



# Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

Hathaway Building, 2nd Floor, 2300 Capitol Avenue

Cheyenne, WY 82002-0050

Phone 307-777-7673 Fax 307-777-6234 Website [www.k12.wy.us](http://www.k12.wy.us)

---

## MEMORANDUM NO. 2009-042

**TO:** School District Superintendents

**FROM:** Laurel Ballard, Supervisor for Accountability  
Educational Quality and Accountability Unit

**DATE:** March 6, 2009

**SUBJECT:** Wyoming Bridges Grant Applications

---

### TIME SENSITIVE MATERIAL

Enclosed you will find the application packet for this year's Wyoming Bridges Grant. The electronic version of the WDE539 application is available for download and completion under the forms inventory section of the Department's website. The law specifies that applications are to be submitted to the Wyoming Department of Education and received by April 15. Applications may be faxed to the Department at (307) 777-6719, but 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 15. Applications will be reviewed by the Summer School Design Team April 17, and needed district follow-up will take place the week of April 20. We request that you have available during that week persons who can answer questions which may arise concerning your application. The Department will notify you by May 1 of grant eligibility.

As you might remember from last year, the grant calculation has moved from a percentage of total enrollment to a percentage of a district's at-risk proxy count with grant amounts calculated on specific district average teacher pay. Attachment A of this packet indicates **preliminary estimates** of maximum district awards for this year's Wyoming Bridges grant. After the funding model is formally updated with adjustments made during the legislative session as well as mobility counts from districts, we will send you final Bridges grant calculations by the end of June. Again this year the grant will reflect the external cost adjustment made to the school funding model so that districts are able to attract the best teachers, to design the most effective programs, and to incorporate enriched instructional strategies into daily learning. As with last year, the grant can still be used to fund pre-Kindergarten summer programs.

Reminder: the changes made by the legislature in 2008 are (1) to reiterate the target audience of the grant is *academically at-risk students*, and (2) establishment of a *minimum length of 15 days* for a summer school session. We believe most districts already adhere to this length and many exceed this minimal amount of time.

Based on recommendations from the Summer School Design Team, additional clarifications regarding use of Bridges Grant funds were made in rules last year. Rules now define an instructional paraprofessional; this is in alignment with NCLB requirements for paraprofessionals delivering instructional services in Title I schools. Computer-aided instructional programs (such as PLATO, NovaNet, Odyssey, etc.) require supervision by an individual who meets at least the training of an instructional paraprofessional. A copy of these rules is available at <http://soswy.state.wy.us/Rules/RULES/7217.pdf>.

We remind you that Wyoming Bridges grant funds encourage you to make available to students learning that is *different* from your traditional school year. We again ask 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 enriched instructional 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 enriched learning, and gives districts ideas on enrichment activities which can be embedded in their summer school 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. Quantum Learning trainings are available in Sheridan June 2-3 (math and language arts content focus) and in Rock Springs June 8 & 9 (Levels 1 and 2). Additionally, William Jenson, Ph.D., will hold workshops in Casper May 12-13 and Gillette May 15-16. Dr. Jenson's workshops focus on the practical management of behaviorally disordered/emotionally disturbed students, the "tough kids." Registration for these professional development workshops can be accessed through Zoomerang at the following URL addresses:

School District Superintendents  
Special Education Directors  
Memo No. 2009-**XXX**  
Page 3

**Rock Springs Quantum:**

<http://www.zoomerang.com/Survey/?p=WEB228VE7KP5G9>

**Sheridan Quantum:**

<http://www.zoomerang.com/Survey/?p=WEB228VDRYNV6N>

**Jenson – Casper and/or Gillette:**

<http://www.zoomerang.com/Survey/?p=WEB228V8PVKS7N>

Please take this opportunity to think beyond a traditional learning environment and to embrace new and exciting opportunities for students. There are abundant resources available to districts to accomplish things not before considered, and I encourage you to take advantage of this occasion. Should you have any questions concerning the enclosed materials or upcoming professional development opportunities, 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 forms inventory website.

cc: Summer school grant coordinators

Enclosures:

WDE-539, Application for Summer School/Extended Day with Sample ILPs  
Attachment A - Wyoming Bridges Grant Estimates, 2009  
Attachment B – FAQs for Wyoming Bridges Grant Program  
Attachment C – Ideas for Summer Programs  
Attachment D – Enrichment – Hide the Learning  
Attachment E – Secondary Enrichment  
WDE-539, Application for Summer School/Extended Day with Sample ILPs

**Attachment A**  
**Superintendent's Memo dated 3-06-2009**  
**2009 Bridges Maximum Grant Award ESTIMATES**

<b>District</b>	<b>FTE</b>	<b>Preliminary Grant Award</b>
Albany #1	4.61	\$ 320,847.85
Big Horn #1	1.50	\$ 106,504.65
Big Horn #2	1.46	\$ 101,769.44
Big Horn #3	1.01	\$ 70,842.12
Big Horn #4	0.77	\$ 53,822.26
Campbell #1	8.54	\$ 636,374.97
Carbon #1	3.05	\$ 208,294.77
Carbon #2	1.37	\$ 95,231.25
Converse #1	2.42	\$ 169,284.14
Converse #2	0.93	\$ 65,015.62
Crook #1	1.71	\$ 122,371.91
Fremont # 1	2.94	\$ 211,546.55
Fremont # 2	0.50*	\$ 36,992.82
Fremont # 6	0.85	\$ 59,889.25
Fremont #14	2.45	\$ 178,685.18
Fremont #21	1.71	\$ 116,273.82
Fremont #24	0.50*	\$ 35,220.19
Fremont #25	4.71	\$ 334,231.41
Fremont #38	1.66	\$ 115,290.03
Goshen #1	4.37	\$ 305,593.11
Hot Springs #1	1.32	\$ 96,029.76
Johnson #1	1.23	\$ 89,193.26
Laramie #1	21.99	\$ 1,649,087.80
Laramie #2	1.47	\$ 100,423.40
Lincoln #1	0.74	\$ 49,627.70
Lincoln #2	4.50	\$ 316,975.00
Natrona #1	19.30	\$ 1,436,897.52
Niobrara #1	0.55	\$ 38,786.12
Park # 1	2.70	\$ 204,353.04
Park # 6	2.66	\$ 198,548.49
Park #16	0.50*	\$ 33,388.62
Platte #1	1.77	\$ 129,156.41
Platte #2	0.50*	\$ 36,589.84
Sheridan #1	1.22	\$ 90,824.35
Sheridan #2	4.62	\$ 348,984.48
Sheridan #3	0.50*	\$ 35,865.66
Sublette #1	0.56	\$ 43,670.05
Sublette #9	0.79	\$ 61,474.88
Sweetwater #1	7.30	\$ 538,130.41
Sweetwater #2	2.43	\$ 181,910.43
Teton #1	2.77	\$ 242,452.96
Uinta #1	5.59	\$ 391,636.01
Uinta #4	0.83	\$ 56,629.49
Uinta #6	0.59	\$ 42,271.07
Washakie #1	2.98	\$ 216,337.72
Washakie #2	0.50*	\$ 33,484.88
Weston #1	1.02	\$ 71,639.63
Weston #7	0.50*	\$ 36,149.47
<b>Grand Total</b>	<b>138.42</b>	<b>\$ 10,114,599.78</b>

\*Minimum Districts = .5 FTE

Note: 2008-09 ADM was estimated by using 99.5% of October 1, 2008 Enrollment as Proxy and 2007-08 at-risk proxy was used for the 2008-09 at-risk proxy

**Wyoming Bridges**  
**a Grant for**  
**Summer School and Extended Day Programs**  
**Frequently Asked Questions**

---

**1) 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 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. In 2006, the Bridges grant was expanded further to include an "independent" enrichment component and funding was doubled. Then in 2008, the legislature again modified the program, focusing once more on its original mandate of providing supports to *academically* at-risk students, eliminating the independent enrichment component, and moving the funding formula to one based on district at-risk proxy numbers rather than general enrollment.

**2) What is the size of the grant?**

The funding formula for the Bridges grant was modified in the 2008 legislative session to more closely target students at risk of failure as indicated by district at-risk student proxy counts which include students who participate in free and/or reduced lunch, those who are English language learners and those who are mobile. This reiterates the philosophy of focusing the grant to the needs of students who are statistically academically at risk of failure. Grants will be calculated for districts using each district's specific average teacher compensation, and it is based on a total of 150 hours for summer school and extended day instruction, preparation, and assessment time. Grants for very small districts are calculated using a minimum of .5 teacher full-time equivalent (FTE), increasing the "floor" amount considerably. Grant increases will now keep pace with increases in the block grant funding model, eliminating the need to separately adjust the grant for cost-of-living increases. At this time, the Wyoming Bridges grant is funded at \$10 million/year.

### 3) Which students does the grant target?

Enabling legislation and rules stipulate that the target audience of the Wyoming Bridges grant is students who are academically at risk of failure

### 4) What if classes include students not academically at-risk?

If your district also includes students in summer school who were not identified as being at-risk of failure, grant funds should be apportioned by those students who do and do not meet grant requirements. For instance, if you offer a summer algebra class that is attended by both students requiring remediation as well as students obtaining first time credit for algebra, divide the cost of the class proportionately by the number of students in those two groups. The Wyoming Bridges grant should only reimburse you for the cost of summer school related students indentified as academically at-risk.

### 5) 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 are mandatory grant requirements and are defined in law:

1. **Concentration on the basic subjects of math and language arts:** for Wyoming Bridges, both must be in place although districts may certainly add other subjects.

2. **Minimum instructional hours:** at elementary and middle school/junior high, 60 hours of math and language arts 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.

3. **Delivery of instruction by highly qualified, trained teachers:** summer school teachers must be certified in elementary education or their content area and receive seven hour of annual training on research-based instruction for at-risk students.

4. **Minimum length of program:** summer programs must last *at least* fifteen days; however, fewer hours per day over a longer period of time is more effective.

5. **Well defined learning goals for each student:** individual learning plans must be developed for all Bridges students.

6. **Supervision and monitoring:** those supervising Bridges summer or extended day programs also must receive seven hours of annual training on research-based instructional strategies for at-risk students

### 6) Other than successful 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 program before funds can be used for extended day** offerings. However, this does not mean that districts have to enroll more students or spend more money on summer programs than on extended day programs. It does mean that summer school has to be available to those who need it.

Students using computer-based educational learning programs (like NovaNet, Plato, Odyssey) which supplement classroom instruction (not on-line credit courses) must be **supervised and attended** by a person with at least the minimum credentials of an instructional paraprofessional (as required in Title I programs).

Only **teachers certified** in elementary education or their specific content areas can teach in summer school.

Extended day programs, other than computer-based educational learning programs, must be assigned a **certified “Teacher of Record”** to supervise the program(s) and develop the student’s Individual Learning Plan. This teacher is not required to be certified in the content area being delivered to the student.

### **7) What other practices are highly encouraged to deliver effective summer school and extended day programs?**

Additionally, grant administrators are encouraged to have other components be in place to assure effective programs.

1. The delivery of instruction in a manner **different from** the traditional school year that incorporates hands-on manipulatives and 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 break-fast and end before lunch. If meals cannot be provided through your district, consider contracting with local entities – this is an approved expense for grant funds.

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 provide teachers and administrators with information on effective instructional delivery and evidence of student learning.

### **8) 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 answers provided to questions, or through assurances. We encourage districts to review assurances and not just initial them without careful thought.

Typically the Department will make applications available to districts by the second week of March. The application packet will come via the Superintendent Memorandum process.

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) and received by April 15. 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. They are to be mailed to:

Laurel Ballard  
Wyoming Department of Education  
Educational Quality and Accountability Unit  
2020 Grand Avenue, Suite 500  
Laramie, WY 82070  
(307) 777-7016  
[lballa@educ.state.wy.us](mailto:lballa@educ.state.wy.us)

If districts so choose, applications can additionally be submitted by facsimile by April 15 to Laurel Ballard at 777-6719, followed by the mailed application with a postmark no later than April 15.

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

### **9) How do districts apply for both components of the grant?**

The single application, the WDE-539, covers application for use of the funds for both summer school and extended day programs.

Who determines student eligibility?

Districts have discretion on determining which students can most benefit from the programs made available under this grant; however, the law does specify that the grant is to target and support *academically* at-risk students.

### **10) What are the grant's reporting requirements?**

Reports for **summer programs** are due October 1 with the Department's fall data reporting group. Generally speaking, for summer school programs, districts will be asked to provide pre- and post-assessment information for students K-8, plus a tally (duplicated and unduplicated) on how many students (K-12) began and completed each subject. You may also be asked demographic information on your students and other items of interest, like whether or not you provided transportation and meals, how you embedded enriched learning strategies in instruction, etc. Expenditure information will need to be reported 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.

Beginning in 2008, a pilot student assessment project was put in place and districts participating in the project will be able to forego pre- and post- assessment data for the grade levels incorporated into the pilot. Participating districts will submitted to the WDE spring and fall assessment information from NWEA's Measurement of Academic Progress. This is a voluntary program and interested districts should contact either Laurel Ballard or Ruth Sommers for information about participation.

Reports on **extended day intervention/remediation programs** are part of the spring data collection and will be due in June after the end of the school year.

### **11) How do districts receive grant funds?**

Districts operating **summer programs** will be reimbursed based on expenditure information submitted in end-of-program reports due in October. Districts operating **extended day programs** will be reimbursed based on expenditure information submitted on end-of-program reports due in June. Reimbursement for both programs may not exceed the allowable grant calculated by formula. Funds will typically come to districts within a month to six weeks after reports are submitted to the WDE.

Unexpended grant funds can be carried forward through a two-year biennium period only. Funds appropriated for this summer's program are FY10 funds, the second year of the biennial period. Unexpended funds from last year's grant (FY09) as well as funds for the upcoming year (FY10) can be used during the upcoming summer and following school year (SY09-10). After June of 2010, any unexpended funds will not roll forward to the next biennium and a new biennial grant cycle will begin.

## Ideas for Summer Bridges 2009

**Don't CALL it summer school – Put a different name on it  
Make it Different – Make it Fun**

- ✓ **One size does NOT fit all – ensure an individual program for each individual there**
- ✓ **Doing things in the same way = same results. Be sure summer instruction is different from the regular school year. Be creative!! Hide the Learning...**
- ✓ **Work with your summer teachers to establish dates convenient for them to teach. Additionally – if needed, allow them to teach during only a part of the session and share that position with another teacher.**
- ✓ **Problems with attendance? #1 – Be sure your program is not BORING, that it is fun – and that it does NOT repeat what already didn't work for your students. #2 - Have your principal or teachers personally call students (or parents) if they don't come to school. Let them know they are important and you miss them. #3 – Ask students to call one another if they see someone is absent. Use those cell phones!**
- ✓ **Fewer hours per day or week + more weeks = better results. Shoot for 6 weeks!**
- ✓ **Start school later in the day – start at noon - particularly for secondary students. Don't make summer school look like regular school. Make it *different!***
- ✓ **Use food as a HOOK to get kids to your program – Provide breakfast and lunch *even if* your school ends before lunch or starts after breakfast. Use the Bridges grant to pay for meals. Ask local businesses to provide lunch or *contract with them* if SFSP won't work for your school. Have healthy snacks available everywhere – with fruit and protein not just carbs. And if you don't think meals are**

**important, ask your kids if they had food before they came to school!  
Particularly secondary kids all too often do NOT.**

- ✓ **If possible within your community, 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.**
- ✓ **After the end of the school day, bus your students to a 21<sup>st</sup> 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 that are educationally related.**
- ✓ **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*.**
- ✓ **Ask your students what they would like to do on a “special” day – cook (emphasize wellness and measuring)? Make bottle rockets? Put on a play?**
- ✓ **Consider cross-age peer tutoring in your classroom.**

**Attachment D  
To Superintendent's Memo dated 3-06-2009**

**Enrichment - Hide the Learning**

The Wyoming Bridges grant continues to emphasize 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 the intervention and/or remedial learning strategies on a *regular* basis that is *not optional* to students. Make this 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 school year 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 middle and high school students, explore career options. (Remember Hathaway 8<sup>th</sup> Grade Unit of Study??) Read about various careers, and have students write why 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 it 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. Also for middle/high school students, visit community colleges and any 4-year university near you. What is the application process like? What scholarships are available, and where do students go to find out about them? What is the difference between a certificate and a degree or between a certificate and an associate degree at a 2-year institution?

5. Hold your summer school for middle school or high students on the campus of a community college or the University of Wyoming.

6. Introduce your incoming freshmen to the facility where they will go next year by holding your summer school classes for them on the high school campus. Same goes for students entering middle school/junior high.

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

8. 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 out-building, 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.

9. 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.*)

10. 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.

11. 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?

12. 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.

13. 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 experienced? 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 benefits 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 a 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, and classify leaves, grasses, bushes, 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.

14. 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?

15. RIP - Write your Obit – Read the obituaries in your local newspaper and ask students to think what they would want their own obituary to say about their lives. Visit cemeteries. Have them write their obituary or obituaries for other students in the class.

16. Live the news – Search (hopefully local) newspapers for interesting stories and have students “live” the event. For instance, if you find a story on someone’s being lost in the backcountry, take a trip that is comparable with similar items the persons had – maybe matches or only an ax. Learn orienteering. Journal the experience – before and after.

**Attachment E**  
**To Superintendent's Memo dated 3-06-2009**

**Summer Bridges**  
**Ideas for Secondary Educational Enrichment Opportunities**

**Campbell** - Career awareness/exploration enrichment. A diverse representation from local businesses will be scheduled to discuss with students their vocation, future opportunities, expectations, and educational preparation needed to be successful.

**Crook** – Project-based learning program based on Devil's Tower – including research, writing, and presentations on the National Monument based on careers in tourism and parks.

**Fremont #1** – Additional hours have been scheduled to allow teachers to embed enrichment learning into each content area (up to 10 additional hours for each subject). Teachers will use community resources (people and natural resources) to relate stated learning targets for summer to relevant real-life scenarios within careers, problem solving surrounding real, local issues, and project-based learning.

**Big Horn #2** – Enrichment instruction will include use of daily newspaper readings and discussions which lead to high levels of thinking and exposure to real, local, state, national and world issues. Individualized reading selections will be based on student interest and ability, according to the specific needs of the student. A culminating field trip will be planned by the students themselves and will include all time and budgetary needs.

**Big Horn #3** – Students will participate in outdoor education which compliments the indoor classroom. They will be exposed to creeks, vegetation, wildlife, and a working greenhouse. A budget unit will be taught which requires students to select an occupation then devise a realistic budget to learn how to live within their monetary means. Students will use a career planning tool to assess their skills to match careers to their interests and talents. They will then choose a career and learn about salaries, taxes, insurance, car and house payments, credit card debt, etc. Banking and insurance representatives will come and speak to the kids about the creation of their budget.

**Laramie #1** – Presentations provided by experts, community members, etc. that are directly aligned with the focus of study presented in the classroom (for example, if insects is a unit of science study, an entomologist could bring specimens to observe and study). Enrichments will include other activities and programs that are appropriate and support the content area curriculum in summer school. These types of enrichments may include but not be limited to: field trips to sites and other off-campus activities that are related to the course of study and sustain the academic focus of the content area; presentation by a motivational speaker to encourage students to pursue further learning, encourage their success, stay in school and graduate, etc; career-related enrichments, etc.

**Natrona #1** – Activities may include physical trainers, motivational speakers, authors, GPS instructors, social skills, work force opportunities, career exploration, work experience and internships, community service and educational field trips. Students will tour Casper College and Wyoming Medical Center.

**Platte #2** – Enrichment activities are planned for students through trips to a variety of historical and/or education sites. Students will also be participating in construction projects to improve the school garden, using math, geometry, reading, and vocational skills. Students will provide feedback through journals, research papers and essays. Some trips and activities will involve math and science as well and students will learn through instruction embedded in these trips and activities.

**Sweetwater #2** – Enrichment activities will include the use of career software to investigate career interests and planning for the future. Students will build a portfolio online, create a resume and explore workforce trends. Opportunities for students to participate in appropriate field trips related to the content areas will be provided to allow for an integrated learning approach.

**Sheridan #2** – For a literature class centered on mystery/suspense novels, the districts writes, “The class will explore and identify how both authors and filmmakers use the elements of literature to create exceptional suspense and intrigue. Students will undertake field trips to interview and discuss the work of mystery writers, filmmakers and photographers. They will identify main ideas, compare and contrast plot, and develop an interview format that will be used with class guest speakers. A murder scavenger hunt will be held at a local “haunted” location.

**Sheridan #1** – For a high school science class, class work will be augmented with studying potentially endangered local natural resources. Focus will be to introduce students to current local issues that affect them. They will conduct research on current problems associated with practices in natural resources and agriculture. They will brainstorm and problem-solve solutions to current issues. They will gain real-life experiences through field trips.

**Fremont #25** – Our middle school team developed a project to have the students work in groups of 3 to 5 to create and promote their own music band. They will be required to research and write a profile for themselves as a band member. Each team will plan a four-city seven-day concert tour including mapping the route, determining cost per mile, cost of food and lodging, and concert fees to make a profit. This project will require researching to explore different travel routes, needed equipment, concert locations and real-life band and member profiles. We will also provide daily study sessions, introducing students to different types of music and bands. We will incorporate brain-based activities as daily enrichments. The project will require the students to develop an individual power point presentation. Field trip will include the Casper Events Center to talk with promoters to learn what it takes to offer a concert. Our speakers will include local business people to discuss marketing and promotion of the Riverton area, and local travel agencies to discuss how to develop travel itineraries.

### SAMPLE Elementary ILP

#### ACSD #1 Elementary Individual Learning Plan (ILP)

#### ACSD #1 Bridges Summer School

1	Student's Name:	Grade Level:	Date / /					
2	Remediation Area(s):							
3	Referred by (teacher):	School:						
4	Persons Responsible for Implementing ILP (Summer School or Extended Day Teacher):							
5	Completed by <u>REFERRING TEACHER</u> (information provided for Summer School/Extended Day Teacher)		Completed by <u>Summer School or Extended Day Teacher</u>					
6	Specific Area of Need	Present Level of Performance	IDENTIFY Success Criteria	SUCCESS Criteria Score	Date Remediation COMPLETED	<b>ILP Goal</b> ☐ Please Check		
7	Reading: Please Identify DIBELS Big Idea Needs; <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Alphabetic Principles <input type="checkbox"/> Accuracy & Fluency with Connected Text <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		DIBELS  DRA  Lexile			☐ MET	☐ NOT Met	
8	Identify Math Standard		STARMATH			☐ MET	☐ NOT Met	
9	If "not met", describe progress achieved by student and what the student did learn.							
10	Date to REVIEW PROGRESS / /							
11	Parent Contacted (date): / /	Informed by (person)		Parent Contacted (date): / /	Informed by (person)			
12	Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)				
By signing this plan I indicate my agreement to the goals and responsibilities as outlined above.				I have reviewed the student's progress of this Individual Learning Plan (ILP).				
13	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date
14	Parent Signature	Date	Principal Signature	Date	Parent Signature	Date	Principal Signature	Date

### SAMPLE Elementary ILP

#### ACSD #1 Elementary Individual Learning Plan (ILP)

#### ACSD #1 Bridges Summer School

1	Student's Name:	Grade Level:	Date / /					
2	Remediation Area(s):							
3	Referred by (teacher):	School:						
4	Persons Responsible for Implementing ILP (Summer School or Extended Day Teacher):							
5	Completed by <u>REFERRING TEACHER</u> (information provided for Summer School/Extended Day Teacher)		Completed by <u>Summer School or Extended Day Teacher</u>					
6	Specific Area of Need	Present Level of Performance	IDENTIFY Success Criteria	SUCCESS Criteria Score	Date Remediation COMPLETED	<b>ILP Goal</b> ☐ Please Check		
7	Reading: Please Identify DIBELS Big Idea Needs; <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Alphabetic Principles <input type="checkbox"/> Accuracy & Fluency with Connected Text <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension		DIBELS  DRA  Lexile			☐ MET	☐ NOT Met	
8	Identify Math Standard		STARMATH			☐ MET	☐ NOT Met	
9	If "not met", describe progress achieved by student and what the student did learn.							
10	Date to REVIEW PROGRESS / /							
11	Parent Contacted (date): / /	Informed by (person)		Parent Contacted (date): / /	Informed by (person)			
12	Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)			Parent Contacted by: <input type="checkbox"/> Phone <input type="checkbox"/> Letter <input type="checkbox"/> Personal Contact <input type="checkbox"/> Other (specify)				
By signing this plan I indicate my agreement to the goals and responsibilities as outlined above.				I have reviewed the student's progress of this Individual Learning Plan (ILP).				
13	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date	<i>Student Signature(when appropriate)</i>	Date	Referring Teacher Signature	Date
14	Parent Signature	Date	Principal Signature	Date	Parent Signature	Date	Principal Signature	Date

# WYOMING BRIDGES

## INSTRUCTIONS

### Application for 2009 Summer School and SY 2009-10 Extended Day Programs

This application is designed to determine district eligibility for funding to support summer school and extended day programs. It 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, 2009. Please refer to the FAQs attachment of application packet for more information on the Bridges grant and application requirements. The grant is not competitive; districts meeting all assurances will receive funding. Funds are primarily targeted to summer programs. Districts may request a portion of their grant to support extended day learning opportunities **after they have in place a comprehensive elementary and secondary remedial summer school offering.**

District ID - Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_  
 Contact Name: \_\_\_\_\_ Contact E-mail: \_\_\_\_\_  
 Date: \_\_\_\_\_

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

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

#### COVER PAGE

1	
How will the grant be utilized? (Check all that apply)	
1	Summer School ONLY <input type="checkbox"/>
2	Summer School AND Extended Day <input type="checkbox"/>
3	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) <input type="checkbox"/>

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 application materials and guidelines. This includes participation in evaluations 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.

\_\_\_\_\_  
 Superintendent Name                      Superintendent Signature                      Date

**Summer School Program Description:** Please describe by each grade grouping below the summer program you will offer in 2009, including **dates** of your program(s), **daily hours** of operation, **total number of weeks**, **the total number of hours**, the **subjects** you plan to offer, **total number of hours for each subject**, followed by a description of how you plan to use enriched learning strategies for your summer school and/or extended day students.

**Elementary Program(s):**

4	<b>Dates: (From/To)</b>	
5	<b>Daily Hours: (From/To)</b>	
6	<b>Total # of Days in Session:</b>	
7	<b>Total # of Weeks:</b>	
	<u>Subject</u>	<u># Hours</u>
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		

**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 how you plan to enrich instructional strategies for your elementary summer school students, and explain how summer instruction will be different from the instruction students receiving during the regular school year. *(If you run out of space, please attach an additional sheet labeled as "continuation of Row 20")*

20

Junior High / Middle School Program(s):

21	Dates: (From/To)	
22	Daily Hours: (From/To)	
23	Total # of Days in Session:	
24	Total # of Weeks:	

	Subject	# Hours
25		
26		
27		
28		
29		
30		
31		
32		
33		
34		
35		
36		

**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 how you plan to enrich instructional strategies for your **middle school/junior high** summer school students, and explain how summer instruction will be different from the instruction students receiving during the regular school year. (Although they are valuable learning tools for some students, computer programs such as NovaNET, PLATO, etc. are not considered enriched instructional strategies as they do not encourage higher order thinking through real-world pragmatic application.) *(If you run out of space, please attach an additional sheet labeled as "continuation of Row 37")*

37

High School Program(s):

38	Dates: (From/To)	
39	Daily Hours: (From/To)	
40	Total # of Days in Session:	
41	Total # of Weeks:	
	<b>Subject</b>	<b># Hours</b>
42		
43		
44		
45		
46		
47		
48		
49		
50		
51		
52		
53		

**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 how you plan to enrich instructional strategies for your **middle school/junior high** summer school students, and explain how summer instruction will be different from the instruction students receiving during the regular school year. (Although they are valuable learning tools for some students, computer programs such as NovaNET, PLATO, etc. are not considered enriched instructional strategies as they do not encourage higher order thinking through real-world pragmatic application.) *(If you run out of space, please attach an additional sheet labeled as "continuation of Row 54")*

54

**Student Count:** Below please list by grade level the number of students you *estimate* will attend summer school this year. Please select the grade level the student last completed or should have completed.

5		
Grade	Estimated Summer School Student Count	
55	PK	0
56	KG	0
57	01	0
58	02	0
59	03	0
60	04	0
61	05	0
62	06	0
63	07	0
64	08	0
65	09	0
66	10	0
67	11	0
68	12	0
Total:		0

69	Of the total above, how many students also attended summer school last summer?	
----	--	--

**6**

Indicate anticipated average class sizes below:

70	Elementary		
71	Middle/Junior High		
72	High School		

**7**

**Individual Learning Plan:** An Individual Learning Plan (ILP) must be developed for each student. The ILP should identify each student's goals and learning priorities. Parents, students, and teachers must be involved in its development. 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.

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

**8**

**Meals at School:** It is **highly encouraged** that you provide **meals** to your summer school students in addition to nutritional snacks, **regardless of whether or not your classes start after breakfast and/or end before lunch. Bridges grant funds can be used for this purpose** (for instance, to **contract** with local businesses to provide lunch or breakfast) if you are unable to utilize the Summer Food Service Program or the National School Lunch Program. You can find out more information about the SFSP from Tamara Jackson at 777-6263. Please indicate below which meals/snacks you plan to provide to your summer school students this year. (Y/N)

74	Breakfast:	
75	Snack:	
76	Lunch:	

**9**

**Professional Development:** Wyoming Bridges summer school and extended day teachers, paraprofessionals, and supervisors with administrative certification are to receive at least seven (7) clock hours of training each year in research-based instructional strategies that focus on individualized instruction for at-risk students. Please describe below the training you have made or will make available to ensure summer school and extended day staff have met this requirement.

77	Training Name:	
78	Training Name:	
79	Training Name:	
80	Training Name:	
81	Training Name:	
82	Training Name:	

**10**

**Student Assessment:** You will be responsible for measuring student achievement in Wyoming Bridges summer school, particularly for elementary and junior high/middle school students. Please identify the pre and post-test instrument(s) you will use to measure progress for your students in **MATH, READING AND WRITING** by grade level.

**MATH**

Pre and post test instruments

	Grade	MATH Pretest	MATH Post Test
83	PK		
84	KG		
85	01		
86	02		
87	03		
88	04		
89	05		
90	06		
91	07		
92	08		

**11**

**READING**

Pre and post test instruments

	Grade	READING Pretest	READING Post Test
93	PK		
94	KG		
95	01		
96	02		
97	03		
98	04		
99	05		
100	06		
101	07		
102	08		

**12**

**WRITING**

Pre and post test instruments

	Grade	WRITING Pretest	WRITING Post Test
103	PK		
104	KG		
105	01		
106	02		
107	03		
108	04		
109	05		
110	06		
111	07		
112	08		

13

**Communication:** Students and parents of students attending summer school should be updated on student progress on a **regular and personal** basis (versus, for instance, only an on-line grade review). How will your district accomplish this? *(If you run out of space, please attach an additional sheet labeled as "continuation of Row 113")*

113

14

**Sending/Receiving Teacher:** How will you work with the student's referring (spring) and receiving (fall) teacher(s) to be sure ILP goals are clearly understood and progress on those goals is communicated for the upcoming school year? *(If you run out of space, please attach an additional sheet labeled as "continuation of Row 114")*

114

15

**Proposed Summer School Budget:** Provide information below on how you anticipate spending grant funds for your summer school program. *Please note the Bridges grant does not have a capital expenditure component.*

	Series	Estimated Expenditures	Brief Explanation if needed
115	100 - Salaries	\$0.00	
116	200 - Benefits	\$0.00	
117	300 - Purchased Services	\$0.00	
118	400 - Supplies/Materials	\$0.00	
119	600 - Indirect Costs	\$0.00	
	<b>TOTAL:</b>	<b>\$0.00</b>	

16

**Proposed Extended Day Budget (if applicable):** If you are also planning to use Bridges grant funds for extended day during the next school year, please provide information below on how you anticipate spending grant funds for your **extended day** program. *Please note the Bridges grant does not have a capital expenditure component.*

	Series	Estimated Expenditures	Brief Explanation if needed
120	100 - Salaries	\$0.00	
121	200 - Benefits	\$0.00	
122	300 - Purchased Services	\$0.00	
123	400 - Supplies/Materials	\$0.00	
124	600 - Indirect Costs	\$0.00	

<b>TOTAL:</b>	<b>\$0.00</b>
---------------	---------------

17

**ASSURANCES**

125

The 2008 Session Laws creating the summer school grant program and the rules which guide it require certain practices be in place in order for districts to receive funding for summer school, extended day, and 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 district personnel during its 2009 summer session as well as 2009-10 extended day programs (also if applicable), and that they are aware of transportation and nutrition program funding availability.

Assurance	Supt. Initial	Dir/ADM
-----------	---------------	---------

**Individual Learning Plan (ILP):** An individual learning plan will be developed for each student attending Bridges summer school or extended day learning programs. Unless your district utilizes the ILP examples which were provided with this application packet, please attach a copy of the ILP you will use.

\_\_\_\_\_

**Teacher Certification:** Students participating in Wyoming Bridges summer programs will receive instruction from appropriately certified teachers. Teachers must meet the same PTST requirements to teach summer school as they must to teach during the regular school year.

\_\_\_\_\_

**Teacher of Record for Extended Day:** Extended day instructional activities must be supervised by a certified teacher of record who will be responsible for ILP development and general activity supervision. Extended day teachers will not necessarily need certification in a specific content area. This requirement is not meant to preclude the assistance of other individuals in extended day

\_\_\_\_\_

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

\_\_\_\_\_

**Meals/Snacks:** I/We have reviewed information on the Summer Food Service Program and are aware of how this program works. We are also cognizant of the fact our school can continue to utilize the National School Lunch Program in effect for the school year for summer school. Furthermore, we have been informed and understand that Bridges grant funds can be used to purchase meals and snacks for students attending summer school and/or extended day instructional programs.

\_\_\_\_\_

**Districts Utilizing Wyoming Bridges Grant for Extended Day Programs** understand a **comprehensive** K-12 (Pre-K optional) offering for summer remedial instruction must be in place before funds may be allocated for extended day programs.

\_\_\_\_\_

**Transportation:** I/We are knowledgeable of the fact that transportation for summer school and extended day instructional programs are fully reimbursable through the same process as used during the regular school year.

\_\_\_\_\_

**Training:** I/We have assured that all summer school and extended day teachers, paraprofessionals, and supervisors with administrative certification have received at least seven (7) clock hours of training this year in research-based instructional strategies that focus on individualized instruction for at-risk students.