARIMER	POUDRE R-1	646,205	153,536	799,741	1,325,528	60.3%	525,787	39.7%
LARIMER	THOMPSON R-2J	482,654	82,618	565,273	2,066,736	27.4%	1,501,464	72.6%
LARIMER	ESTES PARK R-3	14,022	3,553	17,575	3,553	494.7%	(14,022)	-394.7%

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LAS ANIMAS	TRINIDAD 1	78,050	17,006	95,056	353,875	26.9%	258,819	73.1%
LAS ANIMAS	PRIMERO REORGANIZED 2	25,836	3,761	29,597	47,325	62.5%	17,729	37.5%
LAS ANIMAS	HOEHNE REORGANIZED 3	14,344	5,530	19,874	120,311	16.5%	100,437	83.5%
LAS ANIMAS	AGUILAR REORGANIZED 6	-	-	-	682	0.0%	682	100.0%
LAS ANIMAS	BRANSON REORGANIZED 82	14,348	-	14,348	28,281	50.7%	13,933	49.3%
LAS ANIMAS	KIM REORGANIZED 88	17,407	-	17,407	52,459	33.2%	35,052	66.8%
LINCOLN	GENOA-HUGO C-113	8,636	-	8,636	50,819	17.0%	42,183	83.0%
LINCOLN	LIMON RE-4J	25,965	-	25,965	68,642	37.8%	42,677	62.2%
LINCOLN	KARVAL RE-23	-	-	-	56,543	0.0%	56,543	100.0%
LOGAN	VALLEY RE-1	172,902	-	172,902	631,503	27.4%	458,601	72.6%
LOGAN	FRENCHMAN RE-3	35,980	-	35,980	98,566	36.5%	62,586	63.5%
LOGAN	BUFFALO RE-4	50,528	8,104	58,632	96,028	61.1%	37,397	38.9%
LOGAN	PLATEAU RE-5	34,144	4,332	38,476	131,857	29.2%	93,381	70.8%
MESA	DEBEQUE 49JT	-	-	-	-		-	
MESA	PLATEAU VALLEY 50	15,802	10,854	26,656	57,764	46.1%	31,107	53.9%
MESA	MESA COUNTY VALLEY 51	931,209	148,364	1,079,573	2,487,277	43.4%	1,407,704	56.6%
MINERAL	CREEDE CONSOLIDATED 1	17,432	905	18,337	57,499	31.9%	39,162	68.1%
MOFFAT	MOFFAT COUNTY RE NO. 1	56,755	-	56,755	174,928	32.4%	118,173	67.6%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	228,233	76,674	304,907	161,866	188.4%	(143,041)	-88.4%
MONTEZUMA	DOLORES RE-4A	18,888	-	18,888	60,479	31.2%	41,591	68.8%
MONTEZUMA	MANCOS RE-6	-	-	-	-		-	
MONTROSE	MONTROSE RE-1J	122,422	54,271	176,693	660,750	26.7%	484,057	73.3%
MONTROSE	WEST END RE-2	-	-	-	-		-	
MORGAN	BRUSH RE-2(J)	21,930	9,347	31,277	279,395	11.2%	248,118	88.8%
MORGAN	FT. MORGAN RE-3	78,820	45,054	123,874	379,276	32.7%	255,402	67.3%
MORGAN	WELDON VALLEY RE-20(J)	20,191	6,997	27,188	106,971	25.4%	79,783	74.6%
MORGAN	WIGGINS RE-50(J)	39,352	8,942	48,293	136,378	35.4%	88,085	64.6%
OTERO	EAST OTERO R-1	83,801	-	83,801	206,581	40.6%	122,780	59.4%

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OTERO	ROCKY FORD R-2	54,026	-	54,026	225,051	24.0%	171,025	76.0%
OTERO	MANZANOLA 3J	-	-	-	47,576	0.0%	47,576	100.0%
OTERO	FOWLER R-4J	31,688	9,268	40,956	127,705	32.1%	86,749	67.9%
OTERO	CHERAW 31	16,404	-	16,404	85,218	19.3%	68,813	80.7%
OTERO	SWINK 33	31,964	-	31,964	53,070	60.2%	21,106	39.8%
OURAY	OURAY R-1	19,923	-	19,923	64,453	30.9%	44,530	69.1%
OURAY	RIDGWAY R-2	-	-	-	41,349	0.0%	41,349	100.0%
PARK	PLATTE CANYON R-1	17,760	-	17,760	68,523	25.9%	50,762	74.1%
PARK	PARK RE-2	-	-	-	1,062	0.0%	1,062	100.0%
PHILLIPS	HOLYOKE RE-1J	-	7,385	7,385	7,385	100.0%	-	0.0%
PHILLIPS	HAXTUN RE-2J	65,079	9,244	74,323	206,496	36.0%	132,173	64.0%
PITKIN	ASPEN 1	14,760	-	14,760	-		(14,760)	
PROWERS	GRANADA RE-1	13,979	-	13,979	60,026	23.3%	46,047	76.7%
PROWERS	LAMAR RE-2	22,648	25,105	47,753	194,792	24.5%	147,039	75.5%
PROWERS	HOLLY RE-3	19,412	-	19,412	56,403	34.4%	36,991	65.6%
PROWERS	WILEY RE-13JT	10,918	4,225	15,143	66,801	22.7%	51,659	77.3%
PUEBLO	PUEBLO CITY 60	267,974	203,428	471,401	2,383,339	19.8%	1,911,937	80.2%
PUEBLO	PUEBLO RURAL 70	242,203	46,736	288,939	1,233,584	23.4%	944,645	76.6%
RIO BLANCO	MEEKER RE-1	21,435	5,445	26,880	121,127	22.2%	94,246	77.8%
RIO BLANCO	RANGELY RE-4	14,243	-	14,243	158,438	9.0%	144,196	91.0%
RIO GRANDE	DEL NORTE C-7	17,701	-	17,701	124,783	14.2%	107,083	85.8%
RIO GRANDE	MONTE VISTA C-8	23,960	10,667	34,627	120,981	28.6%	86,354	71.4%
RIO GRANDE	SARGENT RE-33J	15,518	-	15,518	73,108	21.2%	57,590	78.8%
ROUTT	HAYDEN RE-1	68,422	6,200	74,622	197,426	37.8%	122,804	62.2%
ROUTT	STEAMBOAT SPRINGS RE-2	75,619	6,173	81,792	376,564	21.7%	294,772	78.3%
ROUTT	SOUTH ROUTT RE-3	24,061	5,395	29,456	128,513	22.9%	99,057	77.1%
SAGUACHE	MOUNTAIN VALLEY RE-1	11,992	4,235	16,228	19,193	84.6%	2,965	15.4%
SAGUACHE	MOFFAT 2	11,141	-	11,141	34,874	31.9%	23,733	68.1%
SAGUACHE	CENTER 26JT	19,595	-	19,595	116,962	16.8%	97,367	83.2%
SAN JUAN	SILVERTON 1	-	-	-	-		-	
SAN MIGUEL	TELLURIDE R-1	29,611	-	29,611	65,746	45.0%	36,136	55.0%

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SAN MIGUEL	NORWOOD R-2J	-	-	-	-		-	
SEDGWICK	JULESBURG RE-1	-	-	-	-		-	
SEDGWICK	PLATTE VALLEY RE-3	1,971	4,542	6,514	67,169	9.7%	60,655	90.3%
SUMMIT	SUMMIT RE-1	-	13,804	13,804	322,411	4.3%	308,607	95.7%
TELLER	CRIPPLE CREEK RE-1	-	-	-	35,872	0.0%	35,872	100.0%
TELLER	WOODLAND PARK RE-2	35,220	22,571	57,791	264,063	21.9%	206,272	78.1%
WASHINGTON	AKRON R-1	30,669	6,695	37,364	148,635	25.1%	111,271	74.9%
WASHINGTON	ARICKAREE R-2	26,107	-	26,107	33,256	78.5%	7,149	21.5%
WASHINGTON	OTIS R-3	44,187	4,229	48,416	129,687	37.3%	81,271	62.7%
WASHINGTON	LONE STAR 101	35,338	4,473	39,811	153,558	25.9%	113,747	74.1%
WASHINGTON	WOODLIN R-104	19,800	-	19,800	88,534	22.4%	68,734	77.6%
WELD	WELD RE-1 (GILCREST, LASALLE, PLATTEVILLE)	128,755	44,764	173,519	415,188	41.8%	241,669	58.2%
WELD	EATON RE-2	98,422	14,318	112,740	290,381	38.8%	177,640	61.2%
WELD	WELD RE-3 (KEENESBURG)	131,086	-	131,086	520,298	25.2%	389,212	74.8%
WELD	WINDSOR RE-4	119,902	22,499	142,401	464,760	30.6%	322,359	69.4%
WELD	WELD RE-5J (JOHNSTOWN,MILLIKEN)	59,496	11,300	70,796	213,009	33.2%	142,213	66.8%
WELD	GREELEY RE-6	393,065	192,977	586,042	1,285,114	45.6%	699,072	54.4%
WELD	PLATTE VALLEY RE-7	75,958	-	75,958	393,090	19.3%	317,131	80.7%
WELD	FT. LUPTON RE-8	71,786	27,011	98,797	362,322	27.3%	263,525	72.7%
WELD	AULT-HIGHLAND RE-9	45,913	8,282	54,195	122,619	44.2%	68,424	55.8%
WELD	BRIGGSDALE RE-10	39,827	10,771	50,597	11,379	444.6%	(39,218)	-344.6%
WELD	PRAIRIE RE-11	28,329	21,251	49,580	88,147	56.2%	38,567	43.8%
WELD	PAWNEE RE-12	23,382	-	23,382	111,957	20.9%	88,575	79.1%
YUMA	YUMA 1	49,397	5,197	54,593	170,673	32.0%	116,080	68.0%

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COUNTY	**DISTRICT**	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
YUMA	WRAY RD-2	5,712	6,353	12,065	119,531	10.1%	107,466	89.9%
YUMA	IDALIA RJ-3	34,534	-	34,534	86,160	40.1%	51,625	59.9%
YUMA	LIBERTY J-4	23,914	-	23,914	86,933	27.5%	63,019	72.5%
	CHARTER INSTITUTE	27,255	14,806	42,061	56,333	74.7%	14,272	25.3%
	CENTENNIAL BOCES		114,827	114,827	114,827	100.0%	-	0.0%
	NORTHEAST BOCES		101,850	101,850	101,850	100.0%	-	0.0%
	SOUTHEASTERN BOCES		62,098	62,098	62,098	100.0%	-	0.0%
	NORTHWEST COLORADO BOCES		92,849	92,849	92,848	100.0%	(1)	0.0%
	GRAND VALLEY BOCES		223,953	223,953	223,853	100.0%	(100)	0.0%
TOTAL		**22,777,620**	**5,480,528**	**28,258,148**	**80,898,533**	**34.9%**	**52,640,385**	**65.1%**

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ADAMS	MAPLETON 1	-	-	-	-		-	
ADAMS	ADAMS 12 FIVE STAR	1,718,746	202,510	1,921,256	2,251,187	85.3%	329,930	14.7%
ADAMS	ADAMS CITY 14	137,977	76,413	214,390	663,524	32.3%	449,133	67.7%
ADAMS	BRIGHTON 27J	457,146	45,177	502,322	1,765,770	28.4%	1,263,448	71.6%
ADAMS	BENNETT 29J	42,429	-	42,429	124,060	34.2%	81,631	65.8%
ADAMS	STRASBURG 31J	-	-	-	95,990	0.0%	95,990	100.0%
ADAMS	WESTMINSTER 50	81,618	111,093	192,711	995,399	19.4%	802,688	80.6%
ALAMOSA	ALAMOSA RE-11J	55,620	-	55,620	224,321	24.8%	168,701	75.2%
ALAMOSA	SANGRE DE CRISTO RE-22J	66,177	9,444	75,621	155,083	48.8%	79,462	51.2%
ARAPAHOE	ENGLEWOOD 1	53,112	27,088	80,200	306,597	26.2%	226,398	73.8%
ARAPAHOE	SHERIDAN 2	109,401	-	109,401	72,080	151.8%	(37,322)	-51.8%
ARAPAHOE	CHERRY CREEK 5	1,999,301	226,709	2,226,009	226,709	981.9%	(1,999,301)	-881.9%
ARAPAHOE	LITTLETON 6	110,242	-	110,242	541,742	20.3%	431,501	79.7%
ARAPAHOE	DEER TRAIL 26J	17,388	-	17,388	-		(17,388)	
ARAPAHOE	ADAMS-ARAPAHOE 28J	1,536,780	-	1,536,780	5,296,604	29.0%	3,759,824	71.0%
ARAPAHOE	BYERS 32J	23,478	-	23,478	82,087	28.6%	58,610	71.4%
ARCHULETA	ARCHULETA COUNTY 50JT	20,915	-	20,915	205,729	10.2%	184,815	89.8%
BACA	WALSH RE-1	21,701	6,534	28,235	105,845	26.7%	77,610	73.3%
BACA	PRITCHETT RE-3	25,846	-	25,846	67,306	38.4%	41,460	61.6%
BACA	SPRINGFIELD RE-4	33,111	9,246	42,357	172,961	24.5%	130,604	75.5%
BACA	VILAS RE-5	16,743	-	16,743	29,969	55.9%	13,226	44.1%
BACA	CAMPO RE-6	-	-	-	-		-	
BENT	LAS ANIMAS RE-1	37,678	4,064	41,741	147,054	28.4%	105,313	71.6%
BENT	MCCLAVE RE-2	38,261	2,474	40,735	127,120	32.0%	86,385	68.0%
BOULDER	ST VRAIN VALLEY RE-1J	949,650	121,271	1,070,921	2,848,928	37.6%	1,778,007	62.4%
BOULDER	BOULDER VALLEY RE-2J	907,589	-	907,589	2,035,232	44.6%	1,127,643	55.4%
CHAFFEE	BUENA VISTA R-31	-	-	-	-		-	
CHAFFEE	SALIDA R-32(J)	42,290	-	42,290	163,911	25.8%	121,621	74.2%
CHEYENNE	KIT CARSON R-1	14,352	-	14,352	54,361	26.4%	40,009	73.6%
CHEYENNE	CHEYENNE RE-5	42,596	-	42,596	147,336	28.9%	104,740	71.1%
CLEAR	CLEAR CREEK RE-1	-	-	-	7,858	0.0%	7,858	100.0%

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CREEK								
CONEJOS	NORTH CONEJOS RE-1J	264,368	-	264,368	639,232	41.4%	374,864	58.6%
CONEJOS	SANFORD 6J	52,663	-	52,663	185,676	28.4%	133,013	71.6%
CONEJOS	SOUTH CONEJOS RE-10	13,611	-	13,611	108,392	12.6%	94,781	87.4%
COSTILLA	CENTENNIAL R-1	10,310	-	10,310	43,371	23.8%	33,061	76.2%
COSTILLA	SIERRA GRANDE R-30	5,651	-	5,651	36,624	15.4%	30,973	84.6%
CROWLEY	CROWLEY COUNTY RE-1-J	31,800	-	31,800	123,124	25.8%	91,324	74.2%
CUSTER	CUSTER COUNTY C1	27,958	-	27,958	69,595	40.2%	41,637	59.8%
DELTA	DELTA COUNTY 50(J)	71,312	33,211	104,523	394,421	26.5%	289,899	73.5%
DENVER	DENVER COUNTY 1	1,559,887	1,283,208	2,843,095	10,817,397	26.3%	7,974,302	73.7%
DOLORES	DOLORES RE NO.2	13,523	-	13,523	111,742	12.1%	98,219	87.9%
DOUGLAS	DOUGLAS COUNTY RE-1	521,750	174,413	696,163	993,572	70.1%	297,408	29.9%
EAGLE	EAGLE COUNTY RE 50	48,610	-	48,610	500,687	9.7%	452,077	90.3%
ELBERT	ELIZABETH C-1	51,944	10,903	62,847	20,514	306.4%	(42,333)	-206.4%
ELBERT	KIOWA C-2	-	-	-	37,167	0.0%	37,167	100.0%
ELBERT	BIG SANDY 100J	53,207	-	53,207	107,920	49.3%	54,713	50.7%
ELBERT	ELBERT 200	-	-	-	-		-	
ELBERT	AGATE 300	10,766	-	10,766	-		(10,766)	
EL PASO	CALHAN RJ1	13,770	-	13,770	85,425	16.1%	71,655	83.9%
EL PASO	HARRISON 2	79,544	112,411	191,955	857,375	22.4%	665,420	77.6%
EL PASO	WIDEFIELD 3	32,973	62,776	95,749	245,441	39.0%	149,691	61.0%
EL PASO	FOUNTAIN 8	56,350	35,419	91,769	249,874	36.7%	158,106	63.3%
EL PASO	COLORADO SPRINGS 11	309,408	201,712	511,120	336,664	151.8%	(174,456)	-51.8%
EL PASO	CHEYENNE MOUNTAIN 12	9,308	-	9,308	56,075	16.6%	46,767	83.4%
EL PASO	MANITOU SPRINGS 14	4,244	-	4,244	39,932	10.6%	35,687	89.4%
EL PASO	ACADEMY 20	500,425	67,788	568,213	785,253	72.4%	217,040	27.6%
EL PASO	ELLICOTT 22	36,621	14,535	51,157	152,537	33.5%	101,380	66.5%
EL PASO	PEYTON 23JT	-	11,782	11,782	59,311	19.9%	47,528	80.1%
EL PASO	HANOVER 28	3,775	-	3,775	-		(3,775)	
EL PASO	LEWIS-PALMER 38	-	9,312	9,312	154,671	6.0%	145,359	94.0%
EL PASO	FALCON 49	275,931	34,488	310,419	1,116,363	27.8%	805,944	72.2%

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EL PASO	EDISON 54JT	2,306	-	2,306	300	768.8%	(2,006)	-668.8%
EL PASO	MIAMI-YODER 60	24,290	16,956	41,247	160,882	25.6%	119,636	74.4%
FREMONT	CANON CITY RE-1	84,188	33,373	117,561	536,082	21.9%	418,522	78.1%
FREMONT	FLORENCE RE-2	-	22,788	22,788	270,601	8.4%	247,813	91.6%
FREMONT	COTOPAXI RE-3	-	-	-	-		-	
GARFIELD	ROARING FORK RE-1	19,874	-	19,874	78,952	25.2%	59,078	74.8%
GARFIELD	GARFIELD RE-2	103,546	17,004	120,549	232,383	51.9%	111,833	48.1%
GARFIELD	GARFIELD 16	16,302	12,352	28,654	71,455	40.1%	42,801	59.9%
GILPIN	GILPIN COUNTY RE-1	-	-	-	-		-	
GRAND	WEST GRAND 1-JT	-	13,538	13,538	62,443	21.7%	48,906	78.3%
GRAND	EAST GRAND 2	17,277	-	17,277	44,585	38.8%	27,308	61.2%
GUNNISON	GUNNISON WATERSHED RE-1J	31,636	13,362	44,997	125,290	35.9%	80,293	64.1%
HINSDALE	HINSDALE COUNTY RE-1	-	-	-	-		-	
HUERFANO	HUERFANO RE-1	21,760	-	21,760	42,615	51.1%	20,856	48.9%
HUERFANO	LA VETA RE-2	15,259	8,906	24,165	70,059	34.5%	45,894	65.5%
JACKSON	NORTH PARK R-1	57,578	19,074	76,652	104,589	73.3%	27,938	26.7%
JEFFERSON	JEFFERSON R-1	3,622,424	401,533	4,023,958	17,498,934	23.0%	13,474,976	77.0%
KIOWA	EADS RE-1	3,611	1,246	4,858	129,129	3.8%	124,271	96.2%
KIOWA	PLAINVIEW RE-2	13,400	-	13,400	-		(13,400)	
KIT CARSON	ARRIBA-FLAGLER C-20	23,377	-	23,377	139,349	16.8%	115,972	83.2%
KIT CARSON	HI PLAINS R-23	-	-	-	95,479	0.0%	95,479	100.0%
KIT CARSON	STRATTON R-4	1,109	-	1,109	130,789	0.8%	129,680	99.2%
KIT CARSON	BETHUNE R-5	-	-	-	42,135	0.0%	42,135	100.0%
KIT CARSON	BURLINGTON RE-6J	26,456	-	26,456	136,649	19.4%	110,193	80.6%
LAKE	LEADVILLE R-1	9,684	11,644	21,329	21,328	100.0%	(0)	0.0%
LA PLATA	DURANGO 9-R	18,881	-	18,881	421,104	4.5%	402,223	95.5%
LA PLATA	BAYFIELD 10JT-R	10,291	-	10,291	35,285	29.2%	24,994	70.8%
LA PLATA	IGNACIO 11 JT	66,599	-	66,599	206,029	32.3%	139,429	67.7%
LARIMER	POUDRE R-1	646,205	153,536	799,741	1,325,528	60.3%	525,787	39.7%
LARIMER	THOMPSON R-2J	482,654	82,618	565,273	2,066,736	27.4%	1,501,464	72.6%
LARIMER	ESTES PARK R-3	14,022	3,553	17,575	3,553	494.7%	(14,022)	-394.7%

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LAS ANIMAS	TRINIDAD 1	78,050	17,006	95,056	353,875	26.9%	258,819	73.1%
LAS ANIMAS	PRIMERO REORGANIZED 2	25,836	3,761	29,597	47,325	62.5%	17,729	37.5%
LAS ANIMAS	HOEHNE REORGANIZED 3	14,344	5,530	19,874	120,311	16.5%	100,437	83.5%
LAS ANIMAS	AGUILAR REORGANIZED 6	-	-	-	682	0.0%	682	100.0%
LAS ANIMAS	BRANSON REORGANIZED 82	14,348	-	14,348	28,281	50.7%	13,933	49.3%
LAS ANIMAS	KIM REORGANIZED 88	17,407	-	17,407	52,459	33.2%	35,052	66.8%
LINCOLN	GENOA-HUGO C-113	8,636	-	8,636	50,819	17.0%	42,183	83.0%
LINCOLN	LIMON RE-4J	25,965	-	25,965	68,642	37.8%	42,677	62.2%
LINCOLN	KARVAL RE-23	-	-	-	56,543	0.0%	56,543	100.0%
LOGAN	VALLEY RE-1	172,902	-	172,902	631,503	27.4%	458,601	72.6%
LOGAN	FRENCHMAN RE-3	35,980	-	35,980	98,566	36.5%	62,586	63.5%
LOGAN	BUFFALO RE-4	50,528	8,104	58,632	96,028	61.1%	37,397	38.9%
LOGAN	PLATEAU RE-5	34,144	4,332	38,476	131,857	29.2%	93,381	70.8%
MESA	DEBEQUE 49JT	-	-	-	-		-	
MESA	PLATEAU VALLEY 50	15,802	10,854	26,656	57,764	46.1%	31,107	53.9%
MESA	MESA COUNTY VALLEY 51	931,209	148,364	1,079,573	2,487,277	43.4%	1,407,704	56.6%
MINERAL	CREEDE CONSOLIDATED 1	17,432	905	18,337	57,499	31.9%	39,162	68.1%
MOFFAT	MOFFAT COUNTY RE NO. 1	56,755	-	56,755	174,928	32.4%	118,173	67.6%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	228,233	76,674	304,907	161,866	188.4%	(143,041)	-88.4%
MONTEZUMA	DOLORES RE-4A	18,888	-	18,888	60,479	31.2%	41,591	68.8%
MONTEZUMA	MANCOS RE-6	-	-	-	-		-	
MONTROSE	MONTROSE RE-1J	122,422	54,271	176,693	660,750	26.7%	484,057	73.3%
MONTROSE	WEST END RE-2	-	-	-	-		-	
MORGAN	BRUSH RE-2(J)	21,930	9,347	31,277	279,395	11.2%	248,118	88.8%
MORGAN	FT. MORGAN RE-3	78,820	45,054	123,874	379,276	32.7%	255,402	67.3%
MORGAN	WELDON VALLEY RE-20(J)	20,191	6,997	27,188	106,971	25.4%	79,783	74.6%
MORGAN	WIGGINS RE-50(J)	39,352	8,942	48,293	136,378	35.4%	88,085	64.6%
OTERO	EAST OTERO R-1	83,801	-	83,801	206,581	40.6%	122,780	59.4%

Long Bill Item: Career and Technical Education		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
OTERO	ROCKY FORD R-2	54,026	-	54,026	225,051	24.0%	171,025	76.0%
OTERO	MANZANOLA 3J	-	-	-	47,576	0.0%	47,576	100.0%
OTERO	FOWLER R-4J	31,688	9,268	40,956	127,705	32.1%	86,749	67.9%
OTERO	CHERAW 31	16,404	-	16,404	85,218	19.3%	68,813	80.7%
OTERO	SWINK 33	31,964	-	31,964	53,070	60.2%	21,106	39.8%
OURAY	OURAY R-1	19,923	-	19,923	64,453	30.9%	44,530	69.1%
OURAY	RIDGWAY R-2	-	-	-	41,349	0.0%	41,349	100.0%
PARK	PLATTE CANYON R-1	17,760	-	17,760	68,523	25.9%	50,762	74.1%
PARK	PARK RE-2	-	-	-	1,062	0.0%	1,062	100.0%
PHILLIPS	HOLYOKE RE-1J	-	7,385	7,385	7,385	100.0%	-	0.0%
PHILLIPS	HAXTUN RE-2J	65,079	9,244	74,323	206,496	36.0%	132,173	64.0%
PITKIN	ASPEN 1	14,760	-	14,760	-		(14,760)	
PROWERS	GRANADA RE-1	13,979	-	13,979	60,026	23.3%	46,047	76.7%
PROWERS	LAMAR RE-2	22,648	25,105	47,753	194,792	24.5%	147,039	75.5%
PROWERS	HOLLY RE-3	19,412	-	19,412	56,403	34.4%	36,991	65.6%
PROWERS	WILEY RE-13JT	10,918	4,225	15,143	66,801	22.7%	51,659	77.3%
PUEBLO	PUEBLO CITY 60	267,974	203,428	471,401	2,383,339	19.8%	1,911,937	80.2%
PUEBLO	PUEBLO RURAL 70	242,203	46,736	288,939	1,233,584	23.4%	944,645	76.6%
RIO BLANCO	MEEKER RE-1	21,435	5,445	26,880	121,127	22.2%	94,246	77.8%
RIO BLANCO	RANGELY RE-4	14,243	-	14,243	158,438	9.0%	144,196	91.0%
RIO GRANDE	DEL NORTE C-7	17,701	-	17,701	124,783	14.2%	107,083	85.8%
RIO GRANDE	MONTE VISTA C-8	23,960	10,667	34,627	120,981	28.6%	86,354	71.4%
RIO GRANDE	SARGENT RE-33J	15,518	-	15,518	73,108	21.2%	57,590	78.8%
ROUTT	HAYDEN RE-1	68,422	6,200	74,622	197,426	37.8%	122,804	62.2%
ROUTT	STEAMBOAT SPRINGS RE-2	75,619	6,173	81,792	376,564	21.7%	294,772	78.3%
ROUTT	SOUTH ROUTT RE-3	24,061	5,395	29,456	128,513	22.9%	99,057	77.1%
SAGUACHE	MOUNTAIN VALLEY RE-1	11,992	4,235	16,228	19,193	84.6%	2,965	15.4%
SAGUACHE	MOFFAT 2	11,141	-	11,141	34,874	31.9%	23,733	68.1%
SAGUACHE	CENTER 26JT	19,595	-	19,595	116,962	16.8%	97,367	83.2%
SAN JUAN	SILVERTON 1	-	-	-	-		-	
SAN MIGUEL	TELLURIDE R-1	29,611	-	29,611	65,746	45.0%	36,136	55.0%

Long Bill Item: Career and Technical Education		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
SAN MIGUEL	NORWOOD R-2J	-	-	-	-		-	
SEDGWICK	JULESBURG RE-1	-	-	-	-		-	
SEDGWICK	PLATTE VALLEY RE-3	1,971	4,542	6,514	67,169	9.7%	60,655	90.3%
SUMMIT	SUMMIT RE-1	-	13,804	13,804	322,411	4.3%	308,607	95.7%
TELLER	CRIPPLE CREEK RE-1	-	-	-	35,872	0.0%	35,872	100.0%
TELLER	WOODLAND PARK RE-2	35,220	22,571	57,791	264,063	21.9%	206,272	78.1%
WASHINGTON	AKRON R-1	30,669	6,695	37,364	148,635	25.1%	111,271	74.9%
WASHINGTON	ARICKAREE R-2	26,107	-	26,107	33,256	78.5%	7,149	21.5%
WASHINGTON	OTIS R-3	44,187	4,229	48,416	129,687	37.3%	81,271	62.7%
WASHINGTON	LONE STAR 101	35,338	4,473	39,811	153,558	25.9%	113,747	74.1%
WASHINGTON	WOODLIN R-104	19,800	-	19,800	88,534	22.4%	68,734	77.6%
WELD	WELD RE-1 (GILCREST, LASALLE, PLATTEVILLE)	128,755	44,764	173,519	415,188	41.8%	241,669	58.2%
WELD	EATON RE-2	98,422	14,318	112,740	290,381	38.8%	177,640	61.2%
WELD	WELD RE-3 (KEENESBURG)	131,086	-	131,086	520,298	25.2%	389,212	74.8%
WELD	WINDSOR RE-4	119,902	22,499	142,401	464,760	30.6%	322,359	69.4%
WELD	WELD RE-5J (JOHNSTOWN,MILLIKEN)	59,496	11,300	70,796	213,009	33.2%	142,213	66.8%
WELD	GREELEY RE-6	393,065	192,977	586,042	1,285,114	45.6%	699,072	54.4%
WELD	PLATTE VALLEY RE-7	75,958	-	75,958	393,090	19.3%	317,131	80.7%
WELD	FT. LUPTON RE-8	71,786	27,011	98,797	362,322	27.3%	263,525	72.7%
WELD	AULT-HIGHLAND RE-9	45,913	8,282	54,195	122,619	44.2%	68,424	55.8%
WELD	BRIGGSDALE RE-10	39,827	10,771	50,597	11,379	444.6%	(39,218)	-344.6%
WELD	PRAIRIE RE-11	28,329	21,251	49,580	88,147	56.2%	38,567	43.8%
WELD	PAWNEE RE-12	23,382	-	23,382	111,957	20.9%	88,575	79.1%
YUMA	YUMA 1	49,397	5,197	54,593	170,673	32.0%	116,080	68.0%
YUMA	WRAY RD-2	5,712	6,353	12,065	119,531	10.1%	107,466	89.9%

Long Bill Item: Career and Technical Education		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	**DISTRICT**	**State Funds**	**Federal Funds**	**Total State and Federal Funds**	**Total District Expenditures**	**State/Federal Share of Expenditures**	**Local Share of Expenditures**	**Local Share of Expenditures**
YUMA	IDALIA RJ-3	34,534	-	34,534	86,160	40.1%	51,625	59.9%
YUMA	LIBERTY J-4	23,914	-	23,914	86,933	27.5%	63,019	72.5%
	CHARTER INSTITUTE	27,255	14,806	42,061	56,333	74.7%	14,272	25.3%
	CENTENNIAL BOCES		114,827	114,827	114,827	100.0%	-	0.0%
	NORTHEAST BOCES		101,850	101,850	101,850	100.0%	-	0.0%
	SOUTHEASTERN BOCES		62,098	62,098	62,098	100.0%	-	0.0%
	NORTHWEST COLORADO BOCES		92,849	92,849	92,848	100.0%	(1)	0.0%
	GRAND VALLEY BOCES		223,953	223,953	223,853	100.0%	(100)	0.0%
		22,777,620	**5,480,528**	**28,258,148**	**80,898,533**	**34.9%**	**52,640,385**	**65.1%**

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
ADAMS	MAPLETON 1	69,994	-	69,994	82,627	84.7%	12,633	15.3%
ADAMS	ADAMS 12 FIVE STAR	382,443	-	382,443	416,150	91.9%	33,707	8.1%
ADAMS	ADAMS CITY 14	69,220	-	69,220	166,495	41.6%	97,275	58.4%
ADAMS	BRIGHTON 27J	137,621	-	137,621	164,951	83.4%	27,330	16.6%
ADAMS	BENNETT 29J	-	-	-	55,537	0.0%	55,537	100.0%
ADAMS	STRASBURG 31J	-	-	-			-	
ADAMS	WESTMINSTER 50	91,978	-	91,978	309,152	29.8%	217,174	70.2%
ALAMOSA	ALAMOSA RE-11J	-	-	-			-	
ALAMOSA	SANGRE DE CRISTO RE-22J	-	-	-			-	
ARAPAHOE	ENGLEWOOD 1	42,222	-	42,222	102,583	41.2%	60,361	58.8%
ARAPAHOE	SHERIDAN 2	31,526	-	31,526	23,754	132.7%	(7,772)	-32.7%
ARAPAHOE	CHERRY CREEK 5	475,376	-	475,376	3,700,073	12.8%	3,224,697	87.2%
ARAPAHOE	LITTLETON 6	143,721	-	143,721	1,072,322	13.4%	928,601	86.6%
ARAPAHOE	DEER TRAIL 26J	-	-	-	5,966	0.0%	5,966	100.0%
ARAPAHOE	ADAMS-ARAPAHOE 28J	351,929	-	351,929	376,276	93.5%	24,347	6.5%
ARAPAHOE	BYERS 32J	-	-	-	6,487	0.0%	6,487	100.0%
ARCHULETA	ARCHULETA COUNTY 50JT	-	-	-	40,959	0.0%	40,959	100.0%
BACA	WALSH RE-1	-	-	-	4,850	0.0%	4,850	100.0%
BACA	PRITCHETT RE-3	-	-	-			-	
BACA	SPRINGFIELD RE-4	-	-	-	2,479	0.0%	2,479	100.0%
BACA	VILAS RE-5	-	-	-	7,762	0.0%	7,762	100.0%
BACA	CAMPO RE-6	-	-	-			-	
BENT	LAS ANIMAS RE-1	-	-	-	5,722	0.0%	5,722	100.0%
BENT	MCCLAVE RE-2	-	-	-	9,995	0.0%	9,995	100.0%
BOULDER	ST VRAIN VALLEY RE-1J	249,736	-	249,736	692,091	36.1%	442,355	63.9%
BOULDER	BOULDER VALLEY RE-2J	280,795	-	280,795	1,357,773	20.7%	1,076,978	79.3%
CHAFFEE	BUENA VISTA R-31	-	-	-	17,519	0.0%	17,519	100.0%
CHAFFEE	SALIDA R-32(J)	-	-	-	7,792	0.0%	7,792	100.0%
CHEYENNE	KIT CARSON R-1	-	-	-	2,529	0.0%	2,529	100.0%
CHEYENNE	CHEYENNE RE-5	-	-	-			-	

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
CLEAR CREEK	CLEAR CREEK RE-1	-	-	-	2,533	0.0%	2,533	100.0%
CONEJOS	NORTH CONEJOS RE-1J	-	-	-	10,743	0.0%	10,743	100.0%
CONEJOS	SANFORD 6J	-	-	-			-	
CONEJOS	SOUTH CONEJOS RE-10	-	-	-	3,985	0.0%	3,985	100.0%
COSTILLA	CENTENNIAL R-1	-	-	-	4,435	0.0%	4,435	100.0%
COSTILLA	SIERRA GRANDE R-30	-	-	-	6,513	0.0%	6,513	100.0%
CROWLEY	CROWLEY COUNTY RE-1-J	-	-	-	7,366	0.0%	7,366	100.0%
CUSTER	CUSTER COUNTY C1	-	-	-	15,446	0.0%	15,446	100.0%
DELTA	DELTA COUNTY 50(J)	48,756	-	48,756	100,252	48.6%	51,496	51.4%
DENVER	DENVER COUNTY 1	716,721	-	716,721	4,387,325	16.3%	3,670,604	83.7%
DOLORES	DOLORES RE NO.2	-	-	-	8,947	0.0%	8,947	100.0%
DOUGLAS	DOUGLAS COUNTY RE-1	648,827	-	648,827	932,950	69.5%	284,123	30.5%
EAGLE	EAGLE COUNTY RE 50	-	-	-	493,095	0.0%	493,095	100.0%
ELBERT	ELIZABETH C-1	-	-	-	62,133	0.0%	62,133	100.0%
ELBERT	KIOWA C-2	-	-	-	19,943	0.0%	19,943	100.0%
ELBERT	BIG SANDY 100J	-	-	-	9,568	0.0%	9,568	100.0%
ELBERT	ELBERT 200	-	-	-			-	
ELBERT	AGATE 300	-	-	-	1,616	0.0%	1,616	100.0%
EL PASO	CALHAN RJ1	-	-	-	5,212	0.0%	5,212	100.0%
EL PASO	HARRISON 2	101,973	-	101,973	132,565	76.9%	30,592	23.1%
EL PASO	WIDEFIELD 3	82,092	-	82,092	119,604	68.6%	37,512	31.4%
EL PASO	FOUNTAIN 8	69,102	-	69,102	83,071	83.2%	13,969	16.8%
EL PASO	COLORADO SPRINGS 11	268,671	-	268,671	2,823,667	9.5%	2,554,996	90.5%
EL PASO	CHEYENNE MOUNTAIN 12	42,020	-	42,020	381,823	11.0%	339,803	89.0%
EL PASO	MANITOU SPRINGS 14	-	-	-	155,152	0.0%	155,152	100.0%
EL PASO	ACADEMY 20	213,012	-	213,012	1,828,795	11.6%	1,615,783	88.4%
EL PASO	ELLICOTT 22	-	-	-			-	
EL PASO	PEYTON 23JT	-	-	-	855	0.0%	855	100.0%
EL PASO	HANOVER 28	-	-	-			-	
EL PASO	LEWIS-PALMER 38	73,871	-	73,871	439,786	16.8%	365,915	83.2%

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COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
EL PASO	FALCON 49	134,390	-	134,390	158,281	84.9%	23,891	15.1%
EL PASO	EDISON 54JT	-	-	-	7,088	0.0%	7,088	100.0%
EL PASO	MIAMI-YODER 60	-	-	-			-	
FREMONT	CANON CITY RE-1	97,244	-	97,244	294,287	33.0%	197,043	67.0%
FREMONT	FLORENCE RE-2	-	-	-	35,366	0.0%	35,366	100.0%
FREMONT	COTOPAXI RE-3	-	-	-	6,420	0.0%	6,420	100.0%
GARFIELD	ROARING FORK RE-1	-	-	-	349,258	0.0%	349,258	100.0%
GARFIELD	GARFIELD RE-2	-	-	-	185,697	0.0%	185,697	100.0%
GARFIELD	GARFIELD 16	-	-	-	9,899	0.0%	9,899	100.0%
GILPIN	GILPIN COUNTY RE-1	-	-	-			-	
GRAND	WEST GRAND 1-JT	-	-	-	19,915	0.0%	19,915	100.0%
GRAND	EAST GRAND 2	-	-	-	16,694	0.0%	16,694	100.0%
GUNNISON	GUNNISON WATERSHED RE-1J	34,781	-	34,781	101,151	34.4%	66,370	65.6%
HINSDALE	HINSDALE COUNTY RE-1	-	-	-	600	0.0%	600	100.0%
HUERFANO	HUERFANO RE-1	-	-	-	3,250	0.0%	3,250	100.0%
HUERFANO	LA VETA RE-2	-	-	-	1,358	0.0%	1,358	100.0%
JACKSON	NORTH PARK R-1	-	-	-	4,639	0.0%	4,639	100.0%
JEFFERSON	JEFFERSON R-1	786,417	-	786,417	1,223,343	64.3%	436,926	35.7%
KIOWA	EADS RE-1	-	-	-	3,000	0.0%	3,000	100.0%
KIOWA	PLAINVIEW RE-2	-	-	-	6,194	0.0%	6,194	100.0%
KIT CARSON	ARRIBA-FLAGLER C-20	-	-	-	4,353	0.0%	4,353	100.0%
KIT CARSON	HI PLAINS R-23	-	-	-	5,616	0.0%	5,616	100.0%
KIT CARSON	STRATTON R-4	-	-	-	6,644	0.0%	6,644	100.0%
KIT CARSON	BETHUNE R-5	-	-	-	5,671	0.0%	5,671	100.0%
KIT CARSON	BURLINGTON RE-6J	-	-	-	7,138	0.0%	7,138	100.0%
LAKE	LEADVILLE R-1	-	-	-	10,041	0.0%	10,041	100.0%
LA PLATA	DURANGO 9-R	-	-	-	534,629	0.0%	534,629	100.0%
LA PLATA	BAYFIELD 10JT-R	-	-	-	64,187	0.0%	64,187	100.0%
LA PLATA	IGNACIO 11 JT	-	-	-	141,170	0.0%	141,170	100.0%
LARIMER	POUDRE R-1	247,250	-	247,250	821,093	30.1%	573,843	69.9%

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
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LARIMER	THOMPSON R-2J	141,016	-	141,016	1,039,929	13.6%	898,913	86.4%
LARIMER	ESTES PARK R-3	26,288	-	26,288	117,842	22.3%	91,554	77.7%
LAS ANIMAS	TRINIDAD 1	-	-	-	36,756	0.0%	36,756	100.0%
LAS ANIMAS	PRIMERO REORGANIZED 2	-	-	-			-	
LAS ANIMAS	HOEHNE REORGANIZED 3	-	-	-	1,373	0.0%	1,373	100.0%
LAS ANIMAS	AGUILAR REORGANIZED 6	-	-	-	2,360	0.0%	2,360	100.0%
LAS ANIMAS	BRANSON REORGANIZED 82	-	-	-	8,193	0.0%	8,193	100.0%
LAS ANIMAS	KIM REORGANIZED 88	-	-	-	719	0.0%	719	100.0%
LINCOLN	GENOA-HUGO C-113	-	-	-	5,785	0.0%	5,785	100.0%
LINCOLN	LIMON RE-4J	-	-	-	7,515	0.0%	7,515	100.0%
LINCOLN	KARVAL RE-23	-	-	-	5,921	0.0%	5,921	100.0%
LOGAN	VALLEY RE-1	36,327	-	36,327	64,147	56.6%	27,820	43.4%
LOGAN	FRENCHMAN RE-3	-	-	-	14,389	0.0%	14,389	100.0%
LOGAN	BUFFALO RE-4	-	-	-	7,075	0.0%	7,075	100.0%
LOGAN	PLATEAU RE-5	-	-	-	8,767	0.0%	8,767	100.0%
MESA	DEBEQUE 49JT	-	-	-	29	0.0%	29	100.0%
MESA	PLATEAU VALLEY 50	-	-	-	10,377	0.0%	10,377	100.0%
MESA	MESA COUNTY VALLEY 51	275,399	-	275,399	988,204	27.9%	712,805	72.1%
MINERAL	CREEDE CONSOLIDATED 1	-	-	-	1,184	0.0%	1,184	100.0%
MOFFAT	MOFFAT COUNTY RE NO. 1	42,967	-	42,967	62,708	68.5%	19,741	31.5%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	-	-	-	132,992	0.0%	132,992	100.0%
MONTEZUMA	DOLORES RE-4A	-	-	-	17,545	0.0%	17,545	100.0%
MONTEZUMA	MANCOS RE-6	-	-	-	24,599	0.0%	24,599	100.0%
MONTROSE	MONTROSE RE-1J	58,897	-	58,897	183,200	32.1%	124,303	67.9%
MONTROSE	WEST END RE-2	-	-	-			-	
MORGAN	BRUSH RE-2(J)	-	-	-	35,106	0.0%	35,106	100.0%
MORGAN	FT. MORGAN RE-3	29,167	-	29,167	69,964	41.7%	40,797	58.3%

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
MORGAN	WELDON VALLEY RE-20(J)	-	-	-	2,690	0.0%	2,690	100.0%
MORGAN	WIGGINS RE-50(J)	-	-	-	6,794	0.0%	6,794	100.0%
OTERO	EAST OTERO R-1	-	-	-	17,586	0.0%	17,586	100.0%
OTERO	ROCKY FORD R-2	-	-	-	16,616	0.0%	16,616	100.0%
OTERO	MANZANOLA 3J	-	-	-	2,987	0.0%	2,987	100.0%
OTERO	FOWLER R-4J	-	-	-	14,063	0.0%	14,063	100.0%
OTERO	CHERAW 31	-	-	-	3,625	0.0%	3,625	100.0%
OTERO	SWINK 33	-	-	-	6,042	0.0%	6,042	100.0%
OURAY	OURAY R-1	-	-	-	6,500	0.0%	6,500	100.0%
OURAY	RIDGWAY R-2	-	-	-	30,608	0.0%	30,608	100.0%
PARK	PLATTE CANYON R-1	-	-	-	68,429	0.0%	68,429	100.0%
PARK	PARK RE-2	-	-	-	36,769	0.0%	36,769	100.0%
PHILLIPS	HOLYOKE RE-1J	-	-	-	9,095	0.0%	9,095	100.0%
PHILLIPS	HAXTUN RE-2J	-	-	-	2,595	0.0%	2,595	100.0%
PITKIN	ASPEN 1	-	-	-	190,803	0.0%	190,803	100.0%
PROWERS	GRANADA RE-1	-	-	-	5,687	0.0%	5,687	100.0%
PROWERS	LAMAR RE-2	-	-	-	21,635	0.0%	21,635	100.0%
PROWERS	HOLLY RE-3	-	-	-	12,800	0.0%	12,800	100.0%
PROWERS	WILEY RE-13JT	-	-	-	681	0.0%	681	100.0%
PUEBLO	PUEBLO CITY 60	167,681	-	167,681	247,163	67.8%	79,482	32.2%
PUEBLO	PUEBLO RURAL 70	80,436	-	80,436	80,437	100.0%	1	0.0%
RIO BLANCO	MEEKER RE-1	-	-	-			-	
RIO BLANCO	RANGELY RE-4	-	-	-			-	
RIO GRANDE	DEL NORTE C-7	-	-	-	8,804	0.0%	8,804	100.0%
RIO GRANDE	MONTE VISTA C-8	-	-	-	12,062	0.0%	12,062	100.0%
RIO GRANDE	SARGENT RE-33J	-	-	-			-	
ROUTT	HAYDEN RE-1	-	-	-	16,560	0.0%	16,560	100.0%
ROUTT	STEAMBOAT SPRINGS RE-2	-	-	-	381,229	0.0%	381,229	100.0%
ROUTT	SOUTH ROUTT RE-3	-	-	-	9,398	0.0%	9,398	100.0%
SAGUACHE	MOUNTAIN VALLEY RE-1	-	-	-	3,973	0.0%	3,973	100.0%

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
SAGUACHE	MOFFAT 2	-	-	-	47,442	0.0%	47,442	100.0%
SAGUACHE	CENTER 26JT	-	-	-	39,070	0.0%	39,070	100.0%
SAN JUAN	SILVERTON 1	-	-	-	7,154	0.0%	7,154	100.0%
SAN MIGUEL	TELLURIDE R-1	-	-	-	85,325	0.0%	85,325	100.0%
SAN MIGUEL	NORWOOD R-2J	-	-	-	31,643	0.0%	31,643	100.0%
SEDGWICK	JULESBURG RE-1	-	-	-	16,303	0.0%	16,303	100.0%
SEDGWICK	PLATTE VALLEY RE-3	-	-	-	8,499	0.0%	8,499	100.0%
SUMMIT	SUMMIT RE-1	-	-	-	257,044	0.0%	257,044	100.0%
TELLER	CRIPPLE CREEK RE-1	-	-	-	8,508	0.0%	8,508	100.0%
TELLER	WOODLAND PARK RE-2	-	-	-	122,726	0.0%	122,726	100.0%
WASHINGTON	AKRON R-1	-	-	-	7,544	0.0%	7,544	100.0%
WASHINGTON	ARICKAREE R-2	-	-	-	5,570	0.0%	5,570	100.0%
WASHINGTON	OTIS R-3	-	-	-	3,097	0.0%	3,097	100.0%
WASHINGTON	LONE STAR 101	-	-	-	5,801	0.0%	5,801	100.0%
WASHINGTON	WOODLIN R-104	-	-	-	5,630	0.0%	5,630	100.0%
WELD	WELD RE-1 (GILCREST, LASALLE, PLATTEVILLE)	-	-	-	15,556	0.0%	15,556	100.0%
WELD	EATON RE-2	-	-	-	23,042	0.0%	23,042	100.0%
WELD	WELD RE-3 (KEENESBURG)	-	-	-	81,908	0.0%	81,908	100.0%
WELD	WINDSOR RE-4	39,726	-	39,726	237,702	16.7%	197,976	83.3%
WELD	WELD RE-5J (JOHNSTOWN,MILLIKEN)	45,179	-	45,179	51,301	88.1%	6,122	11.9%
WELD	GREELEY RE-6	178,632	-	178,632	1,025,986	17.4%	847,354	82.6%
WELD	PLATTE VALLEY RE-7	-	-	-	50,121	0.0%	50,121	100.0%
WELD	FT. LUPTON RE-8	43,094	-	43,094	52,221	82.5%	9,127	17.5%

Long Bill Item: Special Education - Gifted and Talented Children		(a)	(b)	(c)=(a)+(b)	(d)	(e)=(c)/(d)	(f)=(d)-(c)	(g)=(f)/(d)
COUNTY	DISTRICT	State Funds	Federal Funds	Total State and Federal Funds	Total District Expenditures	State/Federal Share of Expenditures	Local Share of Expenditures	Local Share of Expenditures
WELD	AULT-HIGHLAND RE-9	-	-	-	10,919	0.0%	10,919	100.0%
WELD	BRIGGSDALE RE-10	-	-	-	9,936	0.0%	9,936	100.0%
WELD	PRAIRIE RE-11	-	-	-	3,883	0.0%	3,883	100.0%
WELD	PAWNEE RE-12	-	-	-	212	0.0%	212	100.0%
YUMA	YUMA 1	-	-	-	3,560	0.0%	3,560	100.0%
YUMA	WRAY RD-2	-	-	-	10,598	0.0%	10,598	100.0%
YUMA	IDALIA RJ-3	-	-	-			-	
YUMA	LIBERTY J-4	-	-	-	5,567	0.0%	5,567	100.0%
	CHARTER INSTITUTE	72,653	-	72,653	170,665	42.6%	98,012	57.4%
	EAST CENTRAL BOCES	205,486	-	205,486	225,486	91.1%	20,000	8.9%
	MOUNTAIN BOCES	308,580	-	308,580	312,164	98.9%	3,584	1.1%
	CENTENNIAL BOCES	211,177	-	211,177	211,177	100.0%	-	0.0%
	NORTHEAST BOCES	153,629	-	153,629	153,629	100.0%	-	0.0%
	PIKES PEAK BOCES	155,055	-	155,055	155,055	100.0%	-	0.0%
	SAN JUAN BOCES	228,090	-	228,090	228,146	100.0%	56	0.0%
	SAN LUIS VALLEY BOCES	172,342	-	172,342	164,695	104.6%	(7,647)	-4.6%
	SOUTH CENTRAL BOCES	93,882	-	93,882	139,630	67.2%	45,748	32.8%
	SOUTHEASTERN BOCES	78,080	-	78,080	78,080	100.0%	-	0.0%
	SOUTHWEST BOCES	-	-	-			-	
	NORTHWEST COLORADO BOCES	77,608	-	77,608	77,780	99.8%	172	0.2%
	RIO BLANCO BOCES	27,661	-	27,661	27,661	100.0%	-	0.0%
	EXPEDITIONARY BOCES	-	-	-			-	
	GRAND VALLEY BOCES	-	-	-			-	
	MT. EVANS BOCES	46,087	-	46,087	44,626	103.3%	(1,461)	-3.3%
	UNCOMPAHGRE BOCES	46,895	-	46,895	46,895	100.0%	-	0.0%
	SANTA FE TRAIL BOCES	60,417	-	60,417	60,417	100.0%	-	0.0%
	FRONT RANGE BOCES	-	-	-			-	
	UTE PASS BOCES	64,988	-	64,988	64,988	100.0%	-	0.0%
		9,059,127	-	9,059,127	33,153,474	27.3%	24,094,347	72.7%

8. **Question:** The Department administered a survey regarding local districts' technological readiness to administer on-line assessments. Please provide results and responses from that survey.

Response:

Colorado Data Summary Provided through the Technology Readiness Tool

It is important to note that the technology readiness survey data is voluntarily provided by districts. Since the tool requires self-reporting, it is not a complete data set and can be hindered by errors, incomplete data and participation. Therefore, the Department has minimized its use and recommends caution in interpreting the data.

Colorado		
	# User accounts in the TRT	516
	# Districts in the TRT	189
	# Schools in the TRT	1,373

	Participating schools (contributing any data)	**Count**	**%**	**SBAC**	**PARCC**	**SBAC & PARCC**
		1,309	**95.34%**	**70.36%**	**86.04%**	**78.68%**
Test Taker to Device Ratio	Participating schools with test taker population data	1,144	83.32%	65.44%	76.13%	71.16%
	Adjusted statewide test taker population	447,810		8,882,832	13,096,195	21,904,662
	Adjusted number of devices	136,284		3,154,806	4,161,415	7,299,386
	Test Taker to Device Ratio					
	Median	3.26		2.85	3.09	2.99
	Minimum	0.11		0.00	0.01	0.00
	Maximum	997.00		2,053.00	5,429.00	5,429.00

Available Bandwidth	Schools with population & network data	1,111	80.92%	57.43%	55.48%	56.49%
	Adjusted statewide test taker population	439,637		7,972,431	8,956,759	16,891,590
	Test Taker Population For Included Schools					
	Median	249.00		269.00	277.00	274.00
	Minimum	5		1	1	1
	Maximum	3,472		4,745	14,872	14,872
	Available Internet Bandwidth For Included Schools (in Kbps/student)					
	Median	71.43		83.68	60.52	69.62
	Minimum	0.00		0.00	0.00	0.00
	Maximum	228,594.29		900,000.00	2,375,237.50	2,375,237.50
	Available Internal Network Bandwidth For Included Schools (in Kbps/student)					
	Median	424.89		510.53	422.22	456.73
	Minimum	0.00		0.00	0.00	0.00
	Maximum	1,357,142.86		4,500,000.00	1,357,142.86	4,500,000.00
Staff & Personnel	Schools answering all staff and personnel questions	1,053		18,222	26,333	44,352
	Q1: Having a sufficient number of test administrators to support online testing.					
	Mean	6.00		5.85	6.47	6.18
	Answered 0-3	335	31.81%	43.18%	29.78%	35.19%
	Answered 4-7	345	32.76%	32.64%	30.43%	31.31%
	Answered 8-10	78	7.41%	17.67%	16.54%	17.05%
	NA or Don't Know	295	28.02%	6.51%	23.25%	16.46%
	Q2: Test administrators having sufficient technical understanding to support online testing.					
	Mean	7.81		5.79	6.71	6.30
	Answered 0-3	225	21.37%	30.46%	19.03%	23.65%
	Answered 4-7	386	36.66%	38.46%	31.20%	34.14%
	Answered 8-10	166	15.76%	25.23%	28.18%	27.00%
	NA or Don't Know	276	26.21%	5.85%	21.59%	15.21%
	Q3: Providing all appropriate training needed for test administrators.					

	Mean	6.36		5.28	5.78	5.56
	Answered 0-3	212	20.13%	33.13%	22.10%	26.59%
	Answered 4-7	410	38.94%	37.27%	30.54%	33.22%
	Answered 8-10	142	13.49%	23.43%	25.03%	24.42%
	NA or Don't Know	289	27.45%	6.17%	22.33%	15.77%
	Q4: Having a sufficient number of technology support staff to support online testing.					
	Mean	6.49		5.90	7.16	6.59
	Answered 0-3	232	22.03%	28.77%	19.96%	23.50%
	Answered 4-7	256	24.31%	31.53%	23.97%	26.97%
	Answered 8-10	279	26.50%	35.51%	37.18%	36.60%
	NA or Don't Know	286	27.16%	4.20%	18.89%	12.93%
	Q5: Tech support staff having sufficient technical understanding to support online testing.					
	Mean	6.72		5.31	6.51	5.97
	Answered 0-3	461	43.78%	52.46%	39.89%	45.01%
	Answered 4-7	192	18.23%	28.15%	24.74%	26.09%
	Answered 8-10	120	11.40%	14.93%	16.06%	15.62%
	NA or Don't Know	280	26.59%	4.45%	19.31%	13.28%
	Q6: Providing all appropriate training needed for technology support staff.					
	Mean	4.52		4.12	4.69	4.43
	Answered 0-3	255	24.22%	42.95%	31.17%	35.96%
	Answered 4-7	396	37.61%	34.43%	28.83%	31.08%
	Answered 8-10	105	9.97%	17.26%	19.32%	18.50%
	NA or Don't Know	297	28.21%	5.36%	20.68%	14.46%

School Classification	Left Blank	160	12.22%	40.19%	32.67%	35.42%
	Public	1,072	81.89%	57.86%	62.40%	60.85%
	Private	0	0.00%	0.04%	0.92%	0.56%
	Charter	76	5.81%	1.77%	3.83%	3.01%
	Other	1	0.08%	0.14%	0.18%	0.17%
	Subtotal	**1,309**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
Network & Infrastructure Questions	**Internet Bandwidth All Schools**					
	Left Blank	145	11.08%	13.31%	15.90%	14.52%
	No Connection Available (0)	23	1.76%	0.01%	0.10%	0.07%
	10 Mbps or less	348	26.59%	22.86%	22.74%	22.82%
	> 10 Mbps but < 100 Mbps	354	27.04%	14.94%	24.74%	20.80%
	100 Mbps	141	10.77%	29.28%	22.74%	25.56%
	> 100 Mbps but < 1 Gbps	230	17.57%	5.10%	3.94%	4.45%
	1 Gbps	66	5.04%	13.53%	8.99%	10.87%
	> 1 Gbps	2	0.15%	0.98%	0.85%	0.90%
	Subtotal	**1,309**	**100.00%**	**100.00%**	**100.00%**	**100.00%**
	Internal Network Bandwidth All Schools					
	Left Blank	141	10.77%	10.48%	24.99%	18.71%
	No Connection Available (0)	23	1.76%	0.03%	0.14%	0.09%
	10 Mbps or less	29	2.22%	3.56%	2.78%	3.08%
	> 10 Mbps but < 100 Mbps	85	6.49%	2.66%	2.68%	2.67%
	100 Mbps	609	46.52%	41.39%	37.28%	39.19%
	> 100 Mbps but < 1 Gbps	6	0.46%	0.75%	1.04%	0.93%
	1 Gbps	345	26.36%	38.41%	28.71%	32.79%
	> 1 Gbps	71	5.42%	2.73%	2.40%	2.55%
	Subtotal	**1,309**	**100.00%**	**100.00%**	**100.00%**	**100.00%**