



Wyoming Department of Education

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MEMORANDUM NO. 2007 - 064

TO: School District Superintendents

FROM: Laurel Ballard, Accountability and Education Data Analyst
Standards, Assessment and Accountability Unit *LB*

DATE: March 23, 2007

SUBJECT: Wyoming Bridges Grant Applications

TIME SENSITIVE MATERIAL

Enclosed you will find the application packet for this year's Wyoming Bridges Grant. As is frequently the case, we work under a short turnaround time. The law specifies that applications are to be submitted to the Wyoming Department of Education by April 15th. Since that date falls on a Sunday this year, applications should be submitted to Laurel Ballard at the Department by **April 16, 2007**. Applications may be faxed to the Department at (307) 777-6719. The original application with assurances and submittal signatures must still be mailed to the Department at the address shown in the upper left hand corner of the application itself, with a postmark no later than April 16th. Applications will be reviewed by the summer School Design Team on April 19th and 20th. We request that you have available on those dates persons who can answer questions the team may have concerning your application. The Department will notify you by May 1, 2007 of grant eligibility.

Few changes were made this year to the Wyoming Bridges grant, the most significant involving the number of hours of required instruction for middle school/junior high students. Changes made last year to instructional hours required for these students were reversed, now allowing instruction in either math, language arts, or both within the 60 hours of "seat time", dependent upon a student's need as identified in their Individual Learning Plan. The instructional time requirement for junior high/middle school students is essentially the same as that for elementary students.

Funding continues at \$1,000 per student, limited to ten percent of a district's prior October 1 enrollment. (See Attachment A for preliminary estimates of maximum district awards for this year's Wyoming Bridges grant.) Further clarification of reimbursement based on enrollment in summer and extended day programs will follow this instructional packet. This level of funding School District should assist districts to attract the best teachers, to design the most effective programs, to embed enriched learning in remedial offerings, and to provide stand-alone independent enrichment activities to other student groups should the district so desire. As with last year, the grant allows districts to optionally include Pre-Kindergarten offerings as part of their summer programs if they so chose, although these students would not be counted in the ten percent enrollment cap or calculation for funds.

School District Superintendents

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We remind you that Wyoming Bridges grant funds allow you to make available to students learning that is different from your traditional school year. We again encourage you to embed enriched learning opportunities for the students you have identified as needing intervention and remedial instruction who will be attending your summer school or extended day programs. This is in keeping with research-based findings that rigorous and relevant instruction results in bigger learning gains for all students. This becomes especially important for those who have fallen behind or need additional time to learn. The enrichment component of summer school can become an opportunity to demonstrate to students how what they are learning is relevant to the world around them. Included in this application packet is an appendix (C) which defines enrichment for purposes of this grant, explains some of the opportunities for enrichment programs, and gives districts ideas on enrichment activities which can be embedded in their summer and extended day offerings.

The Department will again offer opportunities for summer school teachers and other professionals involved in summer and extended day programs to receive the required seven hours of instruction on research-based effective interventions for at-risk children. In Cody June 1 and 2, the highly regarded New Perspectives in Learning will be available. Additional dates will be set for the following school year later this summer. Districts will be notified and information will be posted on the Department's website by the end of August concerning these upcoming opportunities.

This is indeed the time to think beyond our traditional environment and to embrace new and exciting opportunities for our students. There are abundant resources available to districts to accomplish things not before considered, and I encourage you to embrace this occasion. Should you have any questions concerning the enclosed materials, please feel free to call Laurel Ballard at 777-7016 or Ruth Sommers at 632-0157. Application forms and sample ILPs will also be posted the WDE website.

LB:al

Enclosures:

Attachment A - Wyoming Bridges Grant Estimates, 2007

Attachment B - Ideas for Summer Programs

Attachment C - Enrichment - Hide the Learning

Attachment D - FAQs for Wyoming Bridges Grant Program

WDE-539, Application for Summer School/Extended Day with Sample ILPs

WDE-534, Application for Independent Enrichment Programs with Sample ILP

Individual Learning Plan (ILP) (5th Grade)

A. PURPOSE OF ILP Please check appropriate box.

<input type="checkbox"/> Extended Day	<input type="checkbox"/> Summer School
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B. STUDENT INFORMATION (Referring Teacher)

Student's Name	Student ID#
Student's HOME SCHOOL	
Medical needs	Behavior Concerns
The student has a current <input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP* <i>(see below)</i> <input type="checkbox"/> NA	Is the student currently failing or at-risk? <input type="checkbox"/> YES <input type="checkbox"/> NO
<small>* Areas of service (i.e. Reading, Math, Written Language, Speech/Language, Behavioral/Emotional Support)</small>	
<small>* If receiving Special Services, How many minutes per week is the student out of the regular classroom?</small>	
<small>* Attach a copy of Form 325, page 4, "IEP Content Standards and Accommodations."</small>	

C. STUDENT PERFORMANCE

	(Referring Teacher)	(Summer School Teacher)	ILP Goal(s) ✓ Please Check		
	Pre-Summer School	Post-Summer School	Met ALL GOALS	Met SOME GOALS	Met NONE GOALS
TOTAL READER Assessment:			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR Reading, GE <i>(grade equivalent)</i> :			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AR (Accelerated Reading, ZPD):			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAR Math, GE <i>(grade equivalent)</i> :			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Math Assessments:			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRADE PERFORMANCE AT REFERRAL	
3 rd Quarter READING Grade:	
3 rd Quarter WRITING Grade:	
3 rd Quarter MATH Grade:	

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D. PARENT CONTACT: Pre-conference

Pre-Conference <small>(To be completed by REFERRING TEACHER)</small>			
Parent Contact (date) / /	Informed by (person)		
Parent Informed by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			
<i>By signing this plan I indicate my agreement to the goals and responsibilities as outlined above.</i>			
Student Signature (Grades 4-12)	Date	Referring Teacher Signature	Date
Parent Signature	Date	Principal Signature	Date

Student Name:	ID #
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E. STUDENT LEARNING STYLE

Preferred Learning Style: <input type="checkbox"/> Auditory	<input type="checkbox"/> Visual	<input type="checkbox"/> Tactile-Kinesthetic
This student has a current <input type="checkbox"/> 504 Plan	<input type="checkbox"/> IEP* (<i>see below</i>)	

F. RECOMMENDED STRATEGIES for SUMMER SCHOOL and/or EXTENDED DAY

Please check all recommended strategies to be used in Summer School or Extended Day.

<p><u>Pacing</u></p> <p><input type="checkbox"/> Adjust time for completion of assignments, projects, and tests.</p> <p><input type="checkbox"/> Divide tasks into smaller parts.</p>	<p><u>Assignments</u></p> <p><input type="checkbox"/> Maintain assignment notebook/planner.</p> <p><input type="checkbox"/> Use written back-up for oral directions.</p> <p><input type="checkbox"/> Adjust reading level of assignment.</p> <p><input type="checkbox"/> Adjust LENGTH of assignment.</p> <p><input type="checkbox"/> Change format of assignment.</p> <p><input type="checkbox"/> Adjust DUE DATE of assignment.</p> <p><input type="checkbox"/> Break assignments into series of smaller assignments.</p> <p><input type="checkbox"/> Read directions/worksheet to student.</p> <p><input type="checkbox"/> Record or type assignments.</p> <p><input type="checkbox"/> Avoid penalizing for spelling and grammar errors.</p> <p><input type="checkbox"/> Students permitted to use printing instead of cursive handwriting.</p> <p><input type="checkbox"/> Use highlighted and/or taped texts.</p>	<p><u>Testing Adaptations</u></p> <p><input type="checkbox"/> Practice tests.</p> <p><input type="checkbox"/> Oral tests.</p> <p><input type="checkbox"/> Modified format.</p> <p><input type="checkbox"/> Adjusted reading level.</p> <p><input type="checkbox"/> Adjusted time for completion.</p> <p><input type="checkbox"/> Use objective test.</p> <p><input type="checkbox"/> Provide word bank for fill-in blanks.</p> <p><input type="checkbox"/> When using essay format, grade for content, not spelling or grammar.</p> <p><input type="checkbox"/> Shorten length of test.</p> <p><input type="checkbox"/> Allow use of bilingual dictionary or translator.</p> <p><input type="checkbox"/> Allow for multiple opportunities to demonstrate learning</p> <p><input type="checkbox"/> Utilize ESL classroom assistance</p>
<p><u>Environment</u></p> <p><input type="checkbox"/> Preferential seating; near teacher and good student role models.</p> <p><input type="checkbox"/> Reduce auditory or visual distractions.</p> <p><input type="checkbox"/> Provide consistent structure.</p> <p><input type="checkbox"/> Board work and assignment need to be printed.</p> <p><input type="checkbox"/> Oral reading by student should be done only on a volunteer basis.</p> <p><input type="checkbox"/> Allow use of bilingual materials, dictionaries, and translators.</p>	<p><u>Reinforcement & Motivations</u></p> <p><input type="checkbox"/> Use positive reinforcement.</p> <p><input type="checkbox"/> Use concrete reinforcements.</p> <p><input type="checkbox"/> Check often for understanding and review.</p> <p><input type="checkbox"/> Peer tutoring.</p> <p><input type="checkbox"/> Positive interactions.</p> <p><input type="checkbox"/> Emphasize study/organizational skills.</p> <p><input type="checkbox"/> Emphasize strengths and success.</p>	<p><u>Other Strategies</u></p> <p><input type="checkbox"/> Parent contact.</p> <p><input type="checkbox"/> Other (specify—i.e. <i>"NovaNet"</i>):</p>
<p><u>Grading</u></p> <p><input type="checkbox"/> Credit for projects.</p> <p><input type="checkbox"/> Credit for class presentation.</p>	<p><u>Presentation of Subject Matter</u></p> <p><input type="checkbox"/> Provide visual clues and/or demonstration when teaching.</p> <p><input type="checkbox"/> Provide organizational aids such as advanced organizers, study guides.</p> <p><input type="checkbox"/> Tape lectures for replay.</p> <p><input type="checkbox"/> Pre-teach vocabulary.</p> <p><input type="checkbox"/> Utilize manipulatives.</p> <p><input type="checkbox"/> Utilize specialized curriculum.</p> <p><input type="checkbox"/> Student should be provided copy of another student's class notes.</p> <p><input type="checkbox"/> Read written material to student.</p> <p><input type="checkbox"/> Use clear and concise directions, both written and oral; then have student repeat them back.</p> <p><input type="checkbox"/> Individual instruction.</p> <p><input type="checkbox"/> Small group instruction.</p>	

* Attach a copy of Form 325, page 4, "IEP Content Standards and Accommodations." Complete the above form ONLY if additional information is needed for summer school/extended day.

Student Name:	ID #:
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G. COMMENTS

<i>Referring Teacher</i>	<i>Summer School/Extended Day Teacher</i>
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H. 5TH GRADE BENCHMARKS: *Identify HIGH NEED priority for student during Summer School/Extended Day*

CHECK ✓ *"High Priority"* If high priority for summer school (referring teacher): CHECK ✓ *"Met proficiency"* If student is proficient at end of summer school (summer school teacher)

READING	High priority	Met Proficiency	MATHEMATICS	High priority	Met Proficiency
Reads fluently			Orders and compares whole numbers through thousands and decimal numbers through thousandths.		
Uses comprehension strategies <ul style="list-style-type: none"> • Prediction • Sequencing • Main idea 			Orders and compares fractions with like denominators of 16 or less.		
Analyze literature for elements			Uses number sense for mental math, estimation, and for justifying the reasonableness of solutions to problems at the grade-appropriate level.		
Identities/describes <ul style="list-style-type: none"> • Similes • Metaphors • Personification • Flash back 			Recognizes lines, rays, perpendicular lines, parallel lines, and segments.		
Perspectives and purposes			Finds perimeter using a diagram and formula (polygon).		
WRITING	High priority	Met Proficiency	Finds area of squares and rectangles using manipulatives.		
Uses 6 Traits of Writing			Makes conjectures about geometric figures based on their knowledge of geometric transformations, congruence, and similarity.		
Uses word processor			Uses geometric formulas.		
Writes logically, chronologically			Reinforces skills from K-4 with appropriate grade-level computation (applying estimation and measurement of weight/mass to content problems using actual measuring devices and express the results in both metric and U.S. customary units).		
LISTENING	High priority	Met Proficiency	Applies estimation and measurement of length to content problems using actual measuring devices and describe the results in both metric and U.S. customary units.		
Follows oral directions			Applies estimation and measurement of capacity content problems using actual measuring devices and using metric and U.S. customary units.		
Demonstrates active listening skills			Demonstrates relationships within the metric system and with the U.S. customary system to solve content problems.		
Listens to points of view			Determines, by counting, the value of any collection of coins and bills.		
Participates in discussions			Will appropriately count back change from \$1 in the context of real-world problems.		
SPEAKING	High priority	Met Proficiency	Solves problems appropriate to grade level using time.		
Uses complete sentences			Solves real-world problems appropriate to grade level using time.		
Skills for presentations			Identifies variables.		
Offer/accept constructive criticism			Translates word phrases into numerical expressions.		
MATHEMATICS	High priority	Met Proficiency	Plots points in quadrant I.		
Applies math skills including mental math, number sense, estimation, rounding, and basic operations in problem-solving situations.			Plots points on a whole number line.		
When given a problem to solve, chooses a strategy, applies the strategy to find an acceptable solution, and communicates the process involved.			Recognizes, describes, extends, creates, and generalizes patterns by using manipulatives, tables, numbers, and graphic representations.		
Recognizes and applies deductive and inductive reasoning to simple problem-solving situations.			Systematically collects, organizes, describes, analyzes, and represents data using tables, charts, and graphs. .		
Converts between common decimals, fractions, mixed numbers and percentages (1/2, ¼, 25%, .75, etc.)			Creates simple probability experiments and make reasonable predictions.		
Finds factors and multiples of whole numbers.			Selects and uses appropriate manipulatives and/or tools to solve problems and justify their answers.		
Convert mixed numbers to improper fractions for all operations.			Uses calculators as a problem-solving tool.		
Recognizes and represents integers (positive and negative) e.g., temperature, number line.			Uses computers and software to find, sort, classify and display data or represent spatial relationships and patterns, to develop mathematical understanding, and to solve problems.		
Adds and subtracts four-digit whole numbers and decimal numbers.					
Multiplies whole numbers and decimal numbers.					
Divides whole numbers and decimal numbers by single digit whole numbers.					
Reduces any fraction where GCF is 2-10.					
Adds and subtracts like denominator fractions (12 or less).					
Multiplies fractions with denominators of ten or less.					
Divides whole numbers by unit fractions (½ , 1/3 , ¼ , 1/5...).					
Uses parentheses to order operations.					

COMMENT FOR BENCHMARKS THAT ARE NOT MET:

I. PARENT CONTACT: POST-conference

POST-Conference (To be completed by SUMMER SCHOOL/EXTENDED DAY TEACHER)			
Parent Contact (date) / /		Informed by (person)	
Parent Informed by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			
<i>I have reviewed my student's progress on this Individual Learning Plan (ILP).</i>			
Student Signature (Grades 4-12)	Date	Referring Teacher Signature	Date
Parent Signature	Date	Principal Signature	Date

Enrichment - Hide the Learning

The Wyoming Bridges grant has always emphasized the importance of ensuring summer and extended day remedial programs offer instruction to students that is *different* from instruction administered during the traditional school year. During the 2005 legislative session, lawmakers underscored the importance of differentiated instruction when it incorporated enrichment as part of the language used to define the Wyoming Bridges grant program. We encourage districts to adhere to the importance of this research-based approach to differentiated instruction by embedding enrichment in your intervention and/or remedial learning strategies on a regular basis that is not optional to students, but instead is an inherent part of your instructional approach. Gladly embracing this challenge, the Summer School Design Team has defined enrichment to mean:

“....a learning opportunity engaging students in rigorous, higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style.”

Embedded Enrichment

To help districts in this endeavor, the Design Team has identified some ideas for embedding enrichment into daily instruction, as well as for projects or activities which could be used in either summer or extended day programs to help make instruction and learning a different experience for children who may not learn well in a traditional year-school environment. Some of these include, but certainly are not limited to:

1. For a writing project, have a person from the community bring in a llama, hissing cockroach, a lobster – write about smell, touch, habitat – is it edible? Can it live in your backyard? You get the idea..
2. Have students (or teachers) geo-cache lunch for other students to find. Use pulleys and other simple machines to retrieve that sandwich from the cottonwood tree.
3. For appropriate age groups, explore career options. (Remember Hatha-way 8th Grade Unit of Study??) Read about various careers, and have students write how they chose a career they want to explore. Learn the career's earnings potential (what does it take to support a family today?),

discover what education is needed for the career, and the time and expense that will require. Have people from your community come explain what they do for a living – the importance of math, science or language arts in their profession – why they chose this path, etc.

4. Project-based learning will frequently result in a “product” of some sort. For example, building a rocket for the 4th of July could encompass writing about the project, researching the history of rocketry, and incorporate math and science in its making. Make a float for your community’s summer parade.

5. Learn life skills, personal, and social responsibility. Balance checkbooks and reconcile with bank statements, make a household budget, cook for the rest of the school or a non-profit entity, using math and measuring and conversion components. Build an outbuilding, shed or recycling bin for your school, or a person or agency in the community who needs help, again emphasizing math. Journal the experience and keep track of costs not only of materials, but donated time as well.

6. For distance education, set aside time to connect to NASA, MOTA, Discovery Kids, PBS, the History Channel, etc. Allow students to experience alternative learning in asynchronous or synchronous environments. Plan and guide their learning activity and have them write on what they learned. (NOTE: Computer programs like PLATO and NovaNet are NOT considered enrichment opportunities. While they may differentiate instruction and be a valid learning tool for some students, they do not encourage higher order thinking through real-world or pragmatic application.)

7. Many local organizations have funds and other resources (like people!) that can enhance your summer or extended day remedial programs. Ask for help from local Recreation Boards, Wyoming Game & Fish, Rotary, Kiwanis, Senior Centers, YMCA, Boys & Girls Clubs, Conservation Association, Forest or Park Service, etc.

8. Do you know anyone who scuba dives? Have them come and explain pressure and what happens to lungs at 30 feet deep. Why can’t you touch anything down there? If there is a certified instructor in your area, would it be possible to have students actually participate in an intro to scuba course?

9. Wellness, language arts, and math? Give students pedometers and water bottles the first day of class. Chart each step they make every day they’re there. Do you take more steps in a 15-minute recess or during a 15-minute walk? How many steps in a mile? How many miles over the

session? Write about your findings and present them to your principal or parents or other students.

10. Nacho Mama's Dummo Field Trips!! Research ahead of time the place you are going – does it have historical, archaeological, or paleontological significance? Have students begin a journal that anticipates their expectations of the field trip experience. How did their expectations compare with what they actually experiences? Dependent on its length, hold the field trip as a surprise to students – don't tell them when it will be if possible.

Do you have a reservoir nearby? What is its history? Why was it originally built? Are there any pictures around of what the locale looked like before – how would students find these pictures? What is its capacity – how long did it take to fill? Who all benefit from the reservoir? How many acres of crops does it irrigate? Are there downstream user requirements for other states? Is electricity generated at the site?

Give students GPS, water bottle, pedometer, notebook, geological timetable, archeology records, info on local flora/fauna, field guides to several local sites (hatchery, reservoir, preserves, parkways). Take them hiking, kayaking, fly fishing, mountain climbing, etc.. Have them collect, identify, classify leaves, grasses, brushes, flowers. Study geology of the location – search for fossils. Have each student keep a log of their heart rates/calories burned/distance covered (How many calories did they eat during the day? Did they lose or gain weight?) and prepare a journal after each event. The last day, ask them to design their own field trip, being sure to include language arts, math, maybe science or social studies. Also have them design their own fitness plan.

11. Raising Entrepreneurs – It may take a little planning and coordination between summer and school-year programming, but have students open their own business. For instance, have them plan, prepare, plant, and harvest a garden. Sell the produce at a local farmer's market. If you're a small community, you may BE the farmer's market. Proceeds can of course go back into seeds, and perhaps even to reimburse students for their time. Just how much an hour did they make after keeping records of all their efforts? How much did the water cost? Seeds? Are they in the red or the black? What could they change to be successful financially next year?

Independent Enrichment

With recent changes made to Bridges, districts are now able to design independent “stand-alone” enrichment activities which can target different student groups and/or support different content areas, as long as the programs are still tied to academic content standards. Districts may also offer classes for additional credit, as long as the minimum hours of required

instruction are made available. These independent enrichment activities must be supervised by a certified teacher of record; however, this is not meant to preclude the assistance of non-certified individuals in the enrichment activity. Certification in a specific subject area will be needed only for programs which will award credit or standards attainment. A separate application for these independent enrichment programs is included in these materials as form WDE-534. The single independent enrichment application can be used for both summer AND extended day offerings.

The law still requires that all students participating in the Wyoming Bridges Grant have an Individual Learning Plan (ILP). Of course, students in summer programs will already have ILPs, so no additional plan will be needed for these students. Individual Learning Plans will need to be developed for students engaged in independent enrichment programs or activities, and should be the responsibility of the certified teacher of record. Their ILP can look different from the one used for intervention/remediation, but teachers should still identify the standard(s) being addressed by the activity, set goals, evaluate whether or not the goals were met, and perhaps indicate what kind of criteria or measurement tool was used to measure goal attainment. The ILP could also identify successful strategies used. Awarding of credit will of course require proof of proficiency. An example of an ILP modified for an independent enrichment program is included within this application packet.

WYOMING BRIDGES

Application for Independent Enrichment Programs for Summer 2007 and School Year 2007-08

This application is designed to determine district eligibility for funding to support stand-alone independent summer and school-year enrichment programs. Independent enrichment opportunities are those that can "stand alone"; they can target specific or multiple student populations and/or content areas beyond math and language arts. This application contains signature and assurance pages and must be mailed to the address shown in the upper left hand corner of the form, postmarked on or before April 15, 2007. Please refer to the separate Guidance document for the WDE-534 for more information on the Bridges grant and application requirements; instructions for the WDE-534 are included as sheet 2 of this application document. The grant is not competitive; districts meeting all assurances will receive funding. Districts may request a portion of their Bridges grant to support stand-alone independent enrichment projects after they have in place a comprehensive elementary and secondary remedial summer school offering.

District ID - Name: _____
Contact Name: _____
Date: _____

Contact Phone: _____
Contact E-mail: _____

For content questions, please contact Laurel Ballard at (307) 777-7016.
Select the number in the gray shaded box to find instructions for that section.
Please sign cover page and complete assurances at the end of the application and mail to address shown above left.
Districts will be contacted on April 19th and 20th with application questions. The person who will be available at that time to answer reviewer questions is: Name: : _____ Telephone #: _____

COVER PAGE

<p>How will the grant be utilized?</p> <p>_____ Summer Independent Enrichment ONLY</p> <p>_____ School-Year Independent Enrichment Programs ONLY</p> <p>_____ Summer AND School-Year Independent Enrichment Programs</p>
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<p>Will the district contract with another entity (i.e., BOCES, 21st Century) to provide all or some of the services proposed within this application? (Y/N)</p>	
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<p>Districts accepting funding through Wyoming Bridges agree to abide by all district, state, and federal laws applicable to this grant, as well as specific guidelines and/or requirements set forth in the application itself. This includes participation in evaluation and studies of program effectiveness. Funded projects will be required to maintain appropriate fiscal, student, and program records. I certify contents of this application are an accurate reflection of my district's proposed summer school program.</p>		
<p>_____</p> <p>Superintendent Name</p>	<p>_____</p> <p>Superintendent Signature</p>	<p>_____</p> <p>Date</p>

ABSTRACT

INSTRUCTIONS

Description of Enrichment Program(s): Under the appropriate grade groupings and columns (summer, school-year, or both), please describe the enrichment program(s) you plan to offer, including **dates** of your program(s), an estimate of the **total number of hours** for the program/activity, the **student population(s) you wish to target**, **estimated number of students participating**, and **subjects** you plan to offer. Below, describe the proposed program and how you will target specific content areas. IF needed, please make copies to explain multiple programs you plan to offer within the various grade groupings.

1	Summer Elementary Program(s):	School-Year Elementary Program(s):	
Dates: (From/To)	_____	Dates: (From/To)	_____
Total # of Hours:	_____	Total # of Hours:	_____
Target Population:	_____	Target Population:	_____
Est # of Students:	_____	Est # of Students:	_____
<u>Subjects/Content Areas</u>	<u># Hours</u>	<u>Subjects/Content Areas</u>	<u># Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Enrichment is described in Wyoming Bridges rules as "...a learning opportunity engaging students in rigorous higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style..." Please describe in the appropriate box below (either summer, school-year, or both) the **enrichment program(s)** you wish to make available to elementary students, demonstrating how it(they) will meet this definition and how it(they) will target the specific content areas you plan to address. (Attach additional sheets if needed.)

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ABSTRACT, cont.

INSTRUCTIONS

2	Summer Middle School/JH Program(s):	School-Year Middle School/JH Program(s):	
Dates: (From/To)	_____	Dates: (From/To)	_____
Total # of Hours:	_____	Total # of Hours:	_____
Target Population:	_____	Target Population:	_____
Est # of Students:	_____	Est # of Students:	_____
<u>Subjects/Content Areas</u>	<u># Hours</u>	<u>Subjects/Content Areas</u>	<u># Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<p>Enrichment is described in Wyoming Bridges rules as "...a learning opportunity engaging students in rigorous higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style..." Please describe in the appropriate box below (either summer, school-year, or both) the enrichment program(s) you wish to make available to middle school/junior high students, demonstrating how it(they) will meet this definition and how it(they) will target the specific content areas you plan to address. (Attach additional sheets if needed.)</p>			

ABSTRACT, cont.

INSTRUCTIONS

3	Summer High School Program(s):	School-Year High School Program(s):	
Dates: (From/To) _____ Total # of Hours: _____ Target Population: _____ Est # of Students: _____		Dates: (From/To) _____ Total # of Hours: _____ Target Population: _____ Est # of Students: _____	
Will credits be awarded in this program?(Y/N)		Will credits be awarded in this program?(Y/N)	
<u>Subjects/Content Areas</u>	<u># Hours</u>	<u>Subjects/Content Areas</u>	<u># Hours</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Enrichment is described in Wyoming Bridges rules as "...a learning opportunity engaging students in rigorous higher order thinking through pragmatic and/or real-world application. It incorporates learning through manipulative hands-on experiences relevant to a student's learning style..." Please describe in the appropriate box below (either summer, school-year, or both) the enrichment program(s) you wish to make available to high school students, demonstrating how it(they) will meet this definition and how it(they) will target the specific content areas you plan to address. (Attach additional sheets if needed.)			

ABSTRACT, cont.

INSTRUCTIONS

4 **Individual Learning Plan:** An Individual Learning Plan (ILP) must be developed for each student participating in independent enrichment programs. The ILP should identify for each student the content standards and goals which will be addressed through the enrichment activity. Parents, students, and teachers must be involved in its development. For stand-alone independent enrichment programs, the ILP also serves as the sole indicator of student success, and districts must indicate ILP results on end-of-program reports. **For students earning credit for an enrichment program, the district will be required to provide data on how many students earned credits in which subject, etc.** A sample ILP is included in this application packet. If your district will not use this sample, **please attach a copy** of your district's ILP.

Will your district use the sample ILP included with this application packet? (Y/N)

5 **Proposed Budget for Summer Independent Enrichment Program(s):** Please provide information below on how you anticipate spending grant funds for your **summer independent enrichment program**. *Please note the Bridges grant does **not** have a capital expenditure component.*

Series	Estimated Expenditures	Brief Explanation if needed
100 - Salaries	\$ -	
200 - Benefits	\$ -	
300 - Purchased Services	\$ -	
400 - Supplies/Materials	\$ -	
600 - Indirect Costs	\$ -	
TOTAL:	\$ -	

6 **Proposed Budget for School-Year Independent Enrichment Program(s):** If you are also planning to use Bridges grant funds during the upcoming school year for independent enrichment program(s), please explain how you anticipate spending the grant funds. *Please note the Bridges grant does **not** have a capital expenditure component.*

Series	Estimated Expenditures	Brief Explanation if needed
100 - Salaries	\$ -	
200 - Benefits	\$ -	
300 - Purchased Services	\$ -	
400 - Supplies/Materials	\$ -	
600 - Indirect Costs	\$ -	
TOTAL:	\$ -	

ASSURANCES

INSTRUCTIONS

The 2007 Session Laws creating this grant program and the rules which guide its administration require certain practices be in place in order for districts to receive funding for summer, extended day, or enrichment programs under the Wyoming Bridges grant. Superintendents and program directors (where applicable) should initial in the spaces provided by each specific item below that these practices are in place and will be carried out by the district during the expenditure of the funds provided by the Bridges grant.

Assurance

Supt

Dir/Adm

Individual Learning Plan (ILP): An individual learning plan will be developed for each student participating in an independent enrichment program. Unless your district utilizes the ILP example which was provided with this application packet, **please attach a copy of the ILP you will use.**

Teacher Certification: Students participating in Wyoming Bridges independent enrichment programs who will receive credit for the course must receive instruction from appropriately certified teachers. Teachers must meet the same PTSB requirements to teach enrichment programs for credit as during the regular school year.

Teacher of Record: Enrichment activities must be supervised by a certified teacher of record who will be responsible for ILP development and general activity supervision. The teacher will not necessarily need certification in a specific content area. This requirement will not preclude the assistance of other individuals in an enrichment activity.

Program Supervision: To assure effectiveness of teaching and program quality, classes will be monitored *at least weekly* by a qualified principal, superintendent, or designees with administrative certification.

Professional Development: Teachers of record supervising independent enrichment program/activities are to receive at least seven (7) clock hours of training each year in research-based instructional strategies that focus on individualized instruction for the targeted student population. All appropriate personnel will have completed these requirements by the time our program(s) begins.

Districts utilizing Wyoming Bridges Grant for Independent Enrichment Programs understand a comprehensive K-12 (Pre-K optional) offering for summer remedial instruction must be in place before funds can be allocated for independent enrichment services.

Transportation: I/We are knowledgeable of the fact that transportation for summer or school-year independent enrichment programs are fully reimbursable through the same process as used during the regular school year.

ASSURANCES, cont.

[INSTRUCTIONS](#)

Assurance

Supt

Dir/Adm

Incorporation of State Content Standards: Independent enrichment programs use activities tied to state academic content standards. _____

Awarding of Credit: Seat time hour requirements are being met for award of credit to students participating in independent enrichment programs. _____

WYOMING BRIDGES

Detailed Instructions for Application for 2007 Summer School and SY07-08 Extended Day programs Due on or before April 15, 2007

The WDE-539 is the application used to obtain Bridges grant funds for summer school and extended day remedial programs. Districts wishing to also use Bridges funds for independent stand-alone enrichment programs should additionally submit a WDE-534. Please refer to Guidance for important information concerning this grant. The WDE-539 has three components: the Cover Page with required signatures; the Abstract, and a page of Assurances. The WDE-539 must be postmarked no later than April 15, 2007 and mailed to the WDE at the address shown above left. FAX submittals can be accepted as long as they are followed by a signed hard copy of the application. Districts will be notified of eligibility by May 1, 2007.

Cover Page: This page identifies the district applying for funds and seeks contact information of the person responsible for the Bridges grant. It asks the district to indicate whether or not it intends to utilize funds for both summer and extended day programs, and whether or not the district will submit a separate application for stand-alone independent enrichment programs. Signature of the Superintendent will signify intent to comply with requirements of the grant.

Abstract: The abstract requests detailed information to ascertain funding eligibility and asks the district to explain multiple facets of its intended summer school and extended day programs.

1 Summer School Program Description, Elementary: Instruction and enrichment must be available in at least math and language arts. A minimum of 60 hours of instruction to students is required (can include both subjects). Please provide information on the beginning and ending **dates** of your summer program, the **time** your program will begin and end each day, and the total **number of weeks** your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe the **enriched instructional opportunities**/activities you plan to provide to all your summer school students, and how they will support learning in language arts, math, or other content areas.

2 Summer School Program Description, Junior High/Middle School: Instruction and enrichment must be available in at least math and language arts. A minimum of 60 hours of instruction to students is required (can include both subjects). Please provide information on the beginning and ending **dates** of your summer program, the **time** your program will begin and end each day, and the total **number of weeks** your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe the **enriched instructional opportunities and**/activities you plan to provide to all your summer school students, and how they will support learning in language arts, math, or other content areas.

WYOMING BRIDGES

Detailed Instructions for Application for 2007 Summer School and SY07-08 Extended Day programs Due on or before April 15, 2007

3	<p>Summer School Program Description, High School: Instruction and enrichment must be available in at least math and language arts. At the high school level only, students enrolling in summer programs to recover credits are allowed to forego the full 60 hours of instruction <i>if they can successfully demonstrate proficiency in the content area identified in their ILP</i>. However, districts should assure they have 60 hours of instruction <i>available</i> should a student need this amount of time in order to successfully recover credits and meet ILP goals. Please provide information on the beginning and ending dates of your summer program, the time your program will begin and end each day, and the total number of weeks your school will be in session. List which subjects you plan to offer and the total number of hours for each. Next describe the enriched instructional opportunities/activities you plan to provide to all your summer school students, and how they will support learning in language arts, math, or other content areas.</p>
4	<p>Estimated Student Count: This question asks for <i>estimated</i> numbers of students by grade level, with a total of anticipated enrollment. Please note that the Bridges grant will not allow the addition of summer programs for Pre-Kindergarten children. Pre-K is <i>not required</i> to be offered as part of a comprehensive K-12 program and Pre-K enrollment figures will not be used to calculate total grant funding level. The second part of this question asks districts to estimate how many of the students anticipated to attend summer school in 2007 also attended summer school in 2006.</p>
5	<p>Average Class Size: In order for individualized instruction to be available to students participating in summer school, districts are encouraged to limit class size to 10 in elementary and 15 in secondary. This question asks for estimated average class sizes in elementary, middle school/junior high, and high school settings.</p>
6	<p>Individual Learning Plan (ILP): An ILP must be developed and implemented for each student attending Bridges summer school, extended day, or independent enrichment programs. This packet contains a <i>sample</i> ILP forms for both summer school and extended day. If you do not plan to use one or all of these samples, please attached a copy of the ILP form your district will use.</p>
7	<p>Meals at School: Students participating in surveys in 2004 identified food as one of two major things they would like to have available in their summer school experience. <i>Many</i> students reporting coming to school hungry and being hungry during class. Schools providing food report it is a significant contributing factor to higher attendance. Districts are strongly encouraged to provide meals for students in addition to snacks, even if your school day ends before lunch. Because it is so important to student success, food is an allowable expense of Bridges grant funds. Additionally, Katie Mordhorst at the WDE (777-6262) can provide information on summer food programs (<i>including meals</i>) for your summer school students.</p>

WYOMING BRIDGES

Detailed Instructions for Application for 2007 Summer School and SY07-08 Extended Day programs Due on or before April 15, 2007

8	Transportation: Transportation expenses can be fully reimbursed for summer school in the same manner they are reimbursed during the regular school year. Please indicate whether or not you will provide transportation to and from school for your summer school students. If you do NOT plan to transport them, please explain why.
9	Student Assessment: Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in math . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. Additionally you will be asked to report on how many students met some, all, or none of the goals set forth in their ILP, including high school students.
10	Student Assessment: Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in reading . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. Additionally you will be asked to report on how many students met some, all, or none of the goals set forth in their ILP, including high school students.
11	Student Assessment: Your district will be asked to pre and post-test summer schoolelementary and junior high/middle school students. Please list by grade level the instrument(s) you anticipate using to assess student performance in writing . Assess abilities <i>before and after</i> the summer session. This can include spring and fall testing if the district can supply pre/post testing information in time for Bridges end-of-program reporting deadlines no later than October 1. Additionally you will be asked to report on how many students met some, all, or none of the goals set forth in their ILP, including high school students.

WYOMING BRIDGES

Detailed Instructions for Application for 2007 Summer School and SY07-08 Extended Day programs Due on or before April 15, 2007

12	Proposed Summer School Budget: Information is requested on how you anticipate spending these grant funds. You will not be held to these figures - they are estimates only. Please note there is not a line item for capital outlay when using Bridges funds.
13	Proposed Extended Day Budget: If your district is requesting to use Bridges funds for extended day programs, please provide information on how you anticipate spending these grant funds. You will not be held to these figures - they are estimates only. Please note there is not a line item for capital outlay when using Bridges funds.

Assurances: Enabling legislation as well as program rules and regulations set forth certain requirements applicant districts must meet in order to receive funding through Wyoming Bridges for summer school, extended day, or independent enrichment programs. This page lists some, but not all of those requirements, plus other issue grant administrators deem essential to a successful summer program, like the availability of food and transportation. Superintendents and program administrators (where applicable) should verify beside each assurance that requirements are met or in place.

Wyoming Bridges

a Grant for Summer School, Enrichment, and Extended Day Programs

Frequently Asked Questions

Who began this grant, and why?

The need for funds specifically targeted to summer school and extended day interventions was originally identified in a 2002 study which examined the at-risk adjustment to Wyoming's block grant funding to public schools. That report found that the model at that time did not fund programs which operated outside the regular school day. The study also found that services provided to students needing additional instruction varied so greatly among districts that policymakers could not be assured all students were exposed equally to quality educational supports.

The following summer, in 2003, educators joined with Harris Cooper, Ph.D., of Duke University, to discuss summer learning loss, who it impacts most, and what the components needed to be in place for a successful summer program. Wyoming educators then designed a program which incorporated these defined elements and presented a proposal to the legislature in 2004 to fund summer programs. Lawmakers expanded the proposed summer program to include extended day offerings, and the first grant was made available to districts for the summer of 2004. Then, at the same time the block grant model was recalibrated in 2006, the Bridges grant was expanded further to include an enrichment component, and funding was doubled. Wyoming Bridges now incorporates these three components – summer school, enrichment, and extended day.

What is the size of the grant?

As it is currently funded, the grant will furnish up to an amount equal to ten percent of a district's prior October 1 enrollment multiplied by \$1,000. The ten percent cap was put in place as a result of findings in a 2003 report which analyzed what districts were doing at that point in time in summer program to help struggling students. In general, districts were providing instruction in these summer programs to approximately ten percent of all their students. The original Wyoming educator group in 2003 then "built" programs at the elementary, middle and high school levels, thus establishing the original cost of service delivery for summer programs built around the defined successful elements.

What are the defined successful elements of a summer program?

Dr. Cooper, in conjunction with a number of other researchers, analyzed multiple summer programs for effect and found that certain elements were associated with success. Some of these elements were defined in law and include:

1. **Concentration on the basic subjects of math and language arts;** for Wyoming Bridges, both must be in place.
2. **Delivery of instruction by highly qualified, trained teachers;** summer school teachers must be certified in their content area and receive annual training on research-based instruction for at-risk students.
3. **Minimum instructional hours;** at elementary and middle school/junior high, 60 hours of instruction must be *delivered* (can be one or both subjects); at the high school level, 60 hours of instruction (per subject) must be *available*, but students can prove proficiency before sitting for 60 hours.
4. **Well defined learning goals for each student;** individual learning plans must be developed for all Bridges students.
5. **Supervision and monitoring;**
6. **Small class size.**

Additionally, grant administrators encourage other components be in place to assure effective programs, although they are not mandated by law:

1. The delivery of instruction in a manner different than the traditional school year that incorporates hands-on manipulatives, is rigorous and relevant to real life; this is so important that an enrichment component has been added to the grant;
2. The provision of meals (not just snacks) even if programs begin after breakfast and end before lunch;
3. For elementary and junior high/middle students, programs which start and end closer to the beginning of school the following year;
4. Informative assessment which can enlighten teachers and administrators of effective instructional delivery;
5. Programs that operate for fewer hours per day over a period of more weeks;
6. Transportation;

How can districts access the grant? What are the timeframes?

The Wyoming Bridges grant is not competitive. Districts which meet program requirements are eligible for the grant. Program requirements are generally set forth and defined in the application itself either through element instruction or assurances.

Typically the Department will make applications available to districts by the third week of March. The application packet will come via the Superintendent Memorandum process, and also posted on the WDE website. Applications are reviewed by the

Summer School Design Team, and Superintendents are informed of eligibility no later than May 1 of each year.

The law specifies that application for the grant must be sent to the Wyoming Department of Education (WDE) by April 15th. Grants contain signature pages and assurances which must be attested; thus they cannot be uploaded into the WDE report system, but rather the original with signatures must be **mailed** to the Department, postmarked no later than April 15 (April 16th in 2007). They are to be mailed to:

Laurel Ballard
Wyoming Department of Education
Standards, Assessment and Accountability Unit
2020 Grand Avenue, Suite 500
Laramie, WY 82070
(307) 777-7016
lballa@educ.state.wy.us

If districts so choose, applications can additionally be submitted by Facsimile to Laurel Ballard at 777-6719, followed by the mailed application with a postmark no later than April 15 (April 16th in 2007).

Even though these timeframes seem short and funding to date has been on a year-to-year basis, districts can certainly begin planning much earlier than these deadlines imply.

How do districts apply for all components of the grant?

There are two applications for Bridges funds, and both adhere to the timeframe outlined above. One, the WDE-539, is the application used to apply for using the grant for **remedial and intervention** programs, both for summer school and for extended day during the school year. The second form, the WDE-534, is used to apply for stand-alone, **independent enrichment** programs which could target a different student group or additional subjects, again in either summer or during the school year.

Other than effective program requirements, are there other conditions that must be met for the grant?

Yes. First and foremost, since the original intent of this grant was to provide the additional instructional time needed to stem summer learning loss and improve student proficiency with rigorous and relevant summer programs, districts must have in place a comprehensive K-12 summer school before funds can be used for either extended day or independent enrichment offerings.

Only teachers certified in specific content areas can teach in summer school OR award credit in enrichment programs.

Extended day and stand-alone enrichment programs must be assigned a “Teacher of Record” to supervise the program(s) and develop the student’s Individual Learning Plan.

Teachers delivering instruction for independent enrichment programs should still have seven (7) clock hours of training targeted to the student group with whom they will be working.

Independent enrichment programs must still be tied to state academic content standards.

If credit is awarded in independent enrichment programs, seat time requirements must be met.

Who determines student eligibility?

Districts have full discretion on determining which students can most benefit from the programs made available under this grant.

What are the grant’s reporting requirements?

Reports for **summer programs**, both remedial and independent enrichment, are due October 1, with the Department’s fall reporting group. Separate reports will be required for your summer school and independent enrichment programs (if you had both). Thus, please anticipate being able to differentiate student information and expenditures between the two programs, if you offered both. So districts can anticipate reporting requirements, the Department will send out general information on such as early as possible after the application process.

Generally speaking, for summer school programs, districts will be asked to provide pre and post-assessment information for students K-8, plus a tally on how many students (K-12) met some, all, or none of their ILP goals. You may also be asked demographic information on your students, and other items of interest, like whether or not you provided transportation, meals, what your enriched learning instruction looks like, etc. You must report expenditure information in order to receive reimbursement. You will be asked to provide feedback to the Department on how to improve the program. Additionally, you may be asked to participate in surveys involving students, parents, teachers, and administrators.

For independent enrichment summer programs, you will again be asked to report success via ILP-tracking, to provide expenditure and student demographic data, and to explain the kind of programs you made available to students. If any of them received credit for the enriched offering, you will be asked to report on that as well. You may be asked to participate in surveys involving students, parents, teachers, and administrators.

Reports on **extended day or year-long programs** (both intervention/remedial and independent enrichment) are part of the spring report collection, and will be due in June after the end of the school year. Separate reports will be required for your remedial extended day and independent enrichment programs (if you had both). Thus, please anticipate being able to differentiate student information and expenditures between these two programs, if you offered both. You may be asked to participate in surveys involving students, parents, teachers, and administrators.

How do districts receive grant funds?

Districts operating **summer programs** (both remedial and independent enrichment) will be reimbursed based on enrollment and expenditures submitted in end-of-program reports due in October. Reimbursement would typically come within a month to six weeks.

Districts operating **extended day and year-long** independent enrichment programs will be reimbursed based on enrollment and expenditures submitted in end-of-program reports due in June. Reimbursement would typically come within a month to six weeks.

The law states that districts are to be reimbursed based on student participation in summer programs. The Department is currently reviewing legislation to see how to apply this stipulation in light of expanded language which incorporates more than the original summer school remedial component of the Bridges grant. Districts will be kept informed on this interpretation.

Unexpended grant funds can be carried forward at least for the biennium. Funds appropriated for this summer's program are FY08 funds, the second biennial year. The Department will track payments to districts, but they should be aware to expend both FY07 and FY08 funds by the end of June, 2007.

Attachment A

To Superintendent's Memo dated 3-23-07

**2007 Bridges Maximum Grant Award Amounts (FY08)
Based on 10-01-06 Enrollment**

District	Total Enrollment	Grant Award
Albany #1	3491	\$ 349,100
Big Horn #1	629	\$ 62,900
Big Horn #2	638	\$ 63,800
Big Horn #3	486	\$ 48,600
Big Horn #4	342	\$ 34,200
Campbell #1	7617	\$ 761,700
Carbon #1	1753	\$ 175,300
Carbon #2	662	\$ 66,200
Converse #1	1617	\$ 161,700
Converse #2	691	\$ 69,100
Crook #1	1080	\$ 108,000
Fremont #1	1761	\$ 176,100
Fremont #2*	235	\$ 24,020
Fremont #6	367	\$ 36,700
Fremont #14	529	\$ 52,900
Fremont #21	360	\$ 36,000
Fremont #24	299	\$ 29,900
Fremont #25	2473	\$ 247,300
Fremont #38	336	\$ 33,600
Goshen #1	1829	\$ 182,900
Hot Springs #1	623	\$ 62,300
Johnson #1	1261	\$ 126,100
Laramie #1	12832	\$ 1,283,200
Laramie #2	893	\$ 89,300
Lincoln #1	627	\$ 62,700
Lincoln #2	2533	\$ 253,300
Natrona #1	11444	\$ 1,144,400
Niobrara #1	364	\$ 36,400
Park #1	1621	\$ 162,100
Park #6	2185	\$ 218,500
Park #16*	129	\$ 24,020
Platte #1	1168	\$ 116,800
Platte #2	246	\$ 24,600
Sheridan #1	919	\$ 91,900
Sheridan #2	3016	\$ 301,600
Sheridan #3*	101	\$ 24,020
Sublette #1	841	\$ 84,100
Sublette #9	646	\$ 64,600
Sweetwater #1	4413	\$ 441,300
Sweetwater #2	2551	\$ 255,100
Teton #1	2219	\$ 221,900
Uinta #1	2940	\$ 294,000
Uinta #4	689	\$ 68,900
Uinta #6	669	\$ 66,900
Washakie #1	1326	\$ 132,600
Washakie #2*	84	\$ 24,020
Weston #1	817	\$ 81,700
Weston #7	259	\$ 25,900
Total:	84611	\$ 8,502,280

*Floor Districts - statutory minimum:
K-8 = \$11060; 9-12 = \$15860; K-12 = \$24040

Ideas for Summer School 2007
Make it Different – Make it Fun

- ✓ Fewer hours per day or week + more weeks = better results. Shoot for 6 weeks!
- ✓ Start school later in the day – particularly for secondary students. Don't make summer school look like regular school. Make it different!
- ✓ Make sure snacks are readily available and provide breakfast and lunch *even if* your school ends before lunch. Use the Bridges grant to pay for meals. Ask local businesses to provide lunch if SFSP won't work for your school.
- ✓ Delay the start of the summer session for elementary and junior high/middle school students. Research says "jump start" programs scheduled toward the beginning of school are more effective for students than those which start immediately after the end of the school year.
- ✓ Doing things in the same way = same results. Be sure summer instruction is different than the regular school year. Be creative!!
Hide the Learning..
- ✓ After the end of the school day, bus your students to a 21st Century Learning Program or activities at the YMCA, the Boys & Girls' Club, etc.
- ✓ Summer school is not an "add-on" activity to a teacher's contract. It is teaching. Please pay them well for their professional services.
- ✓ Encourage attendance by holding "surprise days" where students receive special treats or special trips.

- ✓ **Be sure your instruction is relevant and full of hands-on activities. What real things are you teaching? Bridges dollars pay to do it differently.**
- ✓ **Have your principal personally call students (or parents) if they don't come to school. Let them know they are important and you miss them.**

Bridges Student Plan (Extended Day)
School Year 2006-2007
(To Be Completed by the Teacher of Record)

Student's Name _____ Mailing Address _____ Zip _____

Center: North _____ South _____ West _____ Hudson _____ Grade _____ Teacher _____ Teacher of Record _____

Parent/Guardian _____ Daytime Phone _____ Emergency/Cell Phone _____

Student Objective(s)	Intended Activity to Meet Objective	Materials & Resources	Start Date	End Date
#1:	<input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Other (specify) _____			
#2:	<input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Other (specify) _____			

Comments and/or Additional Tutor Instructions:

The Bridges program will provide enrichment in math, reading and language arts to support students' academic and creative growth in an out-of-school time setting. This student learning plan is designed to direct individualized programming for participating students. Enriched learning opportunities will engage students in rigorous, higher order thinking activities and project-based learning. Under the supervision of qualified staff, activities such as homework assistance, theme-based literacy, and integrated recreational activities give students the opportunity to practice and refine their skills.

I (we) agree with the above stated plan for my child:

Parent/Guardian Signature: _____ Date: _____ Email: _____

Teacher of Record Signature _____ Date: _____ Email: _____

Standards, Assessment, and Accountability Unit
 Wyoming Department of Education
 2020 Grand Ave., Suite 500
 Laramie, WY 82070
 Contact: Laurel Ballard 307-777-7016
lballa@educ.state.wy.us

WDE-534
 Revised: March 2007
 Due: April 15, 2007
 Expires: May 1, 2007

Parent contact <i>AFTER</i> Program Completion		To be completed by Certified Teacher of Record	
Parent Contacted (date) / /		Informed by (person)	
Parent contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			
<i>I have reviewed my child's progress on his/her this Individual Learning Plan (ILP) Goals for Enrichment</i>			
Student Signature (when appropriate)	Date	Teacher Signature	Date
Parent Signature	Date	Comments:	

Individual Learning Plan (ILP) for Independent Enrichment

1	Student Name:	Student ID #	Date / /
2	Grade Level:		
3	RECOMMENDED by: <i>Name and Position</i>		
4	Person Responsible for Implementing this ILP (<i>Certified Teacher of Record</i>)		
5	Completed by CERTIFIED TEACHER OF RECORD		Completed by Certified Teacher of Record
6	CONTENT AREA STANDARDS to be addressed during ENRICHMENT	RECOMMENDED/SUGGESTED materials, Assignments, other Resources	IDENTIFY Success Criteria ✓ Please Check
7			<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Product/Performance <input type="checkbox"/> Other:
8			<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Product/Performance <input type="checkbox"/> Other:
9			<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Product/Performance <input type="checkbox"/> Other:
10			<input type="checkbox"/> Course Grade <input type="checkbox"/> District Assessment <input type="checkbox"/> Product/Performance <input type="checkbox"/> Other:
			COMMENTS
			Date Enrichment COMPLETED
			ILP GOAL(S) ✓ Please Check
			<input type="checkbox"/> MET <input type="checkbox"/> NOT Met
			<input type="checkbox"/> MET <input type="checkbox"/> NOT Met
			<input type="checkbox"/> MET <input type="checkbox"/> NOT Met
			<input type="checkbox"/> MET <input type="checkbox"/> NOT Met

2020 Grand Ave., Suite 500
 Laramie, WY 82070
 Contact: Laurel Ballard (307) 777-7016

Due: April 15, 2007
 Expires: May 1, 2007

If a goal is not met please cite reason:

11 Parent contact <u>BEFORE</u> Enrichment Course Taken To be completed by Certified Teacher of Record				11 Parent contact <u>AFTER</u> Enrichment Course Taken To be completed by Certified Teacher of Record			
12 Parent Contacted (date) / /		Informed by (person)		12 Parent Contacted (date) / /		Informed by (person)	
13 Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)				13 Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			
<i>By signing this plan I indicate my agreement to the ILP goals for ENRICHMENT as outlined above.</i>				<i>I have reviewed my child's progress on his/her this Individual Learning Plan (ILP) GOALS for ENRICHMENT.</i>			
14 Student Signature (when appropriate)		Date	Referring Teacher Signature	Date	14 Student Signature (when appropriate)		Date
15 Parent Signature		Date	Principal Signature	Date	15 Parent Signature		Date
16 White Copy (original):				16 Yellow Copy: To Parent(s)			