Colorado Online Learning

Report to the Colorado Legislature • March 2012

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Executive Summary

The story of Colorado Online Learning (COL) began in 1998 when educators from 14 school districts gathered in pursuit of **high quality learning options** for high school students. That quest for quality continues today as COL — now working with more than 70 Colorado districts [1] — delivers teacher-led courses to hundreds of students statewide. The dashboard below shows key metrics for Colorado Online Learning for the 2011-12 school year.

Participating Districts	2011-12 Enrollment	Student Success Rate
76	1,574	92%

The COL Success Story. At 92%, the student success rate is the number that sets COL apart from other online providers. The formula for success is simple, though not easy.

1. Start with standards-based course content infused with rigor and pedagogy suited for online learning;
2. Add highly qualified, Colorado-licensed teachers with strong teaching skills and experience;
3. Support teachers and learners with clear policies, high expectations, ongoing professional development and a small but powerful team of administrators behind the scenes;
4. Maintain a continuous quality improvement process informed by periodic data collection, analysis and review; and
5. Persist in collaborating with districts to better meet the needs of students in a changing education environment.

This report describes COL's quest for quality, including ongoing improvement and outreach efforts. Next, key trends in online learning are discussed to provide context to and, in some cases, contrast with — COL's unique status as a supplementary course provider. For example, while credit recovery is the fastest growth sector in online learning, only a small percentage of COL students are seeking recovery credits. Most COL students are learning foreign languages, taking AP courses, or working around a schedule conflict. In the third section of the report, data collected from school administrators, students and COL teachers provide a 360-degree view of the COL experience. Finally, the report concludes with enrollment statistics, the catalog of courses, and financial statements through February of the current operating year.

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[1] The number of participating districts is found by combining 70 from Fall 2011 with 68 from Spring 2012 to identify 76 unique districts.

COL's Quest for Quality

Roots in District Collaboration

Colorado Online Learning began in 1998 as the Colorado Online School Consortium (COSC), a joint venture between 14 rural, suburban, and urban school districts in Colorado. The consortium began with these districts:

Founding Districts	
Boulder Valley	Moffat County
Custer County	Summit
Monte Vista	Windsor
Pueblo 60	Cheyenne County
Thompson	Denver Public Schools
Buena Vista	Jefferson County
Durango	St. Vrain Valley

The consortium was awarded a Technology Learning Challenge Fund grant administered by the Colorado Department of Education, allowing high school students to receive a variety of instructional opportunities from other teaching professionals in the state while remaining enrolled in their local school district. This cooperative model provided advanced placement, remedial, and enrichment courses to students who did not have access to a variety of learning opportunities or who needed greater scheduling flexibility.

Colorado-licensed teachers were recruited from the partner districts, and a governing board was established soon after. The COSC developed a Quality Assurance Program (QAP) with expert advice, which was approved by its Board of Directors in April 2002. The QAP provided guidelines for the development and revision of quality online courses and called for course review by content and online pedagogy specialists. That year, COSC transitioned to Colorado Online Learning, a 501(c)3 nonprofit organization, and was awarded a grant under the federal Enhancing Education through Technology program to develop and deliver high-quality, standards-based, supplemental online coursework for Colorado students.

In May 2007, the Colorado legislature authorized funding for supplemental online education services through House Bill 07-1066 in order to reduce online learning costs to school districts. Since 2007, the service provider, the Mountain Board of Cooperative Educational Services, has contracted with COL to provide online learning opportunities to Colorado students.

As the number of Colorado full-time online schools grows, Colorado Online Learning remains the largest statewide provider of supplemental online courses. COL continues to emphasize collaboration with schools

and districts while holding to its founding vision of academic rigor, quality instruction and strong service and support to learners and learning partners.

Outreach

COL site coordinators gather to discuss best ways to support online learners.

COL actively maintains its ties to Colorado educators through ongoing outreach efforts. COL staff conducted site visits to 44 districts in 2011 to better understand the needs of students and school personnel. In addition, COL conducted outreach activities at conferences for the Colorado Association of School Executives and the Colorado Association of School Boards.

A Complete Catalog of Courses

COL offers more than 70 online courses, including courses for Advanced Placement and 33 courses approved by the National Collegiate Athletic Association to ensure academic excellence for student athletes. With rigorous academic standards and high expectations of students and instructors, COL stands for quality in online learning. Toward that end, COL maintains a continuous quality improvement program, rooted in its original Quality Assurance Program, that includes periodic updates and reviews of all courses. Recent revisions have focused on going "bookless"; i.e., replacing textbooks with strong digital resources for all courses.

New courses include High School Physics (joining AP Physics in the Science category), German III, and French III. The following courses were revised and updated in 2011:

- Pre – Calculus (1 Semester)
- Trigonometry (1 Semester)
- Geology (1 Semester)
- Astronomy (1 Semester)
- Environmental Science (2 semesters)
- Algebra 1 (2 Semesters)
- German III (2 Semesters)
- French III (2 Semesters)

Fully Accredited Since 2004

COL established accreditation with AdvancED in May 2004. COL is committed to operating under the principles of continuous quality improvement, not only in the ongoing monitoring process with AdvancED, but also in the everyday work of administration and instruction.

AdvancED is the global leader in promoting and ensuring educational excellence for schools and programs like COL. This organization grew out of a partnership of expertise among the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation

Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Rooted in seven research-based standards, AdvancED works alongside accredited organizations to continually demonstrate growth in the areas of program effectiveness, instructional effectiveness, student achievement, and leadership.

COL's accreditation status demonstrates its commitment to engaging stakeholders in a continuous process of reflection, improvement, and growth. The accreditation vouches for COL program quality to colleges and universities viewing student transcripts.

For more information about Colorado Online Learning, go to http://www.col.k12.co.us or contact COL at 3000 Youngfield St., Suite 338, Wheat Ridge, Colorado 80215. Phone: (303) 339-4080. Contact: Dr. Terry N. Bishop, Executive Director, tbishop@col.k12.co.us

Trends in Online Learning

Online learning is certainly a growing segment of K-12 schooling, both locally and nationally. As a supplemental program designed to support local education providers, however, Colorado Online Learning is a unique entity in the state. What's true for for-profit or district programs does not always hold for a public education supplemental program. The trends in online enrollment, credit recovery, and concurrent enrollment discussed below play out somewhat differently for COL.

Rising Online Enrollments

According to Evergreen Education Group, 40 states have state virtual schools or state-led online learning initiatives. In 2010-11, state virtual schools across the nation had about 536,000 course enrollments. In 2010-11, online enrollments in Colorado increased by 16% from the prior year, for 15,314 unique students enrolled in full- and part-time programs.[2] These figures do not include COL enrollments. By contrast, COL enrollments have fluctuated only slightly over the past several years, with 1,596 enrollments in the prior year, and 1,574 enrollments in 2011-12.

Credit Recovery Leads Growth

Credit recovery is the fastest growing area of online learning, according to the Center for Public Education and the International Association for K-12 Online Learning.[3,4] While it's true that many districts initiate online learning opportunities so that students can recover credit, Colorado Online Learning serves students who are more likely to be earning credits needed to graduate because a) the course is not offered at their school, or b) the local course time conflicts with their schedule. In a recent survey of 577 COL students, less than 5 percent were taking courses for credit recovery.

Concurrent Enrollments on the Increase

In Colorado, students are increasingly eager to take advantage of opportunities provided by the Concurrent Enrollment Programs Act of 2009. In 2010-11, nearly 21,000 students took classes for high school and

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[2] Evergreen Education Group (2011). *Keeping Pace with K-12 Online Learning.* Accessed online in March 2012 at http://kpk12.com/states/.

[3] McCabe, J, and St. Andrie, R. (2012). *Credit Recovery Programs.* Center for Public Education, posted January 26, 2012 at http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Credit-recovery-programs/Credit-recovery-programs-full-report.html

[4] Wicks, M. (2011). *Realizing the Promise of Online Learning.* International Association for K-12 Online Learning (iNACOL). Retrieved from http://www.iu13.org/EducatorsandAdministrators/LeadingtheLearning/Documents/realizing%20the%20promise%20of%20online%20learning.pdf.

college credit.[5] COL is meeting this need for students as well, with a 20% increase in the 2011-12 school year, for a total of 250 dual credit enrollments.

Policy and Oversight Issues

Recent media stories as well as legislative initiatives have focused on the quality of online learning providers using state funds.[6] Watchdogs and reformers, understandably, want to ensure taxpayer dollars support quality courses and instruction. In addition, they demand accountability for the use of education dollars, particularly with respect to funding tied to the October count. Full- and part-time multi-district online providers — i.e., those that serve full-time or part-time students — are the main focus of these policy and oversight efforts, which fall under the purview of the Colorado Department of Education, Unit of Online Learning.

COL stands apart from other online learning providers in several important ways. First, as a supplemental course provider, COL does not compete for full- or part-time students. Most students enroll for one or perhaps two courses in a semester. Second, COL never pulls student-linked funding (PPOR) from districts. Rather, COL collects a fee of $200 per course, payable by the district or the student, depending on district policies. For example, many districts pay for a student's online course, with the provision that the student earns a passing grade. A student that fails must then reimburse the district for its investment. A third distinction is that, unlike many non-district online providers, COL is not a profit-making organization. COL is incorporated as a 501(c)3 nonprofit with an educational mission.

The fourth and most important aspect unique to COL is that it is accountable to the Colorado Legislature. The legislation authorizing support for online supplemental learning (HB 07-1066) requires the provider to submit to legislative oversight, including this annual report on its operations and financial records. Since 2007, COL has met or exceeded these reporting requirements. COL financial records are open for public review, and the current fiscal year income and expenditures are found at the end of this report.

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[5] Colorado Commission on Higher Education and Colorado Department of Education (March 1, 2012). "Annual Report On Concurrent Enrollment For 2010-2011 School Year."
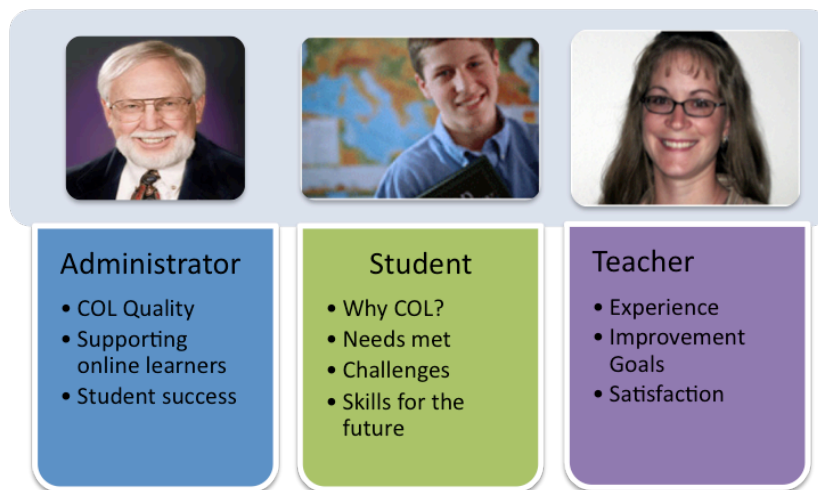
[6] Engdahl, Todd (March 4, 2012). "Online bills move into spotlight," EdNewsColorado.org.
http://www.ednewscolorado.org/2012/03/04/34206-online-bills-move-into-spotlight

COL: 360-Degree View

Colorado Online Learning is committed to educational excellence, quality improvement and organizational transparency. Every year, at least once a year, COL seeks feedback from key stakeholders about their needs and how COL is doing as an educational partner.

This section shows COL from the perspectives of students, district administrators and the COL teaching staff for a 360° view of COL activities.

Administrator
- COL Quality
- Supporting online learners
- Student success

Student
- Why COL?
- Needs met
- Challenges
- Skills for the future

Teacher
- Experience
- Improvement Goals
- Satisfaction

With its commitment to continuous improvement, COL values constructive feedback from its stakeholders. Thus, their suggestions as well as their accolades are included in the 360° outlook that follows.

Administrator Perspectives

District administrators, school principals, and school counselors continue to be the key liaisons between students and COL. When students need a course that's not available at their school, or have a schedule conflict, these administrators turn to COL for high-quality educational alternatives. School personnel set their policies for taking online courses, enroll students with COL, provide access to the technology tools in most cases, and help monitor student progress. COL's existence stems from this perspective and continues to be a cornerstone of the COL service mindset.

Colorado educators want to ensure that online providers offer a strong selection of quality courses, and provide support for students to be successful in the online learning environment. COL refers to school district officials responsible for COL oversight as "site coordinators." A recent survey of site coordinators (n=42) asked them to choose the importance (Very Important, Somewhat Important, or Not Important) of a number of criteria for selecting an online provider. In order, the key criteria for site coordinators are:

- Course Quality   97.6%
- Course Selection   95.2%
- Teacher Quality   92.8%
- Administrator Support   90.5%
- Technical Support   87.8%
- Course Pricing   80.9%
- Course Platform   48.8%

In terms of overall quality, site coordinators see COL in quite positive terms. Figure A shows that most survey respondents (57%) characterize COL's course quality as Excellent, and rate it as Good (53%) or Better (47%) than the course quality of other online providers they have used. About 3/4 of the respondents (73.8%) report having used online providers other than COL.

Figure A: COL Course Quality and Comparison
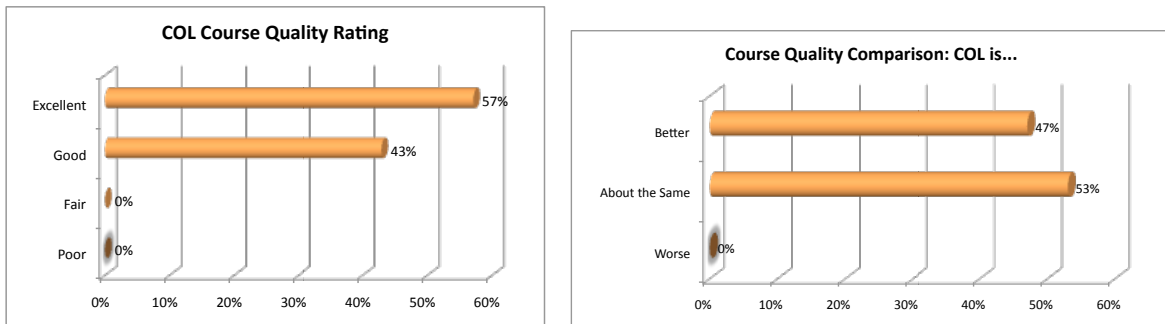
Administrators rate COL's course selection as Excellent (48%) or Good (48%), with most (62%) saying the course selection is on par with that of other online providers. (See charts under Figure B, next page.)

Figure B: COL Course Selection and Comparison with Other Providers
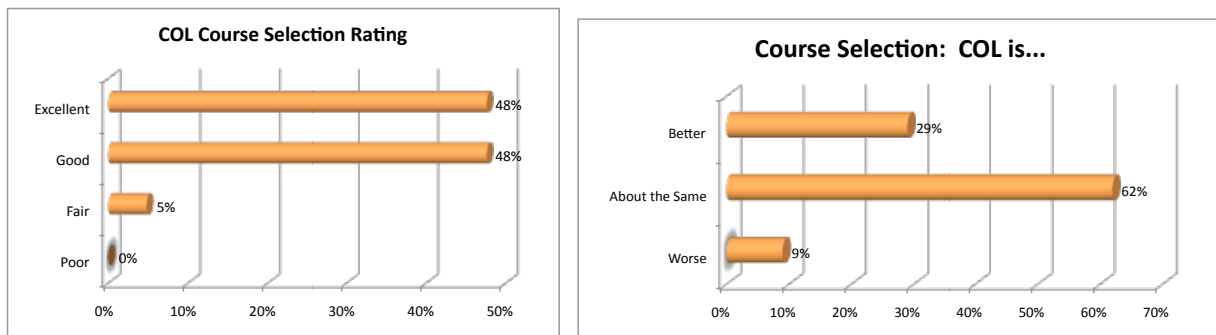
Site coordinators offer these suggestions for improvement:

- Add more AP, technology and advanced math courses. More elective options.
- Find a less cumbersome platform. Registering students is a complicated, multistep process.
- List the teacher name in course descriptions.

[IN THEIR OWN WORDS] Administrators Say:

"We have tried several other online course options, but none are as interactive as COL. So, thank you for this."

"I love this program and the support that the students get."

"I get feedback from students and parents that think the way your teachers help students is excellent."

Student Perspectives

Students responding to a survey in December 2011[7] indicate the most common reason for enrolling in an online course with COL is that their "bricks and mortar" school does not offer a particular course they need or want to take. The next most common reason is to resolve a schedule conflict. Figure C (next page) shows the range of student responses. [Note: students were able to select more than one response, resulting in percentages that total more than 100.]

Figure C: Why Learn Through COL?

Reasons Students Take COL Courses

Reason	Percentage
Other	10%
Counselor recommended it	14%
To earn dual credit	25%
Schedule conflict	30%
Not offered at my local school	43%
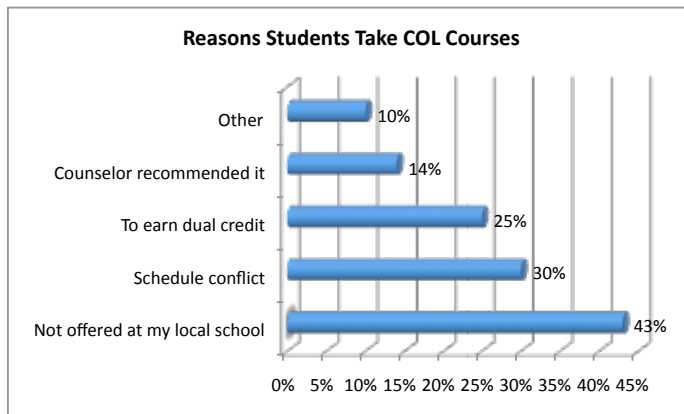
World Language courses draw by far the most students (34%), followed by Social Studies (20%) and Language Arts (12%). Most COL students are in high school, grade 12 (40%), grade 11 (30%) or grade 10 (19%). More than 80% live in a rural area, as Figure D (next page) shows.

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[7] The Fall 2011 Student Survey drew 577 responses, representing 73% of the total student population.

Figure D: Where Do COL Students Live?

COL Student Location

Location	Percentage
Urban	8%
Suburban	11%
Rural	81%

A strong majority of students say their course featured these recommended elements of online learning:

- Course Overview and Syllabus: 98%
- Info on Communicating with Teacher: 99%
- Clearly Stated Course Requirements: 95%
- Expectations for Academic Conduct: 95%
- Weekly Updates from the Teacher: 90%

Students report that their learning experiences were Active (45%) or Very Active (15%), rather than passive or very passive. When asked about their online instructor, 67% describe their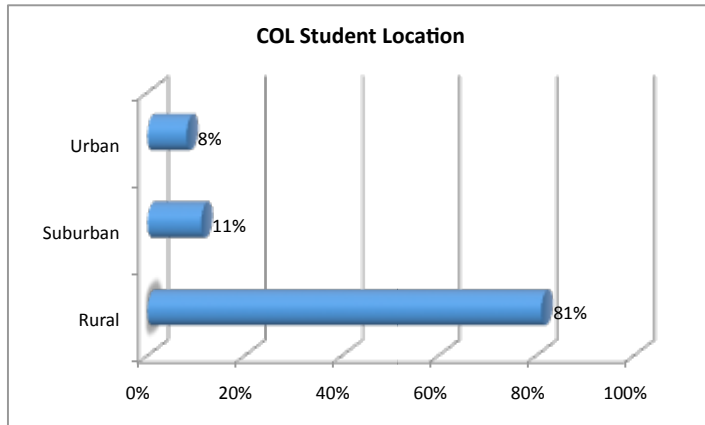 teacher as Very Responsive; 69% found their teacher Very Accessible; and 80% say their teacher is Very Fair. With respect to Grading, 93% Strongly Agree or Agree that grading was fair.

Most COL students say they Never or Rarely experienced technical problems with their online course and that any technical issues that arose were resolved quickly. Some students acknowledge that learning online can be difficult. They prefer face-to-face interaction with the teacher. Others find it hard to stay on track. Suggestions made by students recently include:

- The schedule should be more structured. The assignments should be due specific days of the week.
- The teacher should grade the papers quicker and help the students understand better what they did wrong.
- Make sure that all the materials we need to complete an assignment are explained to us before the actual assignment.

[IN THEIR OWN WORDS] Students Say:

"I really like taking online courses when they are interactive. My anatomy and physiology class was very interactive and taught me a lot."

"The most engaging online class I've ever taken!"

"The teacher was amazing. I feel that taking this course has definitely boosted my academic confidence."

Teacher Perspectives

COL is proud of its online teaching faculty — and for good reason. Collectively, they are highly qualified, experienced teachers who love their work and enjoy working for COL. As one teacher expressed, "I love working for COL, as the courses are extremely well put together, and all of the staff is wonderful to work with. I definitely feel like part of the team and enjoy teaching for COL." Another said, "I love the teachers and administration at COL. The students are motivated and responsive."

A survey of teachers in February 2012 found that 84% have more than 10 years of teaching experience; 68% have 6 or more years of online teaching experience.[8]

Figure E: COL Teacher Experience

	Years in Teaching	Years Teaching Online
1 Year	0%	0%
2 to 5 Years	4%	32%
6 to 10 Years	12%	40%
More than 10 Years	84%	28%

As mentioned above, COL teachers enjoy being part of the COL organization, with 88% describing themselves as Very Satisfied with working at COL.

Figure F: Teacher Satisfaction
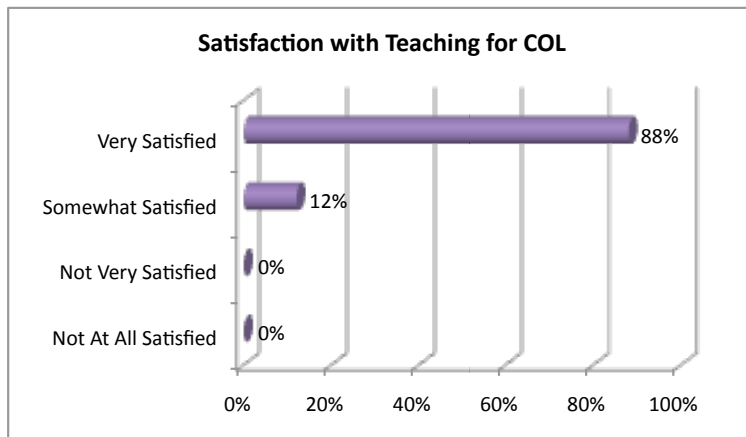
When asked what they would change about COL, teachers responded:

- A better pay structure would be to pay teachers for each week a student is enrolled in a course. This will motivate teachers to support even those students who do not perform.
- If a student drops on the last day of the course, the teacher does not get paid for any efforts to contact the students, parents and site coordinators.
- Higher enrollment. More students.
- Create a formal path for contact with parents/guardians; i.e., ask for parent contact information.

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[8] The February 2012 COL Teacher Survey yielded 25 responses, representing 83% of the total.

Teachers express a strong motivation to improve their courses and the learning experience for COL students. Many teachers described their efforts to increase interactivity within their courses through such strategies as adding interactive visual components, providing interactive demonstrations, and using Web 2.0 tools to support cooperative activities.

[IN THEIR OWN WORDS] Teachers Say:

"COL is the best place I have ever worked."

"COL is the best online school."

"I love the annual professional development meetings – they are informative, motivational and exciting!"

Enrollment Statistics

Fall 2011 Enrollment and Final Statistics* • Total Enrollment: 781 • Student Success Rate: 92%

Course #	Course Name	P	F	I	% Passing	Course #	Course Name	P	F	I	% Passing
Art101	Creative Drawing	8	2		80%	Sci109	Basic Chemistry	4			100%
Art103	Digital Photography	16			100%	SS101	American Government/ Civics	13		1	100%
Bus100	Career Exploration	15			100%	SS102	US History	18			100%
Bus101	Intro to Accounting	2	1		67%	SS103	World Geography	14	1		93%
Bus102	Foundations of Personal Finance	37	2		95%	SS104	The Dawn of Civilization: World History	14	2		88%
Bus 104	Economics	0					Wars and Revolutions: World History	13	1		93%
Bus105	International Business	7			100%	SS105	The Road to Self-Discovery: Psychology	8			100%
Ele101	Fitness	9	1	2	90%	SS106	Living in a Complex World: Psychology	34	1		97%
Ele104	Health	17		1	100%	SS107	Law & Order: Introduction to Legal Studies	3			100%
Eng101	English I	1	1		50%	SS108	Colorado History	3	1	1	75%
Eng102	English II	9	2	1	82%	SS109	The Study of Human Relationships: Sociology	8			100%
Eng103	English III	9		2	100	SS111	Anthropology: Uncovering Human Mysteries	3			100%
Eng104	Introduction to Composition	18	1		95%	SS115	Criminology: Inside the Criminal Mind	18	2	3	90%
Eng105	Readers/Writers Workshop	5			100	Tech100	Web Design	4			100%
Eng106	AP Literature and Composition	7	2		78%	Tech101	C++ Programming	4			100%
Eng108	Shakespearean Theater: The Comedies	6	1		86%	Tech102	Java Programming	2	1		67%
Eng109	PoetSpeak	2	1		67%	Tech103	Computer Animation	5	2	1	86%
Eng110	ACT English Reading/ Writing Review	12			100%	WLC101	Mandarin I (Chinese)	12	1	1	92%
M102	Algebra I	7			100%	WLC101	Mandarin II (Chinese)	1			100%
M103	Geometry	4		1	100%	WLC102	French I	29	6	2	83%
M104	Algebra II	6	2		75%	WLF101	French II	8			100%
M105	Pre-Calculus	1		1	100%	WLF102	French III	10	2		83%
M107	AP Calculus	2	1		67%	WLF103	German I	13	3	3	81%
M108	ACT/SAT Mathematics Review	8	3		73%	WLG101	German II	7			100%
M109	Statistics	7			100%	WLG102	German III	1			100%
Mus101	Music Appreciation	2			100%	WLG	Latin I	8			100%
Sci101	Biology	2			100%	WLL101	Latin II	3			100%
Sci102	Environmental Science	5	1		83%	WLL102	Latin III	1			100%
Sci103	College Physics	6	1		86%	WLL103	Spanish I	101	8	1	93%
Sci103	High School Physics	7			100%	WLS101	Spanish II	40	2		95%
Sci104	Future Issues: Biotechnology	3			100%	WLS102	Spanish III	12		2	100%
Sci105	Astronomy	9	2		82%	WLS103	Spanish IV	9			100%
Sci106	Geology	1	2		33%	WLS104		698	60	23	781
Sci107	Anatomy and Physiology	25	1		96%		Passing Rate: 92%				

* P = Pass; F = Fail; I = Incomplete

Spring 2012 Enrollment

Total Enrollment: 793

Course #	Course Name	Total
Art101	Creative Drawing	0
Art103	Digital Photography	13
Art104	Drawing, Challenges,Solutions	13
Bus100	Career Exploration	11
Bus101	Intro to Accounting	3
Bus102	Foundations of Personal Finance	34
Bus103	Applications in Personal Finance	5
Bus104	Economics	9
Bus105	International Business	7
Ele101	Fitness	19
Ele104	Health	14
Eng101	English I	7
Eng102	English II	13
Eng103	English III	14
Eng104	Introduction to Composition	23
Eng105	Readers/Writers Workshop	6
Eng106	AP Literature and Composition	13
Eng108	Shakespearean Theater: The Tragedies	2
Eng109	PoetSpeak	4
Eng110	ACT English Reading/Writing Review	12
M100	Fundamental Math	8
M102	Algebra I - Semester 1	10
M103	Geometry	9
M104	Algebra II	6
M105	Pre-Calculus	0
M107	AP Calculus	0
M108	ACT/SAT Mathematics Review	17
M109	Statistics	4
Mus101	Music Appreciation	19
Sci101	Biology	6
Sci102	Environmental Science	3
Sci103	College Physics	5
Sci103	High School Physics	5
Sci104	Future Issues: Biotechnology	0
Sci105	Astronomy	8

Course #	Course Name	Total
Sci106	Geology	5
Sci107	Anatomy and Physiology	22
Sci109	Basic Chemistry	2
SS101	American Government/Civics	14
SS102	US History	21
SS104	World Geography	25
SS104	The Dawn of Civilization: World History	21
SS105	Wars and Revolutions: World History	31
SS106	The Road to Self-Discovery: Psychology	11
SS107	Living in a Complex World: Psychology	38
SS108	Law & Order: Introduction to Legal Studies	6
SS109	Colorado History	4
SS111	The Study of Human Relationships: Sociology	8
SS115	Anthropology: Uncover Hum Mys.	0
Tech100	Criminology: Inside the Criminal Mind	19
Tech101	Web Design	4
Tech102	C++ Programming	6
Tech103	Java Programming	0
WLC101	Computer Animation: The Power of Flash	3
WLC101	Mandarin I (Chinese)	9
WLC102	Mandarin II (Chinese)	1
WLF101	French I	28
WLF102	French II	8
WLF103	French III	6
WLG101	German I	11
WLG102	German II	6
WLG	German III	0
WLL101	Latin I	5
WLL102	Latin II	3
WLL103	Latin III	1
WLS101	Spanish I	94
WLS102	Spanish II	40
WLS103	Spanish III	12
WLS104	Spanish IV	7
	Total Enrollments	793

District Participation

Spring 2012 68 Colorado Districts + 6 Colorado Charter Schools

District	Courses	Students	District	Courses	Students
Academy 20	1	1	Mancos Re-6	8	7
Aguilar Reorganized 6	3	3	Manzanola 3J	2	2
Archuleta County 50JT	23	20	Moffat 2	2	2
Aspen 1	4	3	Monte Vista District C-8	1	1
Bayfield 10 JT-R	2	2	Montezuma - Cortez RE-1	6	6
Bethune R-5	6	6	North Park R-1	7	7
Big Sandy 100J	17	15	Norwood R-2J	15	10
Boulder Valley RE 2	1	1	Park County RE2	46	34
Briggsdale RE-10	9	6	Park(Estes Park) R-3	1	1
Byers 32J	5	5	Plateau Valley 50	13	12
Calhan RJ-1	7	5	Platte Canyon 1	3	2
Canon City RE-1	1	1	Pritchett RE-3	2	1
Clear Creek Re-1	2	2	Prowers RE-1 (Granada)	20	20
Cotopaxi RE-3(Fremont RE-3)	6	5	Pueblo County Dist. 70	2	2
Creede School District	2	2	Rocky Ford R-2	1	1
Cripple Creek-Victor RE-1	19	18	Salida R-32	5	5
Custer County Consolidated C-1	1	1	Sangre RE 22J	1	1
Dolores Cty Re 2 - Dove Creek	3	3	Sargent District Re-33J	4	4
Dolores RE-4A(Montezuma County)	21	20	South Routt RE-3	26	20
Douglas County RE 1	3	3	St. Vrain Valley RE1J	2	2
Eagle RE 50	1	1	Steamboat Springs RE-2	51	45
Edison 54JT	10	4	Stratton R -4	7	7
Elizabeth C-1	1	1	Summit RE-1	1	1
Ellicott2	1	1	Thompson R-2J	42	35
Fowler R-4J	16	16	Walsh RE1	11	10
Gunnison Watershed RE1J	5	5	West End RE-2	12	9
Haxtun RE-2J	2	2	West Grand 1-JT.	5	5
Hayden Re-1	25	19	Windsor RE-4	3	1
Hinsdale County RE 1	5	5	Woodlin R-104	1	1
Hoehne Re - 3	68	62	non-District Enrollments		
Holly Re-3	35	34	Denver - SW Early College	1	1
Huerfano RE-1	15	14	Early College of Arvada	1	1
Idalia RJ-3	10	9	Faith Christian Academy	2	2
Jefferson 1	3	2	H.O.P.E.	8	8
Kiowa C-2	18	15	School for Deaf and Blind	2	2
Kit Carson R-1	7	7	Southwest Colorado eSchool	95	40
Lake County R-1	16	13	Accelerate Ed - Washington	4	4
Lamar Re-2	1	1	Ohio Schools	4	4
Lone Star 101	1	1	68 Colorado Districts	793	650

Dual Credit Statistics

Course Enrollments

College/University	Course #	Course Name	Fall 2011 Enrollments	Spring 2012 Enrollments
Adams State College - Alamosa	Eng104	Intro to Composition	3	13
Colorado State University-Pueblo	Mus 101	Music Appreciation	2	14
Jones International - OnLine	Bus102	Personal Finance	26	17
	Eng104	Intro to Composition	13	2
	SS103	World Geography - Semester 1	10	10
	SS104	The Dawn of Civilization: World History	6	14
	SS104	Wars and Revolutions: World History	11	11
	SS106	Living in a Complex World: Personal Psych.	30	28
	SCI103	College Physics	6	2
Mesa State - Grand Junction	SCI107	Anatomy and Physiology	16	16
		Total	123	127

Dual Credit Participation By District

Participating Districts	Fall 2011 Enrollments		Spring 2012 Enrollments	
	Courses	Students	Courses	Students
Archuleta County 50JT	2	2	1	1
Big Sandy 100J	5	5	11	10
Buffalo Re - 4	2	2	0	0
Calhan RJ - 1	1	1	0	0
Campo RE - 6	1	1	0	0
Creede	2	1	0	0
Edison 54JT	1	1	0	0
Ellicott 22	0	0	1	1
Hayden Re-1	1	1	1	1
Hinsdale Cty Re-1	1	1	1	1
Hoehne Re - 3	17	15	18	16
Fowler R-4J	6	6	8	7
Idalia RJ - 3	4	4	1	1
Mancos RE - 6	2	2	1	1
Moffatt 2	1	1	1	1
Monte Vista C 8	0	0	1	1
Montezuma - Cortez RE 1	2	2	15	10
Norwood R - 25	0	0	3	3
Park County Re - 2	45	33	31	25
Park (Estes) RE 3	1	1	0	0
Plateau Valley 50	6	6	6	6
Pueblo 70	0	0	2	2
South Routt RE-3	8	7	14	13
Walsh RE - 1	0	0	2	2
West End RE - 2	12	9	9	6
West Grand 1-JT.	3	3	0	0
Totals	123	104	127	108

Course Catalog

*** Courses marked with two asterisks are available for dual credit.*

Arts & Music

Creative Drawing (Art101)
Digital Photography: Creating Images with Impact! (Art103)
Drawing: Challenges and Solutions (Art104)
Music Appreciation (Mus101)**

Business

Career Exploration (Bus100)
Introduction to Accounting (Bus101)
Foundations of Personal Finance (Bus102)**
Practical Applications in Personal Finance (Bus103)
Economics (Bus104)
International Business (Bus105)

World Languages

Mandarin (Chinese) I - Semester 1 (WLC101a)
Mandarin (Chinese) I - Semester 2 (WLC101b)
Mandarin (Chinese) II - Semester 1 (WLC102)
Mandarin (Chinese) II - Semester 2 (WLC102)
French I - Semester 1 (WLF101)
French I - Semester 2 (WLF101)
French II - Semester 1 (WLF102)
French II - Semester 2 (WLF102)
French III - Semester 1 (WLF103)
French III - Semester 2 (WLF103)
German I - Semester 1 (WLG101)
German I - Semester 2 (WLG101)
German II - Semester 1 (WLG102)
German II - Semester 2 (WLG102)
German III - Semester 1 (WLG103)
German III - Semester 2 (WLG103)
Latin I - Semester 1 (WLL101)
Latin I - Semester 2 (WLL101)
Latin II - Semester 1 (WLL102)
Latin II - Semester 2 (WLL102)
Latin III - Semester 1 (WLL103)
Latin III - Semester 2 (WLL103)
Spanish I - Semester 1 (WLS101)
Spanish I - Semester 2 (WLS101)
Spanish II - Semester 1 (WLS102)
Spanish II - Semester 2 (WLS102)
Spanish III - Semester 1 (WLS103)
Spanish III - Semester 2 (WLS103)
Spanish IV - Semester 1 (WLS104)
Spanish IV - Semester 2 (WLS104)

Language Arts

English I - Semester 1 (Eng101a)
English I - Semester 2 (Eng101b)
English II - Semester 1 (Eng 102a)
English II - Semester 2 (Eng 102b)
English III - Semester 1 (Eng103a)
English III - Semester 2 (Eng103b)
Intro to Composition (Eng104)**
Readers/Writers Workshop - Semester 1 (Eng105a)
Readers/Writers Workshop - Semester 2 (Eng105b)
AP Literature and Composition - Semester 1 (Eng106a)
AP Literature and Composition - Semester 2 (Eng106b)
Shakespearean Theater: The Comedies (Eng107)
Shakespearean Theater: The Tragedies (Eng108)
PoetSpeak: Reading, Writing, and Living Poetry (Eng109)
ACT English, Reading, and Writing Review (Eng110)

Mathematics

Fundamental Mathematics (M100)
Algebra I - Semester 1 (M102a)
Algebra I - Semester 2 (M102b)
Geometry - Semester 1 (M103a)
Geometry - Semester 2 (M103b)
Algebra II - Semester 1 (M104a)
Algebra II - Semester 2 (M104b)
Pre-Calculus (M105a)
Trigonometry (M106a)
AP Calculus - Semester 1 (M107a)
AP Calculus - Semester 2 (M107b)
ACT/SAT Mathematics Review (M108)
Statistics (M109A)*

Science

Biology - Semester 1 (Sci101a)
Biology - Semester 2 (Sci101b)
Environmental Science - Semester 1 (Sci102a)
Environmental Science - Semester 2 (Sci102b)
College Physics - Semester 1 (Sci103a)**
College Physics - Semester 2 (Sci103b)**
HS Physics - Semester 1 (Sci103a)
HS Physics - Semester 2 (Sci103b)
Future Issues: Biotechnology (Sci104)
Astronomy (Sci105)
Geology (Sci106)
Anatomy and Physiology - Semester 1 (Sci107a)**
Anatomy and Physiology - Semester 2 (Sci107b)**
Basic Chemistry - Semester 1 (Sci109a)
Basic Chemistry – Semester 2 (Sci109b)

Social Studies
American Government/Civics - Semester 1 (SS101a)
American Government/Civics - Semester 2 (SS101b)
US History - Semester 1 (SS102a)
US History - Semester 2 (SS102b)
World Geography - Semester 1 (SS103a)**
World Geography - Semester 2 (SS103b)
World History: The Dawn of Civilization (SS104A)**
World History: Wars and Revolutions! (SS104B)**
Personal Psychology: The Road to Self Discovery (SS105)
Personal Psychology: Living in a Complex World (SS106)**
Law & Order: Introduction to Legal Studies (SS107)
Colorado History (SS108)
Sociology: The Study of Human Relationships (SS109)
Anthropology: Uncovering Human Mysteries (SS111)
Criminology: Inside the Criminal Mind (SS115)

Technology
Web Design (Tech100)
C++ Programming (Tech101)
Java Programming (Tech102)
Computer Animation: The Power of Flash (Tech103)

Electives
Fitness Fundamentals (Ele101)
Health (Ele104)

COL Financial Report

The State of Colorado funded supplemental online learning through HB 07-1066, at $480,000 in 2011-12. The Mountain BOCES administered these funds. The COL Revenue and Expenditure Summaries for this fiscal year to date, through February 2012 are provided below. State Supplement funds cover personnel, operating costs, and contract services needed to provide online learning opportunities to Colorado students. In addition to state funding associated with HB 07-1066, COL tracks other monies via two budgets: Enterprise (e.g., course fees) and Special Projects (e.g., grants and donations). Financial records for those monies are available on request, as well as the Mountain BOCES Fund Audit Report for Supplemental Online Learning.

Colorado Online Learning
State Supplement • Revenue Summary • February 2012

	Annual Budget	Feb-12	Jul-11- Jun-12	Balance Feb-12
Income				
Educational				
4200 - Mtn BOCES Payment	470,400.00	42,763.63	299,345.40	171,054.60
4201 - Course Fees	0.00	0.00	0.00	0.00
Total Educational	**470,400.00**	**42,763.63**	**299,345.40**	171,054.60
4220 - Interest Income	3,000.00	34.37	415.39	2,584.61
4300- Miscellaneous Income	100.00	0.00	0.00	100.00
Total Income	**473,500.00**	**42,798.00**	**299,760.79**	**173,739.21**

State Supplement • Expenditure Summary • February 2012

Expense	Annual Budget	Feb-12	Jul- 11- Jun-12	Balance Feb-12
Personnel Services				
5100 - Admin Salaries	138,927.00	12,243.92	97,951.36	40,975.64
Total - 5100 - Personnel Services	138,927.00	12,243.92	97,951.36	40,975.64
Benefits				
5105- Admin Health Insurance	13,848.00	1,154.00	9,232.00	4,616.00
5110- Admin Annuity	0.00	0.00	0.00	0.00
5115 - Admin Travel Allowance	8,400.00	800.00	6,400.00	2,000.00
Total - Benefits	22,248.00	1,954.00	15,632.00	6,616.00
Contracted Services				
5305 - Course Revision	15,000.00	0.00	6,000.00	9,000.00
5310 - Course Dev./ Prof. Dev	22,084.00	0.00	0.00	22,084.00
5315 - Prof. Dev Stipends/ Registrations	3,000.00	0.00	1,150.00	1,850.00
5320 - Professional Develop Travel	1,000.00	1,147.60	1,825.40	-825.40
5325 - Prof Dev Lodging	1,000.00	244.53	2,502.26	-1,502.26
5230 - Prof Dev Meals	500.00	0.00	0.00	500.00
5330 - Grant/Supplement Administration Fees	0.00	0.00	129.00	-129.00
5335 - Prof Dev Mileage/Parking/Tolls	500.00	0.00	181.64	318.36
5340 – Prof Dev - Teachers	13,000.00	0.00	12,074.56	925.44
5345 - Platform Provider	0.00	0.00	0.00	0.00
5350 - Marketing Outreach	1,000.00	0.00	0.00	1,000.00
5355 - Data Analysis	9,000.00	0.00	0.00	9,000.00
5360 - Other Contracted Services	11,000.00	0.00	0.00	11,000.00
5365 - BOCES Services	141,734.00	11,753.21	82,894.15	58,839.85
Total - Contracted Services	218,818.00	13,145.34	106,757.01	112,060.99
General Operating Expense				
5900 - Office Lease	15,600.00	1,307.25	10,458.00	5,142.00
5905 - Telephone	10,073.00	1,042.79	7,127.39	2,945.61
5910 - Network/Tech	1,000.00	249.91	577.28	422.72
5915 - Office Supplies/Equip	7,500.00	885.85	2,689.46	4,810.54
5920 - Postage	800.00	46.90	265.74	534.26
5925 - Shipping	1,000.00	172.41	281.97	718.03
5930- Liability Insurance	4,000.00	0.00	3,417.98	582.02
5935 - Legal Services	500.00	0.00	0.00	500.00
5940 - Accounting Services	10,000.00	1,342.57	8,658.13	1,341.87
5945 - Instructional Materials	10,000.00	0.00	3,122.50	6,877.50
5950 - Staff Travel	0.00	0.00	0.00	0.00
5955 - Staff Lodging	2,000.00	0.00	1,144.84	855.16
5960 - Staff Meals	2,500.00	617.86	2,335.94	164.06
5965 - Staff Mileage/Parking/Tolls	2,000.00	6.00	335.48	1,664.52
5970 - Staff Airfare	500.00	0.00	0.00	500.00
5975 - Membership Fees	3,000.00	0.00	-175.00	3,175.00
5980 - Conference Fees	4,000.00	0.00	1,255.00	2,745.00
5985 - Other Operating Expenses	1,500.00	10.51	1,311.98	188.02
5990 - Bank & Merchant Fees	1,500.00	397.70	896.61	603.39
5995 - Copy Expense	500.00	0.00	0.00	500.00
7200 - Other Expense/Tax Expense	2,500.00	0.00	2,850.00	-350.00
Total - General Operating Expense	80,473.00	6,079.75	46,553.30	33,919.70
6560 - Payroll Tax Expenses	13,034.00	1,086.14	8,689.12	4,344.88
Total Expenses	473,500.00	34,509.15	275,582.79	197,917.21