

STEAMBOAT SPRINGS EDUCATION FUND GRANT COMMISSION

March 20, 2013; 6:00 pm

Human Services Center Board Room

Agenda

1. 6:00 Call to Order
2. 6:01 Public Comment

In order to assure public awareness of and involvement in the activities of the Steamboat Springs Education Fund, this portion of the Board meeting is available to the public to discuss any item related to the Fund. The maximum time allowed for the discussion of any single subject will be three minutes. If more time is required, the topic may be placed on the agenda of a future Education Fund Board meeting to allow more time.

3. 6:05 Meeting Protocol and Format Discussion
4. 6:15 Approval of Meeting Minutes from Grant Commission meeting of January 16, 2013 (Action Item)
5. 6:16 EFB February 6, 2013 meeting recap
6. 6:20 Small Class Size Workshop Discussion
7. 6:40 School District 1<sup>st</sup> Readings:
  - South Routt
  - Hayden
  - Steamboat Springs
8. 8:00 Adjourn

Supporting Documents: All grant requests and supporting attachments will be available for download at:  
[http://www.steamboateducationfund.org/grant\\_requests.php](http://www.steamboateducationfund.org/grant_requests.php)

Please set aside a few hours to go through these requests prior to the meeting so that we can have productive, efficient conversations around the merits of each request, and determine which should move to first reading and which will not.

3/20/13



## BOARD & COMMISSION APPLICATION FORM

Name: Barbara Winternitz

2yr.

Mailing Address: 3109 Aspen Wood Ln.  
Steamboat Springs, CO 80487

Phone Number(s): 970-879-1985  
970-819-2088

Email: bawfnb@earthlink.net

Approximately how long have you lived in the community? 10 years

Do you reside in the Steamboat Springs RE-2 School District? Yes

Why do you want to serve on the Education Fund Board or Grant Commission?

The existence of the Fund Board and its charter puts Routt County in a particularly unique position. That we have discretionary moneys to allot to exciting, valuable projects in our school system is, well, really cool. I would love to be part of that process. Having a child in the public system, I am vested in the district, its programs and its budget.

What expertise would you bring to the Board or Grant Commission?

I worked for twenty years as a computer scientist at Hewlett Packard, Co. I performed as an individual contributor and as a project manager in both the manufacturing department and the research and development lab. I have a good working knowledge of current technology and measurement systems. I am funny (sometimes) and relatively easy to get along with. I believe I have a good sense of how different people with different expertise come together to work. I also believe I can bring a unique way of "valuing" differing ideas and projects.

What other organizations/associations are you involved in?

I have sat on the Donor Relations Committee for Yampa Valley Community Foundation. I served on the steering committee for Impact100 (two years as head of the committee). I created and chaired (two years) NWRM CASA's Dancing with the Stars fundraising extravaganza.

What is your current or former profession?

Currently, I am trying to keep my kid from flunking out of high school. Okay, not really. But I do seem to spend an exorbitant amount of time asking him if his homework is done.

Please send completed application to: [educationfundboard@gmail.com](mailto:educationfundboard@gmail.com)

<u>Request #</u>	<u>Application Name</u>	<u>Application</u>	<u>1st Reading</u>	<u>2nd Reading</u>
G14-01-SBS	Academic Excellence	\$1,214,000	\$1,214,000	\$1,152,332
G14-02-SBS	Hardware	\$408,700	\$408,700	\$356,249
G14-03-SBS	Literacy Coaches	\$150,000	\$150,000	\$150,000
G14-04-SBS	Network	\$225,800	\$225,800	\$225,800
G14-05-SBS	NRCCS Expeditionary Learning	\$32,500	\$32,500	\$32,500
G14-06-SBS	Professional Development	\$50,000	\$50,000	\$50,000
G14-07-SBS	Software	\$121,500	\$121,500	\$121,500
G14-08-SBS	Tech Training	\$30,000	\$30,000	\$30,000
G14-09-H	Tech Support	\$40,371	\$40,371	\$40,371
G14-10-H	Software License	\$12,463	\$12,463	\$12,463
G14-11-H	MS Intervention	\$17,969	\$17,969	\$17,969
G14-12-H	Aux Lab Computers	\$15,816	\$15,816	\$15,816
G14-13-H	TBD	\$15,000	\$15,000	\$15,000
G14-14-H	Secondary Tablets	\$57,963	\$41,188	\$10,000
G14-15-H	Elementary Tablets	\$25,560	\$24,480	\$10,000
G14-16-SR	Technology	\$188,970	\$188,970	\$132,000
G14-17-COL	Grant Writer	\$80,000	\$80,000	\$80,000

**Total Requests** **\$2,686,612** **\$2,668,757** **\$2,452,000**

Steamboat Springs	\$2,232,500	\$2,232,500	\$2,118,381
Hayden	\$185,142	\$167,287	\$121,619
South Routt	\$188,970	\$188,970	\$132,000
Collaborative	\$80,000	\$80,000	\$80,000

\*SBS Academic Excellence Includes:

Class size management - 15 FTE = \$875,000

ELL \$177,332

GT \$100,000

\*\*Hayden TBD \$15,000

1st and 2nd Readings on Laptop Computer and Mobie Cart will be heard 6/5/13

\*\*\*SR Technology Includes:

\$50,000 Hardware

\$60,000 Network

\$22,000 Software

STEAMBOAT SPRINGS EDUCATION FUND BOARD  
GRANT COMMISSION MEETING

January 16, 2013; 6:00 PM  
Human Service Center Downstairs Board Room

Grant Commission members present included Glen Airoidi, Dean Massey, Paul Berry, Kelly Stanford, Kevin Lind, Barb Parnell and Stuart Handloff. Also present was Scott Mader (Superintendent S. Routt District), and Tim Miles (SSSD and S. Routt Director of Technology). Also present was Genah Burkitt (Yampatika), Sally Howard and Kathy Girard (SSMS), Gretchen Van de Carr (Yampa Valley Science School), Michelle Petix and Lindsay Kohler (Partners). Denise Brazier, Ski Town Executive Service, recorded the meeting and prepared the minutes.

**Call to Order:**

Chairman Glen Airoidi called the meeting to order at 6:06 PM.

**Public Order:**

There was no public comment.

**Approve the minutes of December 19, 2012:**

*Dean Massey made a motion and Ann Henderson seconded, to approve the minutes of 12/19/12.*

*Vote: \_\_\_ 6 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**EFB Update:**

Dean reported the EFB established a preliminary budget and approved an amount of \$ 70,000 for the community grants.

**Innovation Grant:**

**Innovating the Traditional Classroom with iPads SSMS Sixth Grade and GATE:**

All grant applications are attached to the minutes. Sally Howard and Kathy Girard made the presentation. The innovation part of the request is that applications that can be used for a transformed classroom. Different applications were demonstrated and iPads were passed around for hands-on demonstration. The goal is to change the culture of the whole classroom. The request will purchase 20 iPads. Kathy said 64 gigabyte iPads are not needed because music and pictures aren't stored on them so that amount of space is not needed. Teachers provide app links for use on iPads at home.

*Dean made a motion and Barb seconded to grant the remaining innovation grant funds in the amount not to exceed \$ 8941 to Innovating the Traditional Classroom with iPads SSMS Sixth and Gate.*

*Vote: \_\_\_ 7 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**Community Groups:**

**Yampa Valley Science School \$ 20,000:**

The grant was presented by Gretchen Van De Carr. Gretchen said students need to unplug from technology and get into the natural environment. The curriculum has been upgraded with collaboration of SSMS teachers and has addressed the concerns to establish and enhance academic standards. The

journals were updated and are used in the classroom. Field trips have been added, the staff has been upgraded, an on-site nurse has been hired, the program has gone back to the traditional 5 day format, off-time has been revamped with activities like tracking, mapping, compassing, etc. If funds were reduced from the requested amount, expenses would have to cut, specifically staff.

**2013-2014 School Based Mentoring Program \$ 50,000:**

The request was presented by Director Michelle Petix and Manager Lindsay Kohler. The requested amount increased from \$ 37,500 last year to \$ 50,000 this year. The \$ 50,000 is the need. The funds would help pay for the manager and mentor's employment costs. The operating budget for mentoring alone is \$ 259,253. The districts do help with the cost in the amount of \$ 8,000 from SBS, \$ 3,500 from South Routt and \$ 5,000 from Hayden. There is great support from the schools.

**Yampatika:**

**Environmental Program Director \$ 17,000:**

The request was presented by Director Genah Burkitt. The program serves ½ of the students in Routt County. This is state-of-the art education. The K-5 program aligns with Colorado standards. The amount of the request is the same as last year in spite of increasing expenses. The program asks students to look at things from different points of view and achieves small class size. The cost per student is \$ 65.00. Teachers are writing grants to fund more classrooms. Yampatika has spoken to the teachers about learning to teach the program and have done an on-line survey. The operating budget for Routt Co. is \$ 65,000 so EFB would be funding about 20%. If not fully funded, programs would have to be cut.

**EFB Deliberation:**

Comments from the commission members included:

- The science school and mentors are ingrained in the school and is life changing. Yampatika is not life changing and not as effective as the other programs.
- The changes science school has made are phenomenal.
- Yampatika needs to be more part of the district plan.

*Ann Henderson left the meeting.*

*Barb made a motion and Dean seconded, to fund an amount not to exceed \$ 20,000 for the Yampa Valley Science School, an amount not to exceed \$ 40,000 for Partners in Mentoring and an amount not to exceed \$ 10,000 for Yampatika and to encourage Yampatika to look at a teacher training model.*

*Vote: \_\_\_5 Yes\_\_\_ \_\_\_1 No (Glenn)\_\_\_ The motion passed.*

*Glenn made a motion and Dean seconded, to ask EFB for an additional \$ 7,000 to be able to fully fund all the community grants.*

*Vote: \_\_\_6 Yes\_\_\_ \_\_\_0 No\_\_\_ The motion passed unanimously.*

**Adjourn:**

As there was no further business, the Education Fund Board's Grant Commission adjourned at 8:36 PM.

**Exhibits:**

- Agenda
- Innovating the Traditional Classroom Grant Application
- Yampa Valley Science School Grant Application
- Partners in Mentoring Grant Application
- Yampatika Grant Application

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Education Fund Board's Grant Commission Meeting

Steamboat Springs Education Fund  
2013-2014 Budget Discussion

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2012-2013 Budget Cycle Grants*	\$2,551,197
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*\*(includes admin, Grant Writer and all grants incldg increase to Innovation Grant of \$15,000)*

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June 30, 2013 Expected Reserve Balance (as per 2/28/13 report)	\$638,403
2013-2014 Total Cash Expected	<u>2,350,025</u>
July 1, 2013 - June 30, 2014 Expected Cash Available	\$2,988,428

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2013-2014 Total Cash Expected	\$2,988,428
Already Restricted Funds:	
2013-2014 Reserve Projection	(\$500,000)
2013-2014 Community Group Allocations	(\$70,000)
2013-2014 Administrative Expenses	<u>(\$30,000)</u>
2013-2014 Funds Available for Budget Cycle Grants to Districts	<u>\$2,388,428</u>

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2013-2014 <b>Total Requests</b>	<b>\$2,751,436</b>
shortfall expected - cut needed	\$363,008

**2012-2013 Total Budget****Approved 5/9/12**

2102-2013

Hayden Tech Support Staff	44,856
Hayden Tech Infrastructure Elem. School	40,721
Hayden Software Licensing	6,558
Hayden PowerSchool Update & Server	5,297
Hayden Middle School Intervention Staff	19,662
Hayden Computers Elementary School	15,992
Hayden Auditorium/Theatre Upgrades	10,000
Hayden Smartboard Peripherals	5,000
total Hayden 2012-2013	<b>\$148,086</b>
SR Tech Hardware/Infrastructure	119,000
SR Tech Tower	40,000
total South Routt 2012-2013	<b>\$159,000</b>
Steamboat Effective Classrooms	986,000
Steamboat Literacy Coaches	110,000
Steamboat Staff Development	39,000
Steamboat Tech Staff	182,400
Steamboat Tech Hardware	300,000
Steamboat Tech Software	124,213
Steamboat Tech Network	145,000
Steamboat Spanish	110,000
total Steamboat Springs 2012-2013	<b>\$1,996,613</b>
Yampatika Environmental Literacy	8,000
RMYC Science School	20,000
Partners Middle School Mentors	37,500
SSAC Middle School Production	2,000
total Community Groups 2012-2013	<b>\$67,500</b>
Expeditionary Learning	35,000
total NRCCS 2012-2013	<b>\$35,000</b>
Grant Writer	80,000
Innovation Grants	20,000
total Collaborative Grants 2012-2013	<b>\$100,000</b>
Adminstrative Expenses	30,000
total Admin Expenses 2012-2013	<b>\$30,000</b>
<b>Total Budget 2012-2013</b>	<b>\$2,536,199</b>

<b><u>Request #</u></b>	<b><u>Application Name</u></b>	<b><u>Amount of Request</u></b>
G14-01-SBS	Effective Classroom	\$1,214,000
G14-02-SBS	Hardware	\$408,700
G14-03-SBS	Literacy Coaches	\$150,000
G14-04-SBS	Network	\$225,800
G14-05-SBS	NRCCS Expeditionary Learning	\$32,500
G14-06-SBS	Professional Development	\$50,000
G14-07-SBS	Software	\$121,500
G14-08-SBS	Tech Training	\$30,000
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G14-09-H	Tech Support	\$40,371
G14-10-H	Software License	\$12,463
G14-11-H	MS Intervention	\$17,969
G14-12-H	Aux Lab Computers	\$15,816
G14-13-H	Auditorium/Theater Upgrades	\$79,824
G14-14-H	Secondary Tablets	\$57,963
G14-15-H	Elementary Tablets	\$25,560
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G14-16-SR	Technology	\$188,970
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G14-17-C	Grant Writer	\$80,000
 <b>Total Requests</b>		 <b>\$2,751,436</b>
Steamboat Springs		\$2,232,500
Hayden		\$249,996
South Routt		\$188,970
Collaborative		\$80,000



				<b>1st Reading</b>	<b>Approved</b>		
HAYDEN	1	Tech Staff	Tech/Cap	\$49,839	\$49,839		
	2	Microsoft	Tech/Cap	\$3,500	\$3,500		
	3	Smart Board	Tech/Cap	\$25,000	\$25,000		
	4	Software	Tech/Cap	\$3,000	\$3,000		
	5	Intervention Specialist	Ed Ex	\$21,846	\$21,846		
	6	PCs	Tech/Cap	\$15,445	\$15,445		
	7	Adobe	Tech/Cap	\$13,999	\$9,900	2008-2009	0%
	8	Auditorium	Tech/Cap	\$25,500	\$0	2009-2010	4.11%
	9	Summer Intensives	Ed Ex	\$7,500	\$7,500	2010-2011	4.95%
		total 2011-2012		<b>\$165,629</b>	<b>\$136,030</b>		<b>5.91%</b>
SOROCO	1	Chem Hood	Tech/Cap	\$16,500	\$16,500		
	2	Smart Board	Tech/Cap	\$75,000	\$50,000		
	3	Intervention Support	Ed Ex	\$23,346	\$23,346		
	4	Curriculum Mapping Staff	Ed Ex	\$13,500	\$9,308		
	5	PC	Tech/Cap	\$30,000	\$26,250		
	6	Summer Intensives	Ed Ex	\$7,500	\$7,500	2008-2009	0%
	7	Accelerated Reader	Tech/Cap	\$5,498	\$5,498	2009-2010	3.24%
	8	Anti Virus	Tech/Cap	\$3,000	\$3,000	2010-2011	5.26%
		total 2011-2012		<b>\$174,344</b>	<b>\$141,402</b>		<b>6.14%</b>
STEAMBOAT	1	Effictive Classrooms	Ed Ex	\$980,000	\$885,000		
	2	Software	Tech/Cap	\$124,213	\$124,213		
	2	Tech Hardware	Tech/Cap	\$351,500	\$332,500		
	2	Tech Maint	Tech/Cap	\$27,500	\$27,500		
	2	Tech Staff	Tech/Cap	\$380,000	\$360,000		
	2	Technology Network	Tech/Cap	\$100,000	\$100,000		
	3	Staff Development	Ed Ex	\$40,000	\$40,000	2008-2009	97.8%

4	Spanish	Ed Ex	\$100,000	\$90,000	2009-2010	89.34%
5	SBS Summer Intensives	Ed Ex	\$20,000	\$0	2010-2011	86.02%
	total 2011-2012		<b>\$2,123,213</b>	<b>\$1,959,213</b>		<b>85.10%</b>
COM	Partners (H/SR/SBS)	Ed Ex	\$50,000	\$37,500		
	Science School (H/SR/SBS)	Ed Ex	\$34,000	\$20,000	2008-2009	2.2%
	Yampatika (H/SR/SBS)	Ed Ex	\$29,692	\$8,000	2009-2010	3.31%
	Soroco Booster (SR)	Tech/Cap	\$1,900	\$0	2010-2011	3.77%
	total 2011-2012		<b>\$115,592</b>	<b>\$65,500</b>		<b>2.85%</b>
		HAYDEN	\$165,629	\$136,030		<b>5.91%</b>
		SOROCO	\$174,344	\$141,402		<b>6.14%</b>
		STEAMBOAT	\$2,123,213	\$1,959,213		<b>85.10%</b>
		COMMUNITY	\$115,592	\$65,500		<b>2.85%</b>
		Total	<b>\$2,578,778</b>	<b>\$2,302,145</b>		<b>100.00%</b>

## EFB Questions as of March 20, 2013

There are several growth indicators that are used to monitor student progress and provide guidance on improved teaching & learning. Some of those measurements are found in the District Performance Framework from CDE. The key measurements include:

### - TCAP (formerly CSAP)

Students will continue to meet or exceed the state's proficiency goal  
Is the goal to maintain or increase the % of students who score proficient or better district wide over last year? –The goal is to continue to increase the overall percentages.  
(I attached the spreadsheet that you submitted with the original application that shows the already great SSSD scores)

### -Colorado Growth Model-

Student will continue to meet or exceed the academic growth targets  
What is the State's expectation about annual academic growth? –The state refers to it as a year's growth in a year's time.  
How is it measured - TCAP scores? something else? –They use the Colorado Growth model that is based on the increase in achievement between grade levels by other students in their cohort.  
From the CDE website “growth is not expressed in test score point gains or losses, but in *student growth percentiles*. An individual's test scores are used as the basis for a growth calculation, using a statistical model called quantile regression. The calculations use all available test scores to estimate an individual growth score, or student growth percentile. The student growth percentile tells us how a student's current test score compares with that of other similar students (students across the state whose previous test scores are similar). This process can be understood as a comparison to members of a student's academic peer group. So, Colorado's measure of growth is a normative rather than an absolute one.”

The full details of the Colorado growth model are available at:  
<http://www.schoolview.org/GMFAQ.asp#Q29>

Does it differ between student populations (are the expectations for ELL/Special Ed/GT/grade levels etc. populations different from each other)? – The State separates out only two identified populations, ELL and IEP students. They are part of the disaggregated data we work with.  
How did the SBS student population perform last year (what percentage overall met growth targets)?-The state uses the metric of Median Growth Percentiles. The aim would be to be at 50% or above of MGP, SSSD was above 50% in 18 of 21 possible grade levels and content areas for 2011-12.

What are the growth targets for next year -- maintaining or increasing the % meeting growth targets?- To be at or above 50% in all grade levels and all content areas.

### -Academic Growth Gaps-

Achievement gaps within subgroup populations will diminish

Is this measurement the TCAP score results segregated by subgroup? - Only ELL and IEP students. Growth data is available for GT students but proficiency levels are not available for GT students.

How is the bar set for subgroup populations -- are they compared to State averages for the specific subgroups or are they compared with overall scores? - Both

What kind of gaps were identified last year? - IEP and ELL students especially as they move up in grade level due to the increasing complexity of the academic tasks.

How will you quantify progress on this marker next year -- maintain or increase the % at proficient or better levels? - We will look at closing the gap between these populations and the student population as a whole.

#### -Post Secondary and Workforce Readiness

Students will continue to exceed the targets in this area

Is "Readiness" defined through a State Standard? - Yes, on the CDE School Performance Framework it is Calculated based on a combined score of the Graduation Rate, the Disaggregated Graduation rate, the Dropout rate, and the Colorado ACT score. SSSD received 14.5 points out of a possible 15.

How do you quantify "post secondary and workforce readiness" -- is it a test? or is it completion of credits in certain subject areas? - See above

What percentage of the SSSD graduating class last year achieved "readiness"? - See above. There are also standards based on ACT scores and SAT scores. Since the only test given to all students is the COACT in their Junior year that is the score used. It is not completely accurate as it is given one full year before graduation.

Is the target maintaining or increasing the % of students who achieve "readiness" by graduation? - This is not a score that translates to individual student achievement. The ACT composite average for the district was 22.1, for the state the expectation is 20.0.

Accredited with Distinction- This top 10% academic award from CDE was earned by the district in 2010, 2011 and 2012. The district will strive to earn this honor in 2013.

Is there an even higher State award or is this the top honor? - No

Where did SBS fall each year in the top 10% during the 2010-2012 range?

Are we consistently moving up or bouncing around? - Our scores on the DPF have consistently increased each year 88.2 in 2012, 84.5 in 2011, 83.8 in 2010

Would we be in the top 5% if there was such an award? - Yes, # 5 overall out of 178 (top 3%).

3/20/13

EFB Commission

Steamboat Springs, Colorado.

Dear Commission Members:

First and foremost, I would like to thank each of you for the selfless time you spend volunteering on behalf of our educational community. We often wonder as volunteers if our time is being spent effectively and whether it is making a difference. As you read on, you will see that it is doing both.

Before you tonight is part of an application grant for Steamboat Springs RE-2 for Small Class Size, Gifted and Talented(GT), English Language Learner(ELL), and Counselors. The Small Class Size portion was well documented by Dr. Brad Meeks last week in his presentation at the Community Center. The Gifted and Talented portion is the entire budget. Although there is no minimum amount of money to be spent on this program, it is well documented that our most intelligent children could also be our most at risk. Unless their intelligence is harnessed and pointed in the right direction, they could do more damage than good. Yet they also have the ability to become doctors, engineers, architects and other professions that contribute to our society. Since this is the entire GT budget, the tracking and accounting is relatively simple and monitoring is available as far as how many students served, results, etc.

Counselors: Dr. Meeks asked about this over a year ago. Why so many counselors? We have six as a District. An average District of our size would have two or three, so the EFB is truly funding the extra here. This is one of the saddest chapters in our community's fabric: Routt County has one of the highest suicide rates in the country. The paper covers it up to respect privacy, but the statistics do not lie. The Board of Education had a workshop with the Steamboat Mental Health Center in 2010 on this matter. Although it is very hard to accurately survey, we do know our High School and even upper Middle School have prevalent drug and alcohol problems-as does our community- which contribute to the suicide problem. This is a grim underbelly of our community.

ELL: As a District, this is one of our weaker areas, mainly because the influx has accelerated in the last few years. The weakness is what they call Growth Gaps, or achievement gaps, and the requirements are a maintenance of effort. But if the District does not put extra resources into ELL, it could cost us the District of Distinction Awards. It is one of the direct measurements.

As to Monitoring: every foundation or granting body wants to see if their money is making a difference. We often have a tendency to look at the micro: TCAP scores, ACT scores, number of contacts, number and type of colleges applied to and accepted, etc. and we may ignore the macro. Twenty years ago when we started the half cent sales tax, we had virtually no computers, classes of over thirty kids, graduation rates in the high 70's or low 80 percentiles, and about 70% of our student went on to college. Today, those numbers of graduates and college acceptance are in the 90 percentile range. Tim Miles just gave the Board of Education a Technology update on the rapidly changing technology needs, largely funded with EFB dollars. But it is more than that: while attending last spring's scholarship awards ceremony, I noticed the caliber of colleges our graduates were going to: Yale, Dartmouth, School of Mines, literally all over the country. I also noticed the number of Hispanic graduates getting scholarships. Although the parents of some ELL students may be barely literate, we have helped achieve every parents dream: a better life for their child.

Sincerely,

Brian T. Kelly



**Hayden School District**

"Providing the best. to be the best."



## HAYDEN SCHOOL DISTRICT AMENDED TABLET REQUEST

**Hayden Valley Elementary Tablet Computers - \$24,480.00**

60 iPad Mini	\$309.00
16GB Wi-Fi	
2 Year Warranty	\$99.00

To be used as two classroom sets

**Hayden Secondary Schools Tablet Computers – \$41,187.90**

30 iPad	\$579.00
32GB Wi-Fi	
2 Year Warranty	\$99.00

30 Dell Latitude 10 Tablet	\$611.63
64GB Wi-Fi	
3 Year Warranty	\$83.30

To be used as two classroom sets

# Education Fund Board

Requestor	Steamboat Schools	Request Title	Effective Classrooms/Small Class Size (2)
Commission			

District Priority	1	Amount Requested	1,214,000
Commission Priority	1	Request Number	

Target Date for Implementation	July 2013	Other sources of funds not provided by EFB Include School District Funding as appropriate	SSSD General Funds Title I Federal Funds Title III Federal Funds Gifted and Talented State Funds Sara Craig-Scheckman Grant for ELL BOCES
Has EFB Previously Funded This Project	<input type="checkbox"/> Yes		
Has this been addressed in other schools	<input type="checkbox"/> Yes		

Target group primarily impacted by this request

This grant will impact all 2323 students in SSSD. Creation of an effective classroom is not a solitary event, but an activity that mandates team work by all staff, both licensed and non-licensed. Each student in our district is taught by a variety of licensed staff, who to be effective, must work in concert as a team. Each of our 2323 students encounter several licensed staff members in a given day. This team of teachers provides the supports necessary so that each individual student can learn in an environment and manner appropriate to their unique situation. These interventions occur in all classrooms, with teachers involved in the regular classroom, English Language Learner, Counseling, Gifted & Talented and more. The district has approximately 173 licensed staff (excluding administration) in the district. This grant will provide funding for approximately 20 of these licensed positions.

Goals and Objectives of this funding request

In the spring of 2007, the district decided to seek an early renewal of the half-cent sales tax. Prior to doing so, a scientific survey was completed by Hill Research Consultants. When asked the importance of hiring additional teachers to maintain small class sizes, 90% responded that this aspect was somewhat, very or extremely important, with 65% answering in the very & extremely important categories. Further analysis done by the survey indicated that additional teachers/small class sizes was far and away the number one priority of the district outdistancing the fine arts, all day kindergarten, technology and gifted and talented programs.

The District Accountability Committee (DAC) is supportive of maintaining class sizes at the middle and high school. Class size at the elementary should not be increased any further and a review of class size at the K-2 level would be welcome.

The district's mission is that "All students are learning in a safe environment and prepared to succeed in an ever-changing world". In order to accomplish this, there needs be an appropriate level of resources for teaching & learning to occur at a high level in the district. Each of our 2323 students encounter several licensed staff members in a given day. This team of teachers provides the supports necessary so that each individual student can learn in an environment and manner appropriate to their unique situation. These interventions occur in all classrooms.

In keeping with the ballot language of providing these sales tax funds for educational purposes, while reflecting the results of the 2007 survey, it is the district's intent to accomplish the following:

Print This Fund Request

Attach Additional Files as Needed

Submit by E-mail

# Alternatives Considered

Request Title

Effective Classrooms/Small Class Size (2)

What alternatives were considered before selecting this solution

The EFB grant, which comprises approximately 10% of the district's general fund budget, were not approved then grants, budget reductions, elimination of programs, increases in fees and higher class sizes would need to be considered.



# Outcomes

Request Title

Effective Classrooms/Small Class Size (2)

What are the expected outcomes with the specified use of these funds

Expected outcomes are improved academic achievement due to maintenance of teacher to student ratios with access by all students.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

There are several growth indicators that are used to monitor student progress and provide guidance on improved teaching & learning. Some of those measurements are found in the District Performance Framework from CDE. The key measurements include:

- TCAP (formerly CSAP)  
Students will continue to meet or exceed the state's proficiency goal
- Colorado Growth Model-  
Student will continue to meet or exceed the academic growth targets
- Academic Growth Gaps-  
Achievement gaps within subgroup populations will diminish
- Post Secondary and Workforce Readiness  
Students will continue to exceed the targets in this area

Accredited with Distinction- This top 10% academic award from CDE was earned by the district in 2010, 2011 and 2012. The district will strive to earn this honor in 2013.

Attached is a glossary of other measurements employed by the district to monitor student achievement and progress.

# Previous EFB Funding description and results

Request Title

Effective Classrooms/Small Class Size (2)

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

Please see attached spreadsheet (EFBHist) showing past history of EFB funding.

Effective classrooms that emphasize a team approach demand the successful interaction of a variety of licensed & non-licensed staff and programs. Submittal of this Effective Classrooms proposal reflects that belief and will allow more coordination of resources to ensure ultimate success of each individual student.

Unintended or unexpected outcomes from the prior activities

There is much change occurring at the state and federal levels, with the likelihood of more changes and mandates coming. With the implementation of a high stakes evaluation model for teachers & principals, it is even more imperative to ensure that our students and teachers have the resources necessary to fulfill their responsibilities. In addition, the new READ act will be in place beginning for the 2013-14 school year.

Previous Experience of other school districts in addressing similar issues

Request Title

Effective Classrooms/Small Class Size (2)

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Without fully examining the total operation of another school district it is difficult to address this question. Each district's decisions are based on financial limitations which allocate resources differently based on their student achievement data, existing district policy and community expectations.

Steamboat Springs School District has existing policies in place regarding class size and academic results that may or may not exist in other school districts. This proposal reflects existing district policies, programs, assessment results, staff development needs and community expectations. The school district has made a concerted effort over the past year to identify ways to encourage improvement. There are several task forces in place studying a variety of topics, including: staff development, evaluation, world languages, middle school math, middle school electives, and alternative programs. Action plans and resources will need to be constructed and provided in order to keep the district on the path of progress.

Our school district is fortunate to have the resources available through the half-cent sales tax. It provides resources above state and federal formulas which allows program maintenance, exploration and expansion.

# Education Fund Board

Requestor	Steamboat Schools	Request Title	EFB04-Hardware
Commission	Technology		

District Priority	2	Amount Requested	408,700
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Commission Priority		Request Number	
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Target Date for Implementation	07/01/2013
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Has EFB Previously Funded This Project	<input type="checkbox"/> Yes
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Has this been addressed in other schools	<input type="checkbox"/> Yes
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Other sources of funds not provided by EFB Include School District Funding as appropriate	The schools do assist with purchases of technology as needed if specific for departments or initiatives taken on there own.
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Target group primarily impacted by this request

Student and Staff
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Goals and Objectives of this funding request

<p>This year is a bit different from previous in the fact we have formed a group, not necessarily to make technology decisions, but to advise and educate each other on technology and the classroom. The group is made up teachers from each school, along with the Technology Director, Teaching and Learning Director, and the Superintendent. This budget very much encompasses our collective input on needs and wants. It is a group that will continually meet and agree on a plan for and implementation of technology over the next few years.</p> <p>The need for tablet devices is real but so is the need for traditional desktop computers. We require both because each serves a purpose, while neither can replace each other at this time. This is a strain on the budget because it is in addition to what we already instead of a replacement.</p> <p>Smart Board Technology is still very much desired, but its costs are still high. We hope to add an additional 9 SmartBoards in the district this year, along with class sets of iPADS and laptops.</p> <p>We need to replace 200+ teacher facing machines this year in both Elementary schools as well as the middle school.</p> <p>We also need to make an investment in our Food Service Terminals, as they have reached end of life, so we are most likely going to switch to our Student Information System Food Service Program. This will have huge benefit to both student and parent as it will integrate with the Parent Portal and will not be another system. It will benefit the district as it will not be another system and the challenges that go along with that.</p>
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Attach Additional Files as Needed
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Submit by E-mail
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# Alternatives Considered

Request Title

EFB04-Hardware

What alternatives were considered before selecting this solution

We will continue to explore alternative solutions for SMART with "SMART like" to add value and extend the \$\$\$.  
We will continue to buy recycled machines where they make sense and make use of our alternative delivery methods.

We will continue to Provision and use virtual desktops to further extend the life of the computer and the budget, while still meeting expected need.

Alternatives to the iPad are out there and we will continue to explore, however to date the iPad is our platform of choice.

# Outcomes

Request Title

EFB04-Hardware

What are the expected outcomes with the specified use of these funds

- 200+ teacher and other desktop machines upgraded
- o Many of these in elementary are also student shared machines
- o We need to upgrade a lab at SSMS
- Introduction of Laptop carts and iPad carts
- o 75+ Laptops in the district
- o 100+ new iPads in the district
- o Primarily k-8 but we will decide best use as we plan more
- Document Camera's for SSMS
- Extend SMART in all buildings ..
- o Minimum 9

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

- An update from this newly formed Technology Group to you during evaluation period
- 200+ teacher and other desktop machines deployed
- Successful deployment of these wireless devices
- An update from staff at end of year showing this technology in action
- o A video as we did last year
- o A visit from select # of you to our classrooms (An invite to you)

Previous EFB Funding description and results

Request Title

EFB04-Hardware

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2004-2005 \$120,000.00  
2005-2006 \$24,100.00  
2006-2007 \$230,000.00  
2007-2008 \$424,516.00  
2008-2009 \$453,929.40  
2009-2010 \$159,374.00  
2010-2011 \$100,000.00  
2011-2012 \$363,500.00  
2012-2013 \$350,000.00

Unintended or unexpected outcomes from the prior activities

- Latest version of Citrix XenAPP requires 64bit applications which are not that plentiful in education market
- Provisioning has proven reliable and has allowed us to expand its deployment
- iPADS are not a fad and they offer excellent applications for all kinds of learning
- Local routing with wireless is very important

Previous Experience of other school districts in addressing similar issues

Request Title	EFB04-Hardware
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

It is evident with machine types being Physical, Provisioned, Virtual, and or Mobile that we are trying all kinds of solutions. In addition, we work very closely with our BOCES and converse with others on technologies and there uses.



# Education Fund Board

Requestor	<input type="text" value="Steamboat Schools"/>	Request Title	<input type="text" value="District Literacy Coaches"/>
Commission	<input type="text" value="Educational Ex"/>		

District Priority	<input type="text" value="1"/>	Amount Requested	<input type="text" value="150,000"/>
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Commission Priority	<input type="text"/>	Request Number	<input type="text"/>
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Target Date for Implementation	<input type="text" value="August 2013"/>
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Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB Include School District Funding as appropriate	SSSD General Funds Title I Federal Funds BOCES CDE Early Literacy Grant Funds Title II funds for Professional Development of Coaches District professional development funds for PD of coaches
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Target group primarily impacted by this request

The target group is all students, K-12, in all schools who need support in literacy instruction. All students will benefit from strengthened and aligned core literacy curriculum. The funds will be used to hire well-qualified literacy coaches who will work with the staff of all schools in the district.

Goals and Objectives of this funding request

**Goal:** To increase the number of students who test proficient in reading in grades 3-10 state standardized testing (TCAP) and achieve the college readiness mark in English on the Colorado ACT test given to all 11 graders.

**Process Objectives:**  
 Learning coaches will engage in the following activities with staff:

- 1) Coordinate consistent curriculum among classrooms through literacy curriculum mapping for current state academic standards.
- 2) Provide embedded on-going professional development through coaching, peer observation, and professional learning communities.
- 3) Modeling of effective strategies in individual teacher classrooms
- 4) Individualized debriefing sessions for both modeling and observations
- 5) Data analysis of student achievement data and development of instructional strategies to meet the needs of students.
- 6) Assist in the development of progress monitoring tools to measure student progress in literacy.
- 7) Creation of a bank of effective literacy instructional strategies and tools. Demonstration of the strategies and tools to staff.
- 8) Provide recommendations for individual course offerings.
- 9) Assist in the implementation of state wide initiatives dealing with early childhood literacy (e.g. READ act, School Readiness, Graduation Guidelines)

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# Alternatives Considered

Request Title

District Literacy Coaches

What alternatives were considered before selecting this solution

The district has worked with the BOCES on specific staff development targeted at literacy instruction. The district has considered the expansion of specialized reading teachers and increased staff development for Title I teachers and Special Education Teachers.

These alternatives have not been deemed adequate due to their limited impact on overall staff and therefore limited exposure to students.

Ongoing and embedded staff development using a collaborative approach has been shown to be the most effective form of staff development in terms of improving teaching practice. The use of literacy coaches has the greatest chance for providing effective instructional strategies for teachers at all levels.

# Outcomes

Request Title

District Literacy Coaches

What are the expected outcomes with the specified use of these funds

**Outcomes:**

- 1) Well-qualified and effective literacy coaches coordinating a K-12 district literacy program throughout the district.
- 2) Consistent, strong core literacy curriculum in every classroom
- 3) Each teacher implementing literacy curriculum and interventions with fidelity
- 4) Appropriate assessments and interventions used for low-achieving students
- 5) Increased reading TCAP scores for students in grades 3-10
- 6) Increased COACT scores in Reading for 11 grade students
- 7) Increased participation by staff in professional learning communities and peer observation centered on literacy instruction

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

**Ongoing Measurements:**

- Evidence of student interventions for literacy via RTI, READ, IEP, and other individualized student learning plans.
- Evidence of student growth using MAPs, TCAP, DRA2, and other student assessments for students who are achieving at below growth levels at the start of the academic year.
- Evidence of training: Attendance lists and dates of training for formal teacher training conducted by outside programs (e.g. Orton Gillingham, Every Child a Writer, etc.)
- Evidence of on-going professional development: Learning coach summary of teacher classroom visits and teacher group discussions.
- Evidence of curriculum alignment: Standards alignment reports for district curriculum mapping software.

Previous EFB Funding description and results

Request Title

District Literacy Coaches

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2012-13    110,000    In progress

Unintended or unexpected outcomes from the prior activities

Currently being evaluated. One unexpected outcome already happening is an increased demand from staff for the services of the Literacy Coaches. As of January 23, 2013 the Literacy Coaches have already worked with over 60 individual staff members and have worked in all 5 district schools. There is an increased demand for their services at the secondary level.

Previous Experience of other school districts in addressing similar issues

Request Title	District Literacy Coaches
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Other districts have hired literacy coaches to work with teachers where funding is available. Jeffco and Douglas County are two districts that can be used as models for how multiple learning coaches can collaborate and work effectively across grade levels.

# Education Fund Board

Requestor	Steamboat Schools	Request Title	EFB03-Network
Commission	Technology		
District Priority	2	Amount Requested	225,800
Commission Priority		Request Number	

Target Date for Implementation

Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB Include School District Funding as appropriate

SSSD does pickup costs that are network related for WAN Internet and Phone. This cost is greater than \$20000.00 a month.

Target group primarily impacted by this request

Goals and Objectives of this funding request

This is the staple to everything, anyone does on a computer. From teacher to student, computer to telephone ... if our network is down, so are they. All computers, security cameras, automated doors, files, phones, login's, printers, paging, rely on this to be working and healthy!

- Maintain what we have and update when necessary
- A Few new switches to expand our provisioned computers, which I spoke about last year
  - o It is mandatory for 10Gig Connections between IDF and MDF for reliable performance. (Main closet and Intermediate closet)
  - o Wireless upgrade requires additional ports, we will shuffle some switches to make the best benefit for 10Gig uplinks
  - o We are not replacing all our switches, just a few
- Wireless Upgrade
  - o Required because of the new mobile technology
  - o Provide local routing (wired and wireless devices need to be treated as same for some applications)
  - o Expanding Access Point count from 50 to 120+
  - o We have had buildings mapped for optimum coverage
- Maintain Service Agreement on Key components
  - o An increase in cost this year as previous agreements need renewed and we have added equipment
- Replace or Add additional SAN
  - o Our current SAN @ SSMS is in its 5th year, will be 6th year at time of this budget

# Alternatives Considered

Request Title	EFB03-Network
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What alternatives were considered before selecting this solution

Our district has worked very hard to add value to our end users while maintaining costs as best we can. This has been evident with added value over the past 5 years while allowing budget to decrease. The alternative is traditional desktops, which have a huge cost both administratively and financially. We will continue to make gains and change, while allowing our users the access and experiences they require.

# Outcomes

Request Title

EFB03-Network

What are the expected outcomes with the specified use of these funds

- Expansion of provisioning to all student facing computer in all schools
- Bi-Annual Updates to our network/phone equipment, latest patches, firmware, paging, etc... by maintaining contract
- More adequate Wireless solution than our current installation of wireless
- Our network is able to handle the loads we place on it

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

- It was expected that our schools be 1GB by now but with construction delays it should be by the time this budget starts.
- Internet to be minimum 300MB, expected 1GB
- Wireless coverage that will allow maximum use in each classroom
- Local routing of wireless and wired devices (Some applications require it)
- Enterprise SANS in locations that require it
- All student facing computers to be provisioned
- Our switches and phones receive bi-annual upgrades and patches and all support calls are resolved by the vendor
- Our network is able to handle the demand of all applications
- Our routing of protocols on network is as efficient as possible



# Previous EFB Funding description and results

Request Title

EFB03-Network

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2007-2008 \$117,000.00  
2008-2009 \$108,000.00  
2009-2010 \$49,000.00  
2010-2011 \$72,700.00  
2011-2012 \$107,000.00  
2012-2013 \$145,000.00

Unintended or unexpected outcomes from the prior activities

The health of the network is very important.  
The need for very specific segregation of network and Internet traffic is becoming more complex, but more of a necessity.  
BYOD (Bring your own device) is a reality for more than just browsing.  
Tablet devices are large consumers of bandwidths because applications are not really closed.

Previous Experience of other school districts in addressing similar issues

Request Title	EFB03-Network
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

This is an area we work in collaboration with other schools and vendors to see what is working and what is not. I receive a few calls a year from school districts asking about what we do. I think in this area we have more than proven the intent to add value and stretch our dollar with the things we have done. We will admit not all has been as successful as we hoped but neither is staying status quo.

# Education Fund Board

Requestor	<input type="text" value="Other"/>	Request Title	2013-2014 NRCCS Expeditionary Learning
Commission	<input type="text" value="Educational Ex"/>		

Amount Requested	<input type="text" value="32,500"/>
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Request Number	<input type="text"/>
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Target Date for Implementation	<input type="text" value="July 1, 2013"/>
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Has EFB Previously Funded This Project	<input type="text" value="Yes"/>
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Has this been addressed in other schools	<input type="text" value="Yes"/>
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Other sources of funds not provided by EFB Include School District Funding as appropriate	<input type="text" value="NRCCS General Operating Fund"/>
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Target group primarily impacted by this request

<input type="text" value="Primary beneficiaries of this request include all K-8 (70) North Routt Community Charter School students and staff (11)"/>
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Goals and Objectives of this funding request

<p>In 2004, State assessments showed that North Routt Community Charter School (NRCCS) students mostly scored in the partially proficient range for reading, writing and math. A comprehensive educational reform was undertaken, and Expeditionary Learning (EL) was chosen as the perfect academic foundation from which to propel student achievement into proficient and advanced levels. Following initial implementation of EL into the NRCCS curriculum, CSAP scores increased to meet all academic achievement expectations for reading, math, and writing. In 2011 and 2012, NRCCS was awarded the Governor's Distinguished Improvement Award for outstanding student growth for grades 6-8. However, through self-assessment, the NRCCS still identified more areas for improved student performance. (Please find attached the NRCCS TCAP Executive Summary Report).</p> <p>A top NRCCS goal had been to fully implement an EL partnership for a minimum of 3 years to continue the transformation of NRCCS into a high performing school of choice for students in the Steamboat Springs School District. Financial restrictions from being a small, developing school prevented a fully engaged/funded partnership with EL from 2005 through 2011.</p> <p>A \$35,000 Education Fund Board Grant in 2012/2013 provided the first opportunity for a solid year of extensive staff and curriculum development without interruption or dependency on an already strapped operating budget. A flexible MOU/contract with EL allowed NRCCS the choice of professional development options based on needs and on site training days with a School Designer. In addition to the EFB funds, the NRCCS budget has been able to fund \$5,000 of related EL administrative expenses for institute and seminar travel, food, lodging and substitute teacher pay.</p>
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<input type="button" value="Print This Fund Request"/>
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<input type="button" value="Attach Additional Files as Needed"/>
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# Alternatives Considered

Request Title

2013-2014 NRCCS Expeditionary Learning

What alternatives were considered before selecting this solution

Following initial research and early implementation, no other alternatives were considered. EL is a curriculum that best fits the NRCCS mission as a school and the goals it has established. Eliminating Expeditionary Learning (EL) has not been considered as an alternative.

Partial funding of EL is not an option at this time since NRCCS will be entering the 2nd year of a comprehensive 3-year implementation program. To scale back funding and the level of EL engagement at this stage will limit current school progression and negate the effectiveness of \$35,000 invested in 2012/2013.

# Outcomes

Request Title

2013-2014 NRCCS Expeditionary Learning

What are the expected outcomes with the specified use of these funds

Expected outcomes of a 2nd full year EL implementation and funding include:

A deeper implementation of the EL model will yield higher TCAP scores across all grade levels and subject areas. Improved ongoing student assessment will better identify areas of need to move student achievement into higher proficiency levels.

Better teachers trained as EL coaches to propel on the NRCCS mission through more effective EL implementation while reducing MOU costs. NRCCS EL coaches will share their EL curriculum experience with other interested members of the Steamboat RE-2 and surrounding Districts.

NRCCS students entering the Steamboat Springs High School will be high academic performers and social leaders.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

As part of the contract with Steamboat Spring School District, NRCCS goals and objectives are set up based on the Unified Improvement Plan (UIP), and the District Accountability Committee (DAC) monitors progress. All goals are intended to increase student achievement. However, core subject area goals in reading, writing, math and science are written with the emphasis of student performance on state standards assessments. NRCCS is held to the same standard as the Steamboat School District in meeting our AYP (Annual Yearly Progress) and moving students from partially proficient to proficiency and above.

On-going assessments within the EL model help teachers target student needs in terms of skills and content. EL also has annual evaluation based on performance to identify needs and set goals for next year. In addition, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which are a set of procedures and measures for assessing the acquisition of early literacy skills, will be used to regularly monitor the development of early literacy and reading skills in grades K-1.

Professional Development – EL coaches work together with teachers and school leaders on targeted work plans aimed at specific curricular, instructional, and structural improvements. The school Director and each faculty member participate in at least 10-15 days of professional development every year in the summer and during the school year. This frequent and ongoing access to NRCCS staff will measure growth and improvement in practice and results.

Data-Driven Planning – EL provides a tight, data-driven planning cycle that keeps a sharp focus on student achievement, local context, and changing needs. Work with EL begins with a holistic needs and assets inventory and proceeds with the development of work plans aimed at dramatic improvements in student achievement and implementation of core EL practices.

In addition to guided staff development and planning, Expeditionary Learning also provides a yearly progress document based on movement towards the EL model. This report measures growth in five areas: design and implementation of learning expeditions, active pedagogy and effective use of classroom instructional practices, culture and character across the school, leadership in school improvement and school structure.

# Previous EFB Funding description and results

Request Title

2013-2014 NRCCS Expeditionary Learning

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

With the help of a Title V grant and funds from the NRCCS budget, funding for the first year (2004/2005) of EL was accomplished.

In 2005/2006, the EFB granted just \$12,000.00. An additional \$9,000.00 from the NRCCS budget was added to fund one half of a full year EL contract, or \$21,000.00. At the time, a yearly contract for an EL partnership was \$42,000.00.

With limited EL implementation due to a lack of funding, the NRCCS was awarded the Governor's Distinguished Improvement Award for outstanding student growth for grades 6-8 in both 2011 and 2012.

The \$35,000 EFB Grant for 2012/2013 allowed for full EL implementation starting July 1, 2012. In the seven months since, NRCCS has focused on student/Expedition assessment and relevant Professional Development. Formal success measurements such as TCAP testing will take place from now through the end of the 2012/2013 school year.

Unintended or unexpected outcomes from the prior activities

Following partial implementation of an EL curriculum in 2005/2006, there were several additional benefits for the NRCCS.

- Enrollment increased by 55%.
- Hiring of another full-time teacher with a Math / Science focus.
- Expanded classroom space with the purchase of a 30' yurt.

As a result of these initial accomplishments, the NRCCS continues to experience successes previously unimaginable. Current accomplishments include a staff of 6 teachers, capacity enrollment, and a new school building that opened in January 2012 and has become the community center of North Routt.

# Previous Experience of other school districts in addressing similar issues

Request Title	2013-2014 NRCCS Expeditionary Learning
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Two relevant studies – one in Rochester, NY and one national, substantiate EL internal data with statistically significant findings showing evidence of EL impact on student achievement.

**Study 1: Impact of the Expeditionary Learning model on student academic performance in Rochester, NY**

Summary: In a recent study (Sept. 2010) of EL schools in Rochester, NY, researchers compared the academic achievement performance of EL elementary and middle school students in Rochester, NY to matched comparison students in non-EL Rochester schools over two academic years. Researchers found two important findings:

1. Participating in an EL school resulted in substantial and statistically significant achievement advantages for elementary students in English/language arts and math, and for both years of middle school English/language arts.
2. These statistically significant positive effects predict that, on average, enrollment in an EL school would have lifted 19% of the students who were below the proficient category to the proficient category on the state assessment had they attended an EL school.

**Study 2: The relationship between Expeditionary Learning participation and academic growth**

Summary: In a national study (Aug. 2010) of more than 11,000 students in eight states, researchers compared growth in reading, math, and language usage between students in EL schools to a non-EL comparison group. The researchers found that in mature EL schools – those that had implemented the EL program at a high level of fidelity for three years or more – students experienced significantly greater test score gains than non-EL students in four out of six comparisons in math, reading, and language usage.

Another study conducted in 2008/2009 showed percentages of EL schools outperforming districts based on length of partnership with EL:

Reading/Language Arts – Partner <4 years = 50%, Partner 4+ years = 62%, Partner 10+ years = 78%

Math – Partner <4 years = 38%, Partner 4+ years = 54%, Partner 10+ years = 67%

This study also showed the percentage of EL schools outperforming districts based on level of EL implementation (EL conducts an annual implementation review to determine each school's fidelity to the EL model):

Reading/Language Arts – Early Implementing = 44%, Implementing = 77%, Highly Implementing = 100%

Math - Early Implementing = 36%, Implementing = 63%, Highly Implementing = 90%

In addition, the 2009 Colorado Student Assessment Program (CSAP) scores demonstrate strong gains for the state's 15 K-12 Expeditionary Learning schools. EL students in urban, suburban, and rural communities across the state made important gains in reading, writing, math, and science.

Data highlights include:

Students that entered Explore Elementary School in Thornton as 4th graders in 2006 (the school's first year) were tied for the lowest scores in the district. In 2009, as sixth graders, these students were the highest performers in the district – achieving a 44% increase in proficiency in reading over three years from just a 28% proficiency in 4th grade to 72% proficiency in 6th grade.

# Education Fund Board

Requestor	Steamboat Schools	Request Title	Staff Development
Commission	Educational Ex		
District Priority	2	Amount Requested	50,000
Commission Priority		Request Number	
Target Date for Implementation	July 2013	Other sources of funds not provided by EFB Include School District Funding as appropriate	
Has EFB Previously Funded This Project	<input type="checkbox"/> Yes	SSSD General Fund Budget Title II Federal Funds BOCES CDE funds State GT Funds Partnerships with local agencies and foundations (e.g. Grand Futures, LiveWell) Staff Development training from Private Foundations	
Has this been addressed in other schools	<input type="checkbox"/> Yes		

Target group primarily impacted by this request

All students are positively impacted by teacher and staff training that exposes staff to new programs, instructional strategies, and developments in education practice at a local, regional, state, and national level.

Goals and Objectives of this funding request

Our goal is to provide professional growth opportunities for all staff; classified, certificated and administrative. Staff development is one of the crucial support systems that research shows makes a marked difference in an effective classroom. Educational research continues to show that the best predictor of student success in all curricular areas is a highly effective teacher and that one of the essential components of having a highly effective teacher is a consistent and comprehensive system of professional development. Our district will develop a staff development plan for the 2013-14 school year which will outline the priorities for professional growth. This plan will be developed by using a variety of input sources including staff surveys, information from the Colorado Department of Education, the use of a professional development council, and input from school administration.

Our objective in providing staff development opportunities for staff is to keep them current with best practices, allow for networking outside of Steamboat, and outside of Colorado, and to encourage new and innovative thinking in the school setting. Additionally our objective is to insure that all of our staff have the necessary training to implement any school, district, regional, and state initiatives and programs. In 2013-14 school districts are faced with at least 3 major unfunded mandates that will require extensive staff development: The READ act, School Readiness, and Educator Effectiveness. Staff development funds are spent on training of new curriculum, new materials, new strategies in the classroom, and the use of assessment tools requires by the unfunded mandates listed above.

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Attach Additional Files as Needed

Submit by E-mail



# Alternatives Considered

Request Title

Staff Development

What alternatives were considered before selecting this solution

Staff Development is not considered a solution, it is, instead one of the most important variables in establishing best practices in effective classrooms. We do receive Title II federal funds for teacher training, we use a significant portion of these funds for minimal 'teacher leader' stipends which pays individual teacher to be facilitators and mentors for other teachers. We also receive very limited funds for our Gifted and Talented program from the state of which a small portion goes to staff development. We have also increased our partnership with the Northwest BOCES to leverage the use of Race to the Top funds that were recently awarded to the state of Colorado. Finally we have some specialized curriculum programs that are supported by private foundations and bring in their trainers at minimal or no cost to the district except our substitute teacher costs. The Steamboat Springs School District is also in the process of putting in processes that increase capacity by creating internal teacher experts who can lead many of our staff development opportunities. In order to do this we need to constantly train teachers for this role and in several specialties.

Alternatives to EFB funding includes grants, Title II funding, general fund expenditures, partnerships with local non-profit agencies, and partnerships with Northwest BOCES and the Colorado Department of Education. Eliminating professional growth opportunities has not been considered as an alternative.

# Outcomes

Request Title

Staff Development

What are the expected outcomes with the specified use of these funds

The outcomes for staff development will continue to be new and innovative program ideas, development of curriculum that aligns with state standards and the common core standards, networking with educators from other regions, and training for all teachers and new programs. Staff who attend outside conferences will become leaders in the district by providing further information and training on their experiences to other staff members. There will also be the outcome of instructional support for teachers who are new to the district and new to the profession.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Measurements will include documented trainings on staff development days and conferences, as well as new program implementation as a result of professional growth opportunities. Trainings that are focused on new curriculum programs will use student achievement measures over time as one indicator to assess success. Such measure include, but are not limited to, TCAP, MAPs, and COACT. As an example the evaluation for a staff training that is centered on the Elementary Writing Program of Every Child a Writer would examine TCAP and MAPs (NWEA) scores for cohorts of students before and after the training to determine the effectiveness of the training. Trainings that dealt with the Literacy and State Academic standards would be able to use achievement data from reading assessments (TCAP and MAPs) or from content area tests (e.g. Science MAPs). These measurements would vary based upon the content of the trainings. Annual Staff development surveys will be undertaken to assess how well the staff development program is meeting the needs of the staff of the district.

# Previous EFB Funding description and results

Request Title

Staff Development

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

EFB has provided the following funding that has allowed all staff to participate in on-going training:

2006-\$110,000  
2007-\$117,600  
2008-\$62,560  
2009-\$62,500  
2010-\$50,000  
2011-\$40,000  
2012-\$40,000  
2013- \$39,000

Unintended or unexpected outcomes from the prior activities

Previous Experience of other school districts in addressing similar issues

Request Title	Staff Development
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Other districts use a mixture of grants, general fund budget allocations, Title II funds, cooperation with districts that are in geographic proximity, work with BOCES, work with CDE, and the use of online options. All of these have been considered, and are being used by our district and we are looking to supplement what we offer with additional funds.

Our geographic location limits the cooperative staff development opportunities available to us although the Northwest BOCES did plan and implement a BOCES wide professional development day in October of 2012. While this event received strong reviews from those in attendance there are serious challenges to hosting another such event in 2013, not the least of which is lack of funding. The Director of Teaching and Learning for the Steamboat Springs School District is on the planning and review committee for this collaboration and continues to be on the BOCES wide professional development committee.

# Education Fund Board

Requestor	Steamboat Schools	Request Title	SSSD-Software
Commission	Technology		

District Priority	2	Amount Requested	121,500
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Commission Priority		Request Number	
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Target Date for Implementation	07/01/2013
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Has EFB Previously Funded This Project	<input type="checkbox"/> Yes
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Has this been addressed in other schools	<input type="checkbox"/> Yes
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Other sources of funds not provided by EFB Include School District Funding as appropriate	Schools departments do purchase needed applications as it relates to just them.
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Target group primarily impacted by this request

Student and Staff
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Goals and Objectives of this funding request

<p>This portion of the grant is comprised of student and staff facing software. Software is something you have supported in the past and we ask for your continued support.</p> <ul style="list-style-type: none"><li>• Provide support and appropriate access to applications inside/outside of our network</li><li>• Move towards web based applications as we increase our Internet bandwidth</li><li>• Setup cloud based file storage; currently piloting Google Docs with Yampa Valley School</li><li>• Work closely with Teaching and Learning Director, as it relates in the review of these applications</li><li>• Remain compliant for all software we use</li><li>• Upgrade to latest Operating System for our fleet of Apple Computers</li><li>• Upgrade to Windows 8 on machines, where it makes sense</li><li>• iPad- Applications can be added at an expedited rate .. Review and/or refine/recreate procedures to assist in management of this<ul style="list-style-type: none"><li>o Adding MDM software (Mobile Device Management) this year to better manage mobile devices</li></ul></li></ul>
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# Alternatives Considered

Request Title

SSSD-Software

What alternatives were considered before selecting this solution

- We are always reviewing the software we use

# Outcomes

Request Title

SSSD-Software

What are the expected outcomes with the specified use of these funds

- Work collaboratively with BOCES on consortium purchase
- Review software with Curriculum group and staff
- Software is used for appropriate use
- Allow access to our applications outside of the school buildings
- Users have the skill to use and manage
- Staff and students have access to the software they need
- Continue to review procedure for procurement of iPad based applications

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

- Work collaboratively with BOCES on consortium purchase
- Review software with Curriculum and staff
- Software is used for appropriate use
- Allow access to our applications outside of the school buildings
- Our users have the skill to use and manage

# Previous EFB Funding description and results

Request Title

SSSD-Software

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2007-2008 \$166,243.00  
2008-2009 \$165,796.00  
2009-2010 \$134,447.24  
2010-2011 \$116,070.00  
2011-2012 \$124,213.00  
2012-2013 \$124,213.00

Unintended or unexpected outcomes from the prior activities

- All Routt County School Districts see Microsoft costs lower as a result of collaboration
- As software moves to the web it does not necessarily decrease costs for user and in many cases increases



Previous Experience of other school districts in addressing similar issues

Request Title	SSSD-Software
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[Empty response area for previous experience of other school districts]

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

• I am always speaking with other school districts and vendors on what software is making a difference and how it is being used.

# Education Fund Board

Requestor	Steamboat Schools
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Commission	Technology
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Request Title	EFB05-Training
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District Priority	2
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Amount Requested	30,000
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Commission Priority	
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Request Number	
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Target Date for Implementation	07/01/2013
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Has EFB Previously Funded This Project	<input type="checkbox"/> Yes
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Has this been addressed in other schools	<input type="checkbox"/> Yes
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Other sources of funds not provided by EFB Include School District Funding as appropriate	District contributes to staff development each year.
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Target group primarily impacted by this request	Staff, (Student indirectly)
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Goals and Objectives of this funding request	<p>This is something you funded in the past, but with budget cuts it was removed. This is not to be confused or compared with the Professional Development you will see in another request. With the new mobile initiative, it is apparent we instill some training into our staff around this initiative and other areas of technology.</p> <p>This is not unlike the Morgridge training that was required when the SMART boards were introduced into the districts. They had a training program that had to be followed, requiring a set number of hours for learned instruction.</p> <p>The specific details are not ironed out yet but we are discussing some form of mandatory training similar in nature to Morgridge. This money will be used to compensate those we need to compensate, as well as design and build an effective training model.</p> <p>Training was of great importance to our newly formed technology group. It was also of great importance in the review of Citrix done by the EFB some years ago. We learned that with a major shift in tools, some training must accompany it, to be most successful.</p> <p>In addition, some of this money will be used by the Technology Department to enhance their skills in support of all the services they provide.</p>
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# Alternatives Considered

Request Title	EFB05-Training
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What alternatives were considered before selecting this solution

The alternative is less training and we roll out the tool, but have less success and longer adoption rate

# Outcomes

Request Title

EFB05-Training

What are the expected outcomes with the specified use of these funds

A schedule that offers various levels of courses to accommodate beginners to advanced. A more educated teacher population, as the use of mobile devices in the classroom grows. A demand for more training by the teachers, once the tools effectiveness is demonstrated.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

- An appropriate schedule of trainings
- Attendance records of the trainings
- A survey of effectiveness on each training offered
- Tools use in classroom (Adoption and facilitating instruction)
- Engagement of students

# Previous EFB Funding description and results

Request Title

EFB05-Training

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2004-2005 \$27,500.00  
2005-2006 \$27,500.00  
2006-2007  
2007-2008 \$49,500.00  
2008-2009 \$44,500.00  
2009-2010 \$25,000.00  
2010-2011  
2011-2012  
2012-2013

Unintended or unexpected outcomes from the prior activities

The training that Morgridge required is seen as a successful model. I think we can take all of it or pieces of it and come up with a similar model that fits our budget and schedule.

Previous Experience of other school districts in addressing similar issues

Request Title	EFB05-Training
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

# Education Fund Board

Requestor

Commission

District Priority

Commission Priority

Request Title

Amount Requested

Request Number

Target Date for Implementation

Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB Include School District Funding as appropriate  
The district has once again reduced this request by 10%. It was originally funded by the EFB at 100%. The estimated cost to the district to retain the employee for the 2013/2014 school year is \$55,374.00. The School District will fund approximately 26.8%.

Target group primarily impacted by this request

All staff and students in the Hayden School District.

Goals and Objectives of this funding request

To provide personnel to assist the director of technology in providing staff and student technology support and training.

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# Alternatives Considered

Request Title	HSD Technology Support Personnel
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What alternatives were considered before selecting this solution

The alternative would be the entire technology department consisting of just one person - the Director of Technology, which is not a workable alternative.



# Outcomes

Request Title

HSD Technology Support Personnel

What are the expected outcomes with the specified use of these funds

Improving help desk response time, training of staff and students on use of available technologies, and assisting the tech director in providing 365/24/7 support.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

A daily measure of success is evidenced by the continued trouble free use of technology resources within the district, and the availability of the technology staff to assist with user issues and training.

Previous EFB Funding description and results

Request Title

HSD Technology Support Personnel

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

HSD Fiscal Year 2010  
\$49,839.00  
Systems Specialist was hired and employed the entire year. Employee received a favorable annual review.

HSD Fiscal Year 2011  
\$49,839.00  
Systems Specialist was retained and received a favorable annual review.

HSD Fiscal Year 2012  
\$44,856.00  
Systems Specialist was retained and received a favorable annual review.

Unintended or unexpected outcomes from the prior activities

Previous Experience of other school districts in addressing similar issues

Request Title	HSD Technology Support Personnel
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

N/A

# Education Fund Board

Requestor	Hayden Schools	Request Title	Software Licensing
Commission	Technology		
District Priority	2	Amount Requested	12,463
Commission Priority		Request Number	
Target Date for Implementation	7/1/2012		
Has EFB Previously Funded This Project	<input type="checkbox"/> Yes	Other sources of funds not provided by EFB Include School District Funding as appropriate	N/A
Has this been addressed in other schools	<input type="checkbox"/> Yes		

Target group primarily impacted by this request	All staff and students in the Hayden School District.
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Goals and Objectives of this funding request	<p>Yearly renewal &amp; upgrades of Microsoft: \$3400.00 Server, Client Access License, Windows OS, Office This proposal will allow us to maintain &amp; update our Microsoft Products to the most current software available. This request is aligned with our 21st Technology Plan and Goals in that it allows staff and students to use current and up to date servers, operating systems, and software.</p> <p>Yearly renewal of Renaissance Learning: \$9,063.00 STAR Enterprise, Accelerated Reader, STAR Reading, STAR Early Literacy, English in a Flash, Accelerated Math We have added STAR Enterprise - a computerized adaptive assessment tool that has replaced Acuity. STAR was rated at the top in every category in a US DOE funded study of K12 assessment tools. The district utilizes the STAR testing to both measure our students' progress and to guide instruction. It helps to identify and assist students who may be at risk for scoring non-proficient in reading and math in state testing.</p>
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# Alternatives Considered

Request Title	Software Licensing
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What alternatives were considered before selecting this solution

There are no acceptable alternatives to maintaining our Microsoft licensing.  
Ongoing research by staff within the district has been unable to find a better reading/math testing solution than Renaissance Learning products.

# Outcomes

Request Title

Software Licensing

What are the expected outcomes with the specified use of these funds

Staff and students will continue to use Microsoft PC computing and network services.  
The expected outcome of the Renaissance Learning program will be increased reading and math scores in the elementary and secondary school as tested by state assessments.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Completion of the annual Microsoft Licensing Agreement is the primary indicator of the success of this portion of the gift.  
The continued use of the Renaissance Learning program has a direct impact on the mission of the Hayden School District. We will measure success through Colorado State Assessment Program results and the direct impact on student achievement.

# Previous EFB Funding description and results

Request Title

Software Licensing

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

## Microsoft:

HSD Fiscal Year 2010  
\$8,800.00  
Licensing agreement was finalized

HSD Fiscal Year 2011  
\$7,100.00  
Licensing agreement was finalized

HSD Fiscal Year 2012  
\$3,500.00  
Licensing agreement was finalized

## Renaissance Learning:

HSD Fiscal Year 2012  
\$7,200.00  
Online version of Renaissance Learning was implemented and successfully utilized

Unintended or unexpected outcomes from the prior activities

There are less students in progress monitoring after mid-year assessments than the Fall assessment.

Previous Experience of other school districts in addressing similar issues

Request Title	Software Licensing
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Funding of this proposal allows the Hayden School District to participate in a Microsoft consortium purchase with the Steamboat Springs School District, the SOROCO School District, and other school districts within the NWBOCES.

We are open to collaborating with Steamboat and South Routt with any program and therefore open to collaboration with Reading Renaissance.



# Education Fund Board

Requestor	Hayden Schools	Request Title	Middle School Intervention Specialist
Commission	Educational Ex		

District Priority	3	Amount Requested	17,969
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Commission Priority		Request Number	
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Target Date for Implementation	2013-2014 School Year
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Has EFB Previously Funded This Project	<input type="checkbox"/> Yes
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Has this been addressed in other schools	<input type="checkbox"/> Yes
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Other sources of funds not provided by EFB Include School District Funding as appropriate	This request reflects a 10% reduction from the amount awarded in the previous year. The HSD will additionally fund the employees salary step increase and the increase in insurance. The total cost for the 2013/2014 school year is estimated to be \$21,162. HSD will fund 15.0 % of the total amount, or \$3,193.00.
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Target group primarily impacted by this request	This request is being made to target students staffed into our Response to Intervention programs in order to provide them with appropriate support through interventions and enrichments. This position directly impacts all students who have been targeted for intervention support through our Response to Interventions model. By providing this support the position directly impacts students who are not targeted for interventions by providing support to the classroom teacher. Thus freeing up the classroom teachers time to work with more students during class time.
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Goals and Objectives of this funding request	Our goals include allowing students who need additional support through interventions or enrichments the opportunity to have small group or one-on-one assistance. We are constantly moving students in and out of these support situations based upon their growth throughout the year. We have seen growth in areas of state testing, day to day classroom assignments, organization, and overall achievement. We are now implementing a new reading intervention program, Reading Plus, with our intervention students, which needs the assistance of our intervention specialist throughout the day.
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# Alternatives Considered

Request Title	Middle School Intervention Specialist
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What alternatives were considered before selecting this solution

We utilize multiple other approaches in meeting the needs of our students that are identified through the Response to Interventions model. Differentiated instruction, targeted intervention periods, and peer tutors. The most effective strategy that we have incorporated is the utilization of an intervention specialist to provide direct support in the classroom.

# Outcomes

Request Title

Middle School Intervention Specialist

What are the expected outcomes with the specified use of these funds

The expected outcomes are for the students that are impacted through these funds to make a minimum of one years growth in one years time as measured by the Colorado Student Growth Model.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

We will utilize ongoing growth data with STAR Testing and In-House formative assessments. We are also beginning a reading intervention with Reading Plus. We will also utilize yearly data based on the Colorado Student Growth Model as it relates to the Colorado Student Assessment Program.

# Previous EFB Funding description and results

Request Title	Middle School Intervention Specialist
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Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

The Education Fund Board has funded this position for the 2009-2010, 2010-2011 and 2011-2012 school years. Our 2009-2010 CSAP and Acuity data showed evidence that the intervention specialist has made a positive impact on student achievement. We have not gathered comparative data to measure against our Fall STAR assessments to measure the impact for this current school year. Classroom grades and teacher observation verify a positive impact from this funded position. We have also moved students from the Alternative TCAP to the regular TCAP through the support of interventions.

Unintended or unexpected outcomes from the prior activities

There have been no unintended or unexpected outcomes from these prior activities.

Previous Experience of other school districts in addressing similar issues

Request Title

Middle School Intervention Specialist

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

The Response to Intervention (RtI) model that supports this position is a statewide initiative that has shown a high level of success in other school districts. Other than other systems currently in place within our interventions model we have not considered other solutions. We have, recently, added another intervention program for reading that we need our support specialist to assist with.

# Education Fund Board

Requestor	Hayden Schools	Request Title	HSD Auxiliary Lab Computers
Commission	Technology		

District Priority	4	Amount Requested	15,816
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Commission Priority		Request Number	
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Target Date for Implementation	7/1/2013
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Has EFB Previously Funded This Project	<input type="checkbox"/> Yes
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Has this been addressed in other schools	<input type="checkbox"/> Yes
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Other sources of funds not provided by EFB Include School District Funding as appropriate	Total cost of project: 17,816.00 School District to fund \$2000.00
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Target group primarily impacted by this request	Hayden Secondary School Students
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Goals and Objectives of this funding request	<p>Goal of proposal: To replace the existing 24 computers and monitors in the Hayden Secondary School Aux Lab in accordance with the District Technology Plan schedule.</p> <p>Objective of proposal: To have every workstation in the Aux lab equipped with a fast, current generation Daktech computer, running current software products, and with a 7 year warranty.</p> <p>Note: Current lab computers are 9 years old running Windows XP, and will be recycled before Microsoft drops XP support on 4/8/2014.</p>
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# Alternatives Considered

Request Title

HSD Auxilliary Lab Computers

What alternatives were considered before selecting this solution

Alternative solutions include the following:

1. Hope for a donation (which do occasionally occur) of computers that meet the requirements of Windows 7 deployment.
2. Delay purchase for 1 to 2 years until this request moves up our Capitol Improvements list. This assumes no unexpected capital projects move this request further down the priority list.

# Outcomes

Request Title

HSD Auxilliary Lab Computers

What are the expected outcomes with the specified use of these funds

Students will have an above average computing experience in the lab, enabling completion of research and assignments, and therefore better grades.

The computers will be enhanced, allowing updated programs to run.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

New units to be received, configured, and deployed starting 7/1/2013, with a project completion date on or before 8/15/2013. Final testing of units to be conducted by the Hayden Secondary School lab supervisor during the week prior to the beginning of the 2013/14 school year.



Previous EFB Funding description and results

Request Title

HSD Auxilliary Lab Computers

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

HSD Fiscal year 2010  
\$15,540.00  
Purchased 11 desktop computers w/monitors, and 9 laptop computers. All Units were successfully deployed to HSD staff members.

HSD Fiscal Year 2011  
\$15,445.00  
Purchased and deployed 24 Daktech computers with monitors for the HHS main lab

HSD Fiscal Year 2012  
\$16,992.00  
Purchased and deployed 25 Daktech computers with monitors for the HVE main lab

Unintended or unexpected outcomes from the prior activities

Previous Experience of other school districts in addressing similar issues

Request Title

HSD Auxilliary Lab Computers

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Within the 7 NWBOCES districts six are PC/Windows based, and one is Macintosh based. The HSD Director of Technology has researched and conducted side by side evaluations of Windows and Mac and conclusively chosen PC/Windows based on security, cost, and the fact that approximately 97% of businesses in the world are PC based, and that's what students will be exposed to in college and the workforce upon graduation.

The "thin client/Citrix" solution implemented by Steamboat Springs School District is not feasible in the HSD due to bandwidth limitations and the expense involved in implementing that solution.

# Education Fund Board

Requestor	Hayden Schools	Request Title	Auditorium/Theater Upgrades
Commission			
District Priority	5	Amount Requested	79,824
Commission Priority		Request Number	
Target Date for Implementation	Summer 2013	Other sources of funds not provided by EFB	The Hayden School District would be able to provide some matching funds to meet the \$79,824 necessary for project completion.
Has EFB Previously Funded This Project	<input type="checkbox"/>	Include School District Funding as appropriate	
Has this been addressed in other schools	<input type="checkbox"/>		

Target group primarily impacted by this request

Upgrades to the auditorium will impact the entire district population and community at large. The facility is utilized for multiple presentations to all grade levels as well as the community. Moreover, the auditorium is utilized for direct student participation in theater productions and band concerts at all grade levels.

As many of you are aware, the auditorium project has been ongoing for several years. We are to the final phase, which should be completed as a unit once started. This final phase includes painting, carpeting, and seating. The walls are a drab and dingy color: the carpeting is coming unraveled in many high traffic areas: and numerous seats

# Alternatives Considered

Request Title	Auditorium/Theater Upgrades
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What alternatives were considered before selecting this solution

We have looked at and priced used seating. This is our first upgrade of this facility since it was built in 1972, forty years ago! We feel it is important to do it right with new seating. Skimping because of funding would provide a second rate upgrade to an already used facility. If we are doing it, it was decided to do it right!

# Outcomes

Request Title

Auditorium/Theater Upgrades

What are the expected outcomes with the specified use of these funds

The expected outcomes are for the Hayden School district to have a fully upgraded auditorium/theater facility accessible to the school population and community at large! In this day of high stakes testing, it is often easy to overlook or devalue the arts. Research supports the impact of the arts on overall academic achievement. We have made it a district goal to not devalue the fine arts as we work to improve our academic achievement. Having a fully functioning, upgraded auditorium/theater will help us achieve that goal.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

This proposal will be measured by the successful completion of the carpet replacement, seating replacement, and painting of the spectator area of the facility.

# Previous EFB Funding description and results

Request Title

Auditorium/Theater Upgrades

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

The EFB awarded \$10,000 to us last year toward stage curtains. The funding was used to partially fund this project, and the new curtains are beautiful!!

Unintended or unexpected outcomes from the prior activities

No negative outcomes that we are aware. However, the community has observed the difference the upgrades have made and are now anxious to have the school complete the project!

Previous Experience of other school districts in addressing similar issues

Request Title	Auditorium/Theater Upgrades
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

We have visited with Marty Lamansky in regard to the SSSD theater project. We have also visited with the consultants that were used throughout that project. We would love to have followed their plan in completing the project as a whole, but have had to work one component at a time as funding becomes available. We consulted with Soroco in regard to the curtains. They had used the same company, and were extremely happy with their job performance.

# Education Fund Board

Requestor

Request Title

Commission

District Priority

Amount Requested

Commission Priority

Request Number

Target Date for Implementation

Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB Include School District Funding as appropriate

Target group primarily impacted by this request

Goals and Objectives of this funding request

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# Alternatives Considered

Request Title

Hayden Secondary Schools Tablet Computers

What alternatives were considered before selecting this solution

Alternatives are still being evaluated at the time of this writing. With assistance from our primary hardware vendor we will be evaluating several manufacturers tablet products in the coming weeks with the goal of standardizing tablet purchases throughout the School District. Requested gift pricing is based on pre-sales price of the Microsoft Surface Windows 8 Pro.

# Outcomes

Request Title

Hayden Secondary Schools Tablet Computers

What are the expected outcomes with the specified use of these funds

Student achievement will increase due to being more engaged in classroom instruction. Students will have the ability to do school work off campus, consolidate learning materials, and have the same tools available to them from home as they do school.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Success will be measured in increased student involvement and achievement

Previous Experience of other school districts in addressing similar issues

Request Title

Hayden Secondary Schools Tablet Computers

What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

The most common tablet solution in K12 education is the Apple iPad. Instead of just assuming the iPad is the best fit for the Hayden School District, we feel a "hands on" analysis before purchase is the prudent path to follow.

# Education Fund Board

Requestor

Request Title

Commission

District Priority

Amount Requested

Commission Priority

Request Number

Target Date for Implementation

Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB include School District Funding as appropriate

Due to unknown final pricing the School District shall fund the difference between the final invoice and the Fund Board gift.

Target group primarily impacted by this request

Goals and Objectives of this funding request

# Alternatives Considered

Request Title	Hayden Valley Elementary Tablet Computers
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What alternatives were considered before selecting this solution

Alternatives are still being evaluated at the time of this writing. With assistance from our primary hardware vendor we will be evaluating several manufacturers tablet products in the coming weeks with the goal of standardizing tablet purchases throughout the School District. Requested gift pricing is based on pre-sales price of the Microsoft Surface Windows 8 Pro.

# Outcomes

Request Title

Hayden Valley Elementary Tablet Computers

What are the expected outcomes with the specified use of these funds

Student achievement will increase due to being more engaged in classroom instruction. Students will learn how to use personal technology safely and effectively.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

Success will be measured in increased student involvement and achievement, and in the acquisition of new technology skills.

Previous Experience of other school districts in addressing similar issues

Request Title	Hayden Valley Elementary Tablet Computers
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

The most common tablet solution in K12 education is the Apple iPad. Instead of just assuming the iPad is the best fit for the Hayden School District, we feel a "hands on" analysis before purchase is the prudent path to follow.

# Education Fund Board

Requestor

Request Title

Commission

District Priority

Amount Requested

Commission Priority

Request Number

Target Date for Implementation

Has EFB Previously Funded This Project

Has this been addressed in other schools

Other sources of funds not provided by EFB Include School District Funding as appropriate  
 School District Funding as appropriate

Target group primarily impacted by this request

Goals and Objectives of this funding request

This request is broken into three parts and is listed below.

**Hardware: (Not to exceed \$91,670.00)**  
 We would like to introduce mobility for both staff and students. All classroom staff will receive a laptop and three mobile carts of 15 each will be for student use. In addition to laptops, some staff shall receive iPads, and students will have access to a mobile cart of 15.

- Approximately 45 laptops for elementary and secondary staff
- Approximately 45 laptops for secondary student use
- Approximately 30 iPads for elementary staff and student
- o A minimum of 15 will be available on a mobile cart
- iPad cases
- Carts for both laptop and iPad

**Network: (Not to exceed \$75,300.00)**  
 We would like to install an Enterprise Wireless solution. Our current solution is made up of consumer based wireless routers, that lack global management and little security.

- We would add approximately 30 Access Points through the district to start
- These Access Points will be globally managed
- We require two new network switches, one at middle school and another at elementary
- This is the same wireless solution Steamboat is proposing

Print This Fund Request

Attach Additional Files as Needed

Submit by E-mail



# Alternatives Considered

Request Title

EFB-Soroco

What alternatives were considered before selecting this solution

**Alternatives:**

We could update existing desktop computers, but our users require mobility since we currently do not offer access to our network from the outside.

Our High School is in need of another lab but we do not have the space. This will allow us to meet the need and introduce mobility into the classroom.

Mobile devices are coming into the classroom, some provided by us and others student owned. We need to update our wireless infrastructure to allow for this.

We realize the importance we place on our servers and infrastructure. We need to ensure, within reason, an adequate environment for these servers.

Before we merged with Steamboat we were building all computers by hand, had limited management of software and peripherals. We require access to some of these management types of software to more efficiently manage our computers and deliver services to our users.

# Outcomes

Request Title

EFB-Soroco

What are the expected outcomes with the specified use of these funds

Upgrade our wireless to an enterprise class solution where we can expect better performance and security.

Introduce mobility to our staff and increase computer access to students with mobile labs.

Introduce iPADS to elementary staff and students with mobile labs.

Create a better environment for our equipment in the server room.

Introduce software that will help us manage our users and applications more efficiently.

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

We want to introduce mobile technology this year and work through the year with our staff on training needs and developing a plan. Having the devices will better allow us to know the things we need assistance with, rather than assuming our needs. We will keep a close eye on Steamboats training initiative, while continuing to work with our technology team to develop training ideas and discuss other long term initiatives. We will develop a training plan.

Our network has been assessed for optimum wireless coverage, which we modified. Having these mobile carts roaming around the building will test the installation of our wireless and we will tweak and add additional Access Points as necessary.

Using the backup software and additional storage will ensure we are better prepared for a downed server.

Appsense allows our users to be more mobile but still have access to things they require without having to administer machines individually.

Previous EFB Funding description and results

Request Title

EFB-Soroco

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

2012-13	\$119,000	Smartboards/Infrastructure
	\$40,000	Computers
<b>Total</b>	<b>\$159,000</b>	
2011-12	\$50,000	Smartboards
	\$26,250	PC's
	\$3,000	Lightspeed
<b>Total</b>	<b>\$79,250</b>	
2010-11	\$56,800	iVisons Finance Software
	\$30,000	PC's
<b>Total</b>	<b>\$86,800</b>	

Unintended or unexpected outcomes from the prior activities

Imaging computers with software designed for such verses installing by hand takes a job from months to a few weeks to complete.

Collaboration with Steamboat has seen many positives, as we had expected. Having access to a team for technical problems instead of alone is invaluable.

Once you increase the speed of the internet it is virtually impossible to go back to a lesser speed.

Previous Experience of other school districts in addressing similar issues

Request Title	EFB-Soroco
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

We are working very closely with Steamboat schools and some of their solutions. Without a physical connection we need to work in parallel on some things, that we intend to consolidate.

# Education Fund Board

Requestor

SS HDN SOROCO

Request Title

Grant Writer

Commission

District Priority

Commission Priority

Amount Requested 80,000

Request Number

Target Date for Implementation July 2013

Has EFB Previously Funded This Project

Yes

Has this been addressed in other schools

Yes

Other sources of funds not provided by EFB Include School District Funding as appropriate

N/A

Target group primarily impacted by this request

The students and staff in all three school districts benefit from successful grants written by the grant writer.

Goals and Objectives of this funding request

EFB funds provide the salary, benefits, and budget for one grant writer to work on behalf of the three school districts. The objectives for this position are as follows:

#### Grant Writing

- Pursue grants for funds for one or more of the school districts in Routt County.
- Assist staff members, students, community members, and/or volunteers in developing applications for funding from granting agencies or foundations.
- Submit written applications for grants upon approval by the appropriate building and/or district administrator(s).

#### Budgeting

- Work closely with superintendents and principals to develop budgets from grant projects.
- Coordinate budget reports for grant awards with the Fiscal Officer of the school district(s) receiving grant funding.
- Coordinate expenditure of grant funds cooperatively with the Fiscal Officer of the school district(s).

#### Reporting

- Coordinate written reports required for grant awards with the appropriate building and/or district administrator.
- Submit accurate reports required by the granting entity in a timely manner.

Print This Fund Request

Attach Additional Files as Needed

Submit by E-mail

# Alternatives Considered

Request Title	Grant Writer
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What alternatives were considered before selecting this solution

This position has been funded since 1998, and no alternative plans have been considered.

# Outcomes

Request Title

Grant Writer

What are the expected outcomes with the specified use of these funds

Expected Outcomes:

- 1) Potential funding sources will be identified to help meet district goals
- 2) Collaboration will occur among the grant writer, district staff, and multiple districts as appropriate to develop funding proposals
- 3) Grant proposals will be written, reviewed by staff, and submitted
- 4) Revenue will be generated through grant funds
- 5) Open grants will be managed for reporting and expenditures

Provide specific calculated measurements that will be used on an ongoing basis to measure the progress of the goals for this funding

The grant writer will provide reports to EFB and the districts as measurement data. The report will include at minimum:

- 1) Number of grants submitted for each district
- 2) Total dollar amount of requests submitted for each district
- 3) Outcome of submitted grants

Previous EFB Funding description and results

Request Title

Grant Writer

Provide Years and amounts of previous EFB funding and measurements of success defined when grant was awarded

Funding has been in place since 1998. See attached for documentation provided for previous year and thus far in the 2012-2013 school year.

Unintended or unexpected outcomes from the prior activities

The grant writer position puts the three districts at an advantage for competitive dollars. The Grant Writer increases opportunities for collaboration among the three districts.



Previous Experience of other school districts in addressing similar issues

Request Title	Grant Writer
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What solutions are in place at other school districts, and what consideration was given to their solution in generating this request

Many school districts are not fortunate enough to have a grant writer.