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Wyoming Bridges
A Legislative Grant Program
Funding Summer School and Extended-Day Learning Opportunities
for K-12 Students in Wyoming

A Report of Bridges Extended Day Learning Programs School Year 2010-11

Prepared by Ruth Sommers
for the Wyoming Department of Education
December 1, 2011

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Wyoming Bridges Extended-Day Programs, SY10-11

A Legislative Grant Program Funding Summer School and Extended-Day Learning Opportunities for K-12 Students in Wyoming December 1, 2011

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Authority

State funds specifically targeted to summer school and extended-day interventions were first made available to districts by the 57th Legislature of the State of Wyoming in 2004 as Section 1001 of Chapter 108, now referred to as Wyoming Bridges. The program was funded for the second time in 2005. In 2006, policymakers again determined to retain the Bridges program as separate and independently functioning through Section 3 of Chapter 37 of the 2006 Wyoming Session Laws. Chapter 37 of the 2006 Wyoming Session Laws was amended in 2007 to extend funding yet another grant cycle for the summer program for 2007 (FY08) and school year 2007-08. The grant program was enacted into legislation with the 59th Legislature; its funding formula and programmatic function are now described under W.S. 21-13-334, and dollars for the program are requested through the biennial budget process of the Wyoming Department of Education as part of the foundation program. Total grant funds available to districts for FY11 (summer 2010 and School Year 2010-11) was \$11.6 million.

History

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

A subsequent 2003 report highlighted the impact summer learning loss has on students and proposed the idea that some of the problems previously identified with inconsistencies and potential inequities across district summer programs could be addressed through a grant program that sets forth requirements which emphasize components identified nationally as encouraging success in student achievement. The resultant legislation created a non-competitive grant program which required districts make available remedial programs emphasizing at least language arts and math, a minimum length of instructional time, targeted professional development, individual learning plans, program monitoring, and performance evaluation. Legislators broadened the grant program beyond

summer school to allow districts to offer extended-day opportunities to students needing additional time to master standards during the school year. A district's grant award was calculated based at \$500/student for ten percent of the district's total student enrollment.

In the 2006 legislative session, lawmakers doubled the grant amount available to districts, increasing it from \$500 to \$1,000/student, still limited to ten percent of a district's prior October 1 enrollment. With these additional funds came the ability for districts to offer stand-alone, separate enrichment programs to different student groups needing supplemental instruction.

Before model recalibration in 2008, the Bridges Design Team worked closely with Picus & Associates to revisit the philosophy and funding formula currently being utilized by the summer school and extended-day grant program. This dialogue resulted in the design team suggesting two major changes to the Joint Education Committee and the full legislature, which were adopted. Rather than using a finite per capita figure based on student enrollment, the funding formula was modified to direct dollars to districts according to levels of student at-risk proxy numbers and calculated using current model teacher salary data. This move is in keeping with the philosophy of directing at-risk dollars according to academic need as demonstrated by socio-economic indicators reflected in the model's student proxy count, particularly considering extensive research that shows significant summer learning loss among students in lower socio-economic groups. The second major change to the Wyoming Bridges grant was made to reiterate the original intent to direct funds to students who are considered to be academically at risk and in need of intervention and remediation. As of the summer of 2008, stand-alone, separate enrichment programs targeted to student groups other than those needing academic intervention/remediation is no longer funded by Wyoming Bridges, although the grant retains requirements for use of enriched instructional strategies. However, in 2008, the 59th Legislature did fund separately a pilot school enrichment program in the amount of \$450,000. This program was continued by legislative action again for FY10 and FYFY11.

Implementation of the Wyoming Bridges grant is guided by policymakers, administrators and teachers through the Bridges Design Team. This group meets to review the operation of and data from the program, including feedback from districts, and proposes modifications to improve it. The team also studies changes made to legislation, discusses policy implications as a result of those changes, updates rules and regulations, and makes suggestions to the Department concerning administration of the program.

Enrollment – Extended-Day Intervention Programs

New levels of participation were set this school year for Bridges extended-day programs, both in the numbers of districts participating, and in the numbers of students enrolled. The number of districts participating has doubled since the grant's inaugural year, SY04-05, and numbers of students has more than

doubled over this seven-year timeframe (from 3,429 to 8,341). See Table 6 for more detailed information.

Thirty-four districts devoted funds from their FY11 Wyoming Bridges grant to use in extended-day programs for the 2010-11 school years. The number of districts utilizing the grant increased from 33 the prior year, with student enrollment in these programs rising approximately twelve percent to 8,341. Per pupil expenditures decreased slightly from the prior year, down \$35, to \$513. Districts vary in their offerings, with some targeting students in grades K-12, while others provide programs only for students in specific grade groups, i.e., only elementary, only middle, or only high school grades.

All participating districts make available additional instruction in math and language arts. Many report providing additional instructional opportunities for social studies, science, foreign language, and health, particularly in secondary grades. In SY10-11, a number of districts mentioned use of extended-day to specifically supplement instruction to English language learners; this was noticed for the first time last year and seems to be growing.

As Response to Intervention (RTI) strategies are adopted more widely by districts, the RTI approach is also being used to address academic needs for students in Bridges programs. Use of this common methodology seems very effective and efficient and is encouraged.

Another distinction noted by districts in SY10-11 was the use of extended-day programs by students to maintain eligibility for non-academic activities (usually sports) or to “buy back” lost attendance time. This practice will be researched over the coming year to clarify whether some districts could be using the Bridges grant, which is clearly meant to provide *additional instructional time over and above* the traditional student-teacher contact time, for the provision of first-time instructional hours. Resources for original instruction of subject content are provided through the school block grant, and use of Bridges funds for this purpose is not appropriate. Program administrators are noting increasing requests to use Bridges funds to pay for first-time instruction needed by students as a result of absenteeism, frequently absenteeism due to participation in school-sponsored activities.

The majority of districts report that certified teachers are delivering their supplemental extended-day instruction. Some employ paraprofessionals under the direct supervision of a certified teacher, and others utilize tutors, student teachers, instructional facilitators, and even principals in extended-day instructional settings.

The Bridges grant is flexible enough to allow districts to change emphasis between summer school and extended-day programs, enabling districts to target resources where they deem most appropriate. As last year, some districts reported consciously trying to intervene sooner in identifying students needing additional learning time, rather than waiting until summer to remediate; as a

result, some districts have decreased summer school referral numbers. This year Fremont #1 joins Platte #1 as a district which has been particularly successful in this endeavor and Johnson #1 is moving in this direction. Natrona County School District #1 continues to target struggling high school students by providing additional learning time during winter spring break to ensure they earn high school credits during the school year rather than waiting to recover them during summer. Park County School District #6 also follows this philosophy by offering fall credit recovery in January.

Financial information – Extended Day Intervention Programs

Readers of this report should understand that statistical and other information provided within it pertain only to those districts utilizing Wyoming Bridges grant funds for extended-day programs. It is not meant to be a comprehensive accounting of all supplemental instructional programs offered by all districts during the school year, which are broader and more numerous than those reported herein.

In Table 1 below, expenditure and enrichment information is displayed for each district utilizing the Wyoming Bridges grant. Per pupil expenditure varied from a low of \$70/student in Uinta County School District #4 to a high of \$1,731/student in Park County School District #6; average per pupil expenditure was \$513 in school year 2010-11, a decrease of \$35 from the prior year (six percent). Districts participating in Bridges extended-day programs expended a total of \$4,281,447 in SY09-10 versus \$4,077,982 the prior year (a five percent increase), of which \$3,592,820 were Bridges grant funds. Grant funds were supplemented with \$688,627 from other sources, primarily Title I and 21st Century Learning. From their general funds districts contributed only 3.26 percent to Bridges extended-day programs. Local contribution to Bridges extended-day programs decreased \$421,096 from the prior year. Bridges grant funds supported approximately 84 percent of the costs reported by districts for these extended day programs in SY10-11 versus 74 percent the prior school year (Table 2).

Bridges grant application guidelines and policies encourage districts to expend funds on personnel resources, ensuring student-teacher ratios are very low in order to assure individualized instruction for students needing the additional time to master content and performance areas. Overall, districts used 74 percent of extended day funds on personnel resources, varying from 100 to 26 percent. Please see Table 3 for district detail.

**Table 1: Wyoming Department of Education
SY10-11 Extended Day Per Student Expenditures**

District	Bridges Grant Funds	Total Ext Day Expenditures	*Number Enrolled	Expenditures per Student
Albany #1 (K-12)	\$ 168,427	\$ 220,527	570	\$ 386.89
Big Horn #1 (3-12)	\$ 8,758	\$ 8,758	60	\$ 145.97
Big Horn #2 (6-8)	\$ 8,424	\$ 8,424	23	\$ 366.26
Big Horn #3 (1-5)	\$ 18,711	\$ 32,174	63	\$ 510.70
Big Horn #4 (5-8)	\$ 5,993	\$ 5,993	41	\$ 146.17
Campbell #1 (K-12)	\$ 249,458	\$ 275,573	1043	\$ 264.21
Carbon #1 (K-5 & 9-12)	\$ 97,629	\$ 97,629	174	\$ 561.09
Carbon #2 (K-12)	\$ 48,544	\$ 48,544	115	\$ 422.12
Converse #1 (1-8)	\$ 74,052	\$ 135,429	173	\$ 782.83
Crook #1 (K-12)	\$ 46,979	\$ 46,979	198	\$ 237.27
Fremont #1 (K-10)	\$ 130,485	\$ 135,729	96	\$ 1,413.84
Fremont #14 (1-12)	\$ 115,752	\$ 115,752	131	\$ 883.60
Fremont #25 (1-12)	\$ 96,335	\$ 128,275	327	\$ 392.28
Hot Springs #1 (2-12)	\$ 27,669	\$ 27,669	149	\$ 185.70
Johnson #1 (6-12)	\$ 66,786	\$ 66,786	67	\$ 996.81
Laramie #1 (K-12)	\$ 979,813	\$ 979,813	968	\$ 1,012.20
Laramie #2 (K-6)	\$ 43,103	\$ 65,558	205	\$ 319.80
Lincoln #1 (K-8)	\$ 6,248	\$ 6,248	36	\$ 173.56
Lincoln #2 (1-12)	\$ 37,458	\$ 99,505	254	\$ 391.75
Natrona #1 (K-12)	\$ 472,266	\$ 472,266	1004	\$ 470.38
Park #6 (K-12)	\$ 114,772	\$ 116,001	67	\$ 1,731.36
Park #16 (K-6)	\$ 1,387	\$ 1,387	3	\$ 462.33
Platte #1 (K-12)	\$ 20,153	\$ 44,952	113	\$ 397.81
Platte #2 (6-12)	\$ 5,595	\$ 5,595	19	\$ 294.47
Sheridan #2 (1-5 & 9-12)	\$ 95,192	\$ 95,192	196	\$ 485.67
Sublette #1(3-5 & 9-12)	\$ 8,337	\$ 8,337	28	\$ 297.75
Sweetwater #1 (1-12)	\$ 227,909	\$ 371,511	668	\$ 556.15
Sweetwater #2 (2-12)	\$ 36,542	\$ 68,850	125	\$ 550.80
Teton #1 (1-12)	\$ 112,369	\$ 132,399	229	\$ 578.16
Uinta #1 (K-12)	\$ 180,084	\$ 343,567	351	\$ 978.82
Uinta #4 (K-12)	\$ 8,008	\$ 9,147	131	\$ 69.82
Uinta #6 (K-12)	\$ 17,496	\$ 22,970	257	\$ 89.38
Washakie #1 (K-12)	\$ 54,636	\$ 54,636	393	\$ 139.02
Weston #7 (K-8)	\$ 7,450	\$ 29,272	64	\$ 457.38
Total (34):	\$ 3,592,820	\$ 4,281,447	8341	\$ 513.30

* Reflects the highest participation in subject

**Table 2: Wyoming Department of Education
SY10-11 Expenditure Information - Sources**

District	Bridges Funds	Title I	Title VI B	Gen Fund	Other	Total Expenses
Albany #1 (K-12)	\$ 168,427	\$ -	\$ -	\$ -	\$ 52,100	\$ 220,527
Big Horn #1 (3-12)	\$ 8,758	\$ -	\$ -	\$ -	\$ -	\$ 8,758
Big Horn #2 (6-8)	\$ 8,424	\$ -	\$ -	\$ -	\$ -	\$ 8,424
Big Horn #3 (1-5)	\$ 18,711	\$ -	\$ -	\$ -	\$ 13,463	\$ 32,174
Big Horn #4 (5-8)	\$ 5,993	\$ -	\$ -	\$ -	\$ -	\$ 5,993
Campbell #1 (K-12)	\$ 249,458	\$ -	\$ -	\$ 26,115	\$ -	\$ 275,573
Carbon #1 (K-5 & 9-12)	\$ 97,629	\$ -	\$ -	\$ -	\$ -	\$ 97,629
Carbon #2 (K-12)	\$ 48,544	\$ -	\$ -	\$ -	\$ -	\$ 48,544
Converse #1 (1-8)	\$ 74,052	\$ -	\$ -	\$ -	\$ 61,377	\$ 135,429
Crook #1 (K-12)	\$ 46,979	\$ -	\$ -	\$ -	\$ -	\$ 46,979
Fremont #1 (K-10)	\$ 130,485	\$ 5,244	\$ -	\$ -	\$ -	\$ 135,729
Fremont #14 (1-12)	\$ 115,752	\$ -	\$ -	\$ -	\$ -	\$ 115,752
Fremont #25 (1-12)	\$ 96,335	\$ 7,800	\$ 16,174	\$ 7,966	\$ -	\$ 128,275
Hot Springs #1(2-12)	\$ 27,669	\$ -	\$ -	\$ -	\$ -	\$ 27,669
Johnson (6-12)	\$ 66,786	\$ -	\$ -	\$ -	\$ -	\$ 66,786
Laramie #1 (K-12)	\$ 979,813	\$ -	\$ -	\$ -	\$ -	\$ 979,813
Laramie #2 (K-6)	\$ 43,103	\$ 8,496	\$ 7,702	\$ 6,257	\$ -	\$ 65,558
Lincoln #1 (5-8)	\$ 6,248	\$ -	\$ -	\$ -	\$ -	\$ 6,248
Lincoln #2 (1-12)	\$ 37,458	\$ -	\$ -	\$ 43,560	\$ 18,487	\$ 99,505
Natrona #1 (K-12)	\$ 472,266	\$ -	\$ -	\$ -	\$ -	\$ 472,266
Park #6 (K-12)	\$ 114,772	\$ -	\$ -	\$ -	\$ 1,229	\$ 116,001
Park #16 (K-6)	\$ 1,387	\$ -	\$ -	\$ -	\$ -	\$ 1,387
Platte #1 (K-12)	\$ 20,153	\$ -	\$ -	\$ 24,799	\$ -	\$ 44,952
Platte #2 (6-12)	\$ 5,595	\$ -	\$ -	\$ -	\$ -	\$ 5,595
Sher #2 (1-5 & 9-12)	\$ 95,192	\$ -	\$ -	\$ -	\$ -	\$ 95,192
Sublette #1(1-4)	\$ 8,337	\$ -	\$ -	\$ -	\$ -	\$ 8,337
Sweetwater #1 (1-12)	\$ 227,909	\$ -	\$ -	\$ -	\$ 143,602	\$ 371,511
Sweetwater #2 (2-12)	\$ 36,542	\$ -	\$ -	\$ -	\$ 32,308	\$ 68,850
Teton #1 (1-12)	\$ 112,369	\$ -	\$ -	\$ -	\$ 20,030	\$ 132,399
Uinta #1 (K-12)	\$ 180,084	\$ 161,013	\$ -	\$ 2,470	\$ -	\$ 343,567
Uinta #4 (K-12)	\$ 8,008	\$ -	\$ -	\$ 1,139	\$ -	\$ 9,147
Uinta #6 (K-12)	\$ 17,496	\$ -	\$ -	\$ 5,474	\$ -	\$ 22,970
Washakie #1 (K-12)	\$ 54,636	\$ -	\$ -	\$ -	\$ -	\$ 54,636
Weston #7 (1-8)	\$ 7,450	\$ -	\$ -	\$ 21,822	\$ -	\$ 29,272
Total (34):	\$ 3,592,820	\$ 182,553	\$ 23,876	\$ 139,602	\$ 342,596	\$ 4,281,447
% Total Exp:	83.92%	4.26%	0.56%	3.26%	8.00%	

**Table 3: Wyoming Department of Education
SY10-11 Expenditure Information - Salaries & Benefits**

District	Salary Expend	Benefits Expend	Total	Percent of Tot Exp
Albany #1 (K-12)	\$ 109,793	\$ 26,932	\$ 136,725	62.00%
Big Horn #1 (3-12)	\$ 7,260	\$ 1,461	\$ 8,721	99.58%
Big Horn #2 (6-8)	\$ 5,621	\$ 1,310	\$ 6,931	82.28%
Big Horn #3 (1-5)	\$ 22,646	\$ 4,930	\$ 27,576	85.71%
Big Horn #4 (5-8)	\$ 5,993	\$ -	\$ 5,993	100.00%
Campbell #1 (K-12)	\$ 161,801	\$ 35,391	\$ 197,192	71.56%
Carbon #1 (K-5; 9-12)	\$ 38,797	\$ 8,097	\$ 46,894	48.03%
Carbon #2 (K-12)	\$ 10,478	\$ 2,265	\$ 12,743	26.25%
Converse #1 (1-8)	\$ 90,895	\$ 24,654	\$ 115,549	85.32%
Crook #1 (K-12)	\$ 21,700	\$ 7,160	\$ 28,860	61.43%
Fremont #1 (K-10)	\$ 93,016	\$ 10,237	\$ 103,253	76.07%
Fremont #14 (1-12)	\$ 92,602	\$ 17,150	\$ 109,752	94.82%
Fremont #25 (1-12)	\$ 81,558	\$ 17,341	\$ 98,899	77.10%
Hot Springs #1(2-12)	\$ 21,146	\$ 5,280	\$ 26,426	95.51%
Johnson (6-12)	\$ 49,100	\$ 10,548	\$ 59,648	89.31%
Laramie #1 (K-12)	\$ 507,337	\$ 104,072	\$ 611,409	62.40%
Laramie #2 (K-6)	\$ 44,451	\$ 12,117	\$ 56,568	86.29%
Lincoln #1 (5-8)	\$ 5,461	\$ 746	\$ 6,207	99.34%
Lincoln #2 (1-12)	\$ 66,191	\$ 12,366	\$ 78,557	78.95%
Natrona #1 (K-12)	\$ 282,653	\$ 79,050	\$ 361,703	76.59%
Park #6 (K-12)	\$ 64,878	\$ 13,272	\$ 78,150	67.37%
Park #16 (K-6)	\$ 483	\$ 105	\$ 588	42.39%
Platte #1 (K-12)	\$ 33,571	\$ 9,882	\$ 43,453	96.67%
Platte #2 (6-12)	\$ 4,509	\$ 982	\$ 5,491	98.14%
Sher #2 (1-5 & 9-12)	\$ 50,158	\$ 10,944	\$ 61,102	64.19%
Sublette #1(1-4)	\$ 6,295	\$ 1,400	\$ 7,695	92.30%
Sweetwater #1 (1-12)	\$ 247,482	\$ 49,310	\$ 296,792	79.89%
Sweetwater #2 (2-12)	\$ 51,856	\$ 11,031	\$ 62,887	91.34%
Teton #1 (1-12)	\$ 91,701	\$ 19,308	\$ 111,009	83.84%
Uinta #1 (K-12)	\$ 242,018	\$ 79,895	\$ 321,913	93.70%
Uinta #4 (K-12)	\$ 7,335	\$ 1,812	\$ 9,147	100.00%
Uinta #6 (K-12)	\$ 15,768	\$ 3,942	\$ 19,710	85.81%
Washakie #1 (K-12)	\$ 34,314	\$ 7,378	\$ 41,692	76.31%
Weston #7 (1-8)	\$ 24,039	\$ 5,233	\$ 29,272	100.00%
Total (34):	\$ 2,592,906	\$ 595,601	\$ 3,188,507	74.47%

Results – Bridges Expended Day Intervention Programs

Tables 4 and 5 display student enrollment and completion data for Bridges SY10-11 extended-day offerings in math and language arts respectively. More students attended extended day programs for additional instructional in language arts this past year, a practice typical of six of the grant’s seven years of implementation.

**Table 4: Wyoming Department of Education
Wyoming Bridges Extended Day SY10-11 Completion Data**

MATH

District	# Students ID'd to Attend	# Students Enrolled	# Students Meeting ALL or SOME ILP Goals	Percent Meeting All or SOME Goals	# Students Meeting NO ILP Goals	Percent Meeting NO Goals
Albany #1 (K-12)	538	570	551	96.67%	19	3.33%
Big Horn #1 (3-12)	59	59	53	89.83%	6	10.17%
Big Horn #2 (6-8)	27	23	18	78.26%	5	21.74%
Big Horn #3 (1-5)	57	61	61	100.00%	0	0.00%
Big Horn #4 (5-8)	29	29	29	100.00%	0	0.00%
Campbell #1 (K-12)	1087	648	539	83.18%	109	16.82%
Carbon #1 (K-5 & 9-12)	108	84	65	77.38%	19	22.62%
Carbon #2 (K-12)	130	115	110	95.65%	5	4.35%
Converse #1 (1-8)	198	173	129	74.57%	44	25.43%
Crook #1 (K-12)	203	182	179	98.35%	3	1.65%
Fremont #1 (K-9)	170	96	91	94.79%	5	5.21%
Fremont #14 (1-12)	169	131	103	78.63%	0	0.00%
Fremont #25 (1-12)	398	327	315	96.33%	12	3.67%
Hot Springs #1 (2-12)	149	149	149	100.00%	0	0.00%
Johnson #1 (6-12)	67	67	66	98.51%	1	1.49%
Laramie #1 (K-12)	831	717	612	85.36%	105	14.64%
Laramie #2 (K-6)	205	205	205	100.00%	0	0.00%
Lincoln #1 (K-4)	36	28	28	100.00%	0	0.00%
Lincoln #2 (1-12)	249	254	242	95.28%	12	4.72%
Natrona #1 (K-12)	1004	1004	698	69.52%	306	30.48%
Park #6 (K-12)	89	66	61	92.42%	5	7.58%
Park #16 (K-8)	24	2	2	100.00%	0	0.00%
Platte #1 (K-12)	130	92	92	100.00%	0	0.00%
Platte #2 (6-12)	26	19	19	100.00%	0	0.00%
Sheridan #2 (K-5;9-12)	628	167	158	94.61%	9	5.39%
Sublette #1(9-12)	5	5	4	80.00%	1	20.00%
Sweetwater #1 (1-12)	243	212	174	82.08%	38	17.92%
Sweetwater #2 (2-12)	157	113	85	75.22%	28	24.78%
Teton #1 (1-12)	159	150	131	87.33%	19	12.67%
Uinta #1 (K-12)	577	351	307	87.46%	44	12.54%
Uinta #4 (K-12)	207	131	129	98.47%	2	1.53%
Uinta #6 (5-12)	203	203	122	60.10%	81	39.90%
Washakie #1 (K-12)	393	393	263	66.92%	30	7.63%
Weston #7 (K-8)	64	64	64	100.00%	0	0.00%
Totals: (34)	8619	6890	5854	84.96%	908	13.18%

Approximately eighty percent of students identified as needing to attend extended day programs actually enrolled in these additional learning opportunities. Of those enrolled, 85 percent students met some or all goals set forth in their Individual Learning Plans (ILPs) in math and language arts. Student success in meeting learning plan goals varies among the districts, from sixty to one hundred percent of participating students meeting some or all ILP goals.

**Language
Arts**

**Table 5: Wyoming Department of Education
Wyoming Bridges Extended Day SY10-11 Completion Data**

District	# Students ID'd to Attend	# Students Enrolled	# Students	Percent	# Students	Percent
			Meeting ALL or SOME ILP Goals	Meeting All or SOME Goals	Meeting NO ILP Goals	Meeting NO Goals
Albany #1 (K-12)	527	517	492	95.16%	25	4.84%
Big Horn #1 (3-12)	43	60	57	95.00%	3	5.00%
Big Horn #2 (6-8)	28	19	17	89.47%	2	10.53%
Big Horn #3 (1-8)	55	63	60	95.24%	3	4.76%
Big Horn #4 (5-8)	41	41	41	100.00%	0	0.00%
Campbell #1 (K-12)	1503	1043	910	87.25%	133	12.75%
Carbon #1 (K-5;9-12))	208	174	149	85.63%	27	15.52%
Carbon #2 (K-12)	91	83	78	93.98%	5	6.02%
Converse #1 (1-8)	152	139	100	71.94%	39	28.06%
Crook #1 (K-12)	221	198	195	98.48%	3	1.52%
Fremont #1 (K-10)	192	95	86	90.53%	9	9.47%
Fremont #14 (1-12)	166	128	103	80.47%	25	19.53%
Fremont #25 (1-12)	321	235	223	94.89%	12	5.11%
Hot Springs #1 (2-12)	136	136	136	100.00%	0	0.00%
Johnson #1 (6-8)	49	49	49	100.00%	0	0.00%
Laramie #1 (K-12)	1133	968	704	72.73%	264	27.27%
Laramie #2 (K-6)	205	205	205	100.00%	0	0.00%
Lincoln #1 (K-8)	51	36	36	100.00%	0	0.00%
Lincoln #2 (1-12)	206	188	184	97.87%	4	2.13%
Natrona #1 (K-12)	885	885	632	71.41%	253	28.59%
Park #6 (K-12)	92	67	61	91.04%	6	8.96%
Park #16 (K-12)	21	1	1	100.00%	0	0.00%
Platte #1 (K-12)	113	113	90	79.65%	23	20.35%
Platte #2 (6-12)	25	17	17	100.00%	0	0.00%
Sher #2 (K-5 & 9-12)	708	196	184	93.88%	12	6.12%
Sublette #1(3-5)	23	23	16	69.57%	7	30.43%
Sweetwater #1 (K-12)	737	668	603	90.27%	65	9.73%
Sweetwater #2 (2-12)	181	125	94	75.20%	31	24.80%
Teton #1 (1-12)	253	229	198	86.46%	31	13.54%
Uinta #1 (1-5;9-12)	292	170	155	91.18%	15	8.82%
Uinta #4 (K-12)	113	83	83	100.00%	0	0.00%
Uinta #6 (K-12)	257	257	155	60.31%	102	39.69%
Washakie #1 (3-12)	293	293	286	97.61%	7	2.39%
Weston #7 (K-8)	59	59	56	94.92%	3	5.08%
Totals: (34)	9380	7563	6456	85.36%	1109	14.66%

**Table 6: Wyoming Department of Education
Extended Day Enrollment & Expenditure History**

District	SY10-11 Enrollment	SY08-09 Enrollment	SY06-07 Enrollment	SY04-05 Enrollment
Albany #1	570	425	775	797
Big Horn #1	60	11	22	
Big Horn #2	23			
Big Horn #3	63			
Big Horn #4	41			
Campbell #1	1043	916	637	443
Carbon #1	174	59		31
Carbon #2	115	92	127	6
Converse #1	173	213	228	77
Crook #1	198	188	185	
Fremont #1	96	119	134	35
Fremont #2		2		
Fremont #14	131	270		
Fremont #25	327	230	409	
Goshen #1			260	
Hot Springs #1	149			
Johnson #1	67	18	44	
Laramie #1	968	674	812	387
Laramie #2	205	151	125	
Lincoln #1	36			
Lincoln #2	254	123	176	128
Natrona #1	1004	914	499	435
Niobrara #1				
Park #1				124
Park #6	67	67	63	280
Park #16	3	29	8	
Platte #1	113	100	75	
Platte #2	19	13		
Sheridan #2	196	168		298
Sublette #1	28	78		
Swtwter #1	668	157	49	14
Swtwter #2	125	149	242	248
Teton #1	229	97	84	53
Uinta #1	351	357	1024	
Uinta #4	131	161		73
Uinta #6	257			
Washakie #1	393	287		
Weston #7	64	49		
# Students:	8341	6117	5978	3429
# Districts:	34	29	21	16
Bridges Funds:	\$ 3,592,820	\$ 2,906,875	\$ 1,928,454	\$ 716,077
Total Funds:	\$ 4,281,447	\$ 3,432,415	\$ 2,334,065	\$ 846,683
Per Pupil:	\$ 513	\$ 561	\$ 390	\$ 247

Historical district participation, student enrollment, and expenditure data is displayed in Table 6 and includes information from SY04-05 through SY1011, with two school years excluded due to table size. Student participation over this seven-year period has increased 143 percent; the number of districts participating has more than doubled. Bridges grant funds expended have increased more than fivefold over the seven-year history of this grant.

The final data presented in Table 7 gives readers an idea of the level of repeated supplemental instruction needed by students participating in Bridges extended-day programs for SY10-11. Districts estimated an average of fifty percent of students participating in SY10-11 extended-day programs had also taken part in supplemental instruction programs the previous year or the prior summer. This percentage ranged among districts from an estimated high of ninety percent to a low of five percent.

Results – Best Practice

During SY2010-11, all schools in Natrona County School District #1 again made available additional learning opportunities for a full week over Christmas break to students who needed additional time to master standards, complete first semester credits, or to students interested in enrolling in independent enrichment classes. Intervention and remedial instruction was provided through tutors under the guidance of teachers. This is the fourth year the district has operated this highly successful program.

Park County School District #6 continues to operate ExCEL (Extended Classroom Education and Learning), funded through the Bridges grant, which identifies students at the end of the first and third grades who, in lieu of retention, participate in additional instructional opportunities over a period of two years. These students are identified as the result of assessment and observation under the auspices of the Building Intervention Team (BIT) process. ExCEL students and their parents commit to a two-year process aimed at bringing the student to academically proficient levels. The process requires at least two days a week of after-school instruction during the school year, and attendance at summer school for two continuous summers. A student could potentially be in the ExCEL program for four years, being referred once at the end of first grade, and another time at the end of third grade. Student strengths and weaknesses are identified in an Individual Learning Plan, which is retained and updated through the entire ExCEL timeframe.

This year Teton County School District #1 began to utilize the Teton Literacy Center for reading support for elementary and middle school students. Teachers of record provided direction for study for students. The district cited that students made strong connections with volunteers and motivated by support which is outside the schools.

**Table 7: Wyoming Department of Education
Estimated Ext Day or Summer Sch Repeaters
School Year 2010-11**

District	Percent attending prior year intervention programs
Albany #1 (K-12)	65.00%
Big Horn #1 (3-12)	49.00%
Big Horn #2 (6-8)	61.00%
Big Horn #3 (1-8)	40.00%
Big Horn #4 (5-8)	5.00%
Campbell #1 (K-12)	51.00%
Carbon #1 (K-5;9-12)	50.00%
Carbon #2 (K-12)	85.00%
Converse #1 (1-8)	60.00%
Crook #1 (K-12)	57.00%
Fremont #1 (K-9)	40.00%
Fremont #14 (1-12)	50.00%
Fremont #25 (1-12)	65.00%
Hot Springs #1 (2-12)	51.00%
Johnson #1 (6-12)	15.00%
Laramie #1 (K-12)	31.00%
Laramie #2 (K-6)	30.00%
Lincoln #1 (K-8)	76.00%
Lincoln #2 (1-12)	55.00%
Natrona #1 (K-12)	73.00%
Park #6 (K-12)	90.00%
Park #16 (K-12)	10.00%
Platte #1 (K-12)	49.00%
Platte #2 (6-12)	58.00%
Sheridan #2 (K-5 & 9-12)	30.00%
Sublette #1 (3-5;9-12)	60.00%
Sweetwater #1 (K-12)	47.00%
Sweetwater #2 (2-12)	34.00%
Teton #1 (1-12)	37.00%
Uinta #1 (K-12)	75.00%
Uinta #4 (K-12)	60.00%
Uinta #6 (K-12)	85.00%
Washakie #1 (K-12)	11.48%
Weston #7 (K-8)	35.00%
Average:	49.72%

GEAR-UP liaisons in Uinta County School District #4 worked after school with junior high students. This provided students the opportunity to improve academics while also building yet another positive relationship in the school setting.

Result – Site Monitoring Visits

The Department has undertaken the monitoring of summer school programs over the past four years and has learned a great deal about what models of successful summer programs look like. During the 2010-11 school year, Bridges staff made the first visit to extended day programs in Saratoga, Carbon County School District #2.

Schools in Saratoga operate on a four-day calendar. Professional development for employees and student activities are held on Fridays as much as possible to preclude interruption of learning during the four-day week. Fridays are used extensively by secondary students as an opportunity to get additional instructional help, to recover credits from the prior semester, and to generally “get caught up” for the week so they can remain eligible for activities. Elementary students are offered opportunities to obtain supplementary instructional support through after-school study clubs, and math and reading intervention available in the mornings before school. Saratoga is also home to a 21st Century learning program after school and during the summer (the Hub). The elementary school works very closely with this program to assure homework assignments are finished there, and most of the students in the elementary extended day program go from school to the Hub after completion of their after-school time. Employees of the Hub make sure students have completed all their school work before they are allowed to engage in other Hub activities and games.

Recommendations from Districts

Each year as part of the end-of-program reporting process, districts are asked to relate information they think might be helpful to other districts in planning or operating extended-day programs. Recommendations include:

- Pay teachers at contract rate so there is competition for positions, increasing a district’s ability to hire the best possible teachers to help struggling students. Solicit the most creative, highly qualified teachers;
- Make sure extended-day programs differ substantially in their approach to learning from what students experienced during the regular school day to both enable students to learn and to encourage attendance;
- Provide authentic and project-based learning;

- Be diligent in identifying and intervening as early as possible with students to ensure they don't fall behind in their understanding of instructional material;
- Make credit recovery available to secondary students as soon as possible rather than waiting until the following summer;
- Teach good study habits and skills as part of the extended-day experience to improve student academic success;
- Offer transportation and substantial snacks. Both are popular with parents and students and encourage attendance;
- Surprise students with a once-a-week unannounced "fun day" where they play games, watch movies, learn martial arts, etc – let students propose activities;
- Make scheduling flexible by encouraging teachers to collaborate with one another so they teach extended-day programs only part of the time rather than every day;
- Implement innovative programs by teachers to engage academically at-risk students;
- Partner with existent community (recreation and other) programs to supplement your extended-day academic focus, i.e., Boys & Girls Clubs, BOCES and 21st Century, Big Brothers/Big Sisters, a recreation district, etc;
- Provide fun hands-on enrichment opportunities for students after studies are completed. This helps students develop a curiosity and commitment to want to continue learning;
- Both teachers and students are quite tired at the end of a long school day, making learning time after school a challenge. This can be eased somewhat by holding before-school programs, Saturday sessions, or hiring extended day staff who have not taught all day (retirees, tutors or others on a different schedule). Where feasible, consider varying beginning and ending times of staff so their day begins and ends later.

Recommendations to the Department

Districts have requested that the Department provide them with more guidance on what successful extended day programming is. They suggest doing this through conference opportunities where successful program information can be shared with each another. The Department has made these types of conferences available in the past and they have been well received. It is hoped this kind of opportunity can be made available in early 2012.

Recommendations to Policymakers – Extended-Day Intervention Programs

Districts continue to express their appreciation of the availability of Bridges funds to provide summer and extended day learning opportunities for students. They see these funds supporting programs that can personalize instruction for students and strengthen their skills and knowledge by addressing individual needs in a timely manner. Fremont County School District #25 specifically stated

in their end-of-program report that Bridges funds “allow us to target the needs of students and to meet those needs with innovative and motivating instruction delivered by highly qualified teachers.”

The Bridges Design Team applauds the legislature’s continued policy of maintaining the administration of the Bridges summer school and extended-day grant independent of the block grant school funding model to ensure program quality, integrity, and effectiveness can be maintained. Additionally, allowing both summer school and extended-day programs to be funded as a single entity gives districts flexibility in targeting resources according to perceived need. Policymakers are asked to continue these practices and to retain funding for the Wyoming Bridges grant as part of the Wyoming Department of Education’s budget process.