

STEAMBOAT SPRINGS EDUCATION FUND GRANT COMMISSION  
December 18, 2013; 5:30 pm  
Human Services Center Downstairs Board Room  
Agenda

1. 5:30 Call to Order
2. 5:31 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. 5:34 Innovation Grant Presentations
  - Structural Engineering \$50,000 Hayden High School – Kevin Kleckler
  - Adventure Programming \$15,223 Hayden Elementary – Liz Meissner
  - Garden \$1,500 Strawberry Park Elementary – Beth Leys
  - iPad Enhancement \$600-\$2,160 Soda Creek Elementary – Carlene Heald
  - Summer Language \$4,896 Strawberry Park Elementary – Kathy Swingle
  - Band \$10,421 Steamboat Springs High School – Jim Knapp
  - Literacy \$17,500 Steamboat Elementary Schools – Katie Malone
  - STEM \$30,000 Steamboat Springs Schools – Diane Maltby
4. 7:10 1<sup>st</sup> Reading – Technology SSSD
5. 7:20 Accountability Reports - Barb Parnell
6. 7:45 Approval of Meeting Minutes from Grant Commission
  - Meeting of November 20, 2013
7. 7:46 EFB December 4, 2013 meeting recap
8. 7:55 Other Business
9. 8:00 Adjourn

## 2012-2013 EFB Funding Accountability Report

12/6/13

Prepared by Barb Parnell

In an effort to standardize outcome reporting, a new excel spreadsheet form was developed. Accountability reports were submitted from 23 of the 24 School District and Community Group grants. A thorough review of the goals and outcome measures reported on each grant application were compared with the data supplied on the accountability reports. A summary of School District and Community Group grant goals and outcomes are attached. (Please note the comments in red reflect additions to the original accountability report submitted).

### **School District Grants**

The School District grants funded by EFB included personnel, technology (software, hardware and networking) and capital projects. While all students and staff were impacted by one or more of the grants, ELL and GT students in Steamboat Springs and students accessing the Response to Intervention program in Hayden were specifically targeted in a few of the funded grants.

Twelve of the funded grants were technology based and were the only grants submitted by SOROCO, 75% of grants submitted by Hayden and 50% of the grants for Steamboat Springs. All of the target technology projects were completed with the exception of networking between SOROCO and Steamboat Springs Districts, which was not completed due to issues with Eagle Net. A significant amount of funding was used to successfully accomplish upgrades and to improve the technology and connection that is available to students and teachers in the classroom.

One of the most "highly discussed" and largest grant request was Steamboat Springs Effective Classroom. Outcomes indicated student-teacher ratios were 21 and 21.8 for SPE and SCE, respectively and 22 for SSMS and 24.8 for SSHS. The District's policy is 20:1 for elementary levels and 25:1 for the secondary. With the exception of this outcome, Steamboat Springs School District met or exceeded all the other goals that were identified on their grant applications.

Hayden School District received two non-technology focused grants. For the Intervention Specialist, while the goals appeared to have been met with TCAP scores, all the grant application outcome indicators were not reported on.

## **Community Group Grants**

Three community group reports were received including Yampatika, Partners and Yampa Valley Science School. For all three community programs, the outcomes continued to show strong positive impact on student achievement and teacher support.

## **Challenges and Recommendations**

While there were a number of challenges identified by grantees, they were able to overcome the challenges to successfully complete the projects outlined.

There were a few challenges with the grant accountability process.

- All three school districts missed the report deadline in completing portions or all of the accountability report form and two of the Districts originally submitted their own form.

Recommendation: Revise accountability reporting tool as needed and provide applicants with a one month deadline at the beginning of the 2014-2015 Academic Year.

- There were a number of areas where outcomes were not reported despite the grant application clearly stating that a specific outcome would be measured. Based on the recommendation at the November Grant Commission meeting, all "missing" outcome data reporting was completed, with the exception of Hayden School District's Intervention Specialist.

Recommendation: Continue to emphasize that accountability reports are an essential component of the granting process.

- In a few of the applications, the outcome measures were not as clearly or directly linked to the project goals outlined. It is expected that with the new grant application form this will be eliminated.

Recommendation: During the application review process the Grant Commission should work with the applicant to identify clear goals and measurement outcomes that reflect those specific project goals.

**Education Fund Board Grant Accountability**

Title	Goal to be achieved	Target group- Number reached	Measurements
Yampatika	<p><b>Yampatika's ELP will continue to advance:</b> 21st century skills, innovation and STEM skills; provide for excellence in academic achievement; achieve low instructor/student ratios; provide a connection for community and environment; and utilize verifiable and meaningful outcomes/data in its evaluation. <b>Yampatika's ELP will be a program model</b> for state-of-the-art, community-based science education, state-wide and nationally.</p>	<p>Our target populations was 30 classrooms, or approximately 600 students in 2012-13. With support from the EFB, Yampatika's ELP reached 42 classrooms and 800 students, a 56% increase over last year. All 22 K-5 classrooms in the Hayden and South Routt School Districts participated in the program. Twenty K-5 classrooms of the 55 in the Steamboat Springs School District participated.</p>	<p><b>Students will demonstrate improved academic performance and positive changes in attitudes towards learning in general and the environment, and community.</b></p>

			<p>The program will assist teachers in adhering to state standards.</p>
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			<p>The program will assist teachers in adhering to state standards.</p>
			<p>Yampatika's ELP will be a program model that can be replicated statewide and nationally.</p>

<p>Yampa Valley Science School 2012-2013 School Year</p>	<p><b>Goal #1:</b> Provide all Routt County sixth grade students with a quality, place-based environmental science education program. Sixth grade participants will demonstrate greater academic understanding while enjoying their learning experience.</p>	<p>All sixth grade students in Routt County, and 30 High School Jrs and Srs. In 2012, YVSS served 249 sixth grade students (SSMS: 171. Hayden: 26. Soroco: 32. North Routt Charter: 10. Emerald Mountain School: 7. Heritage Christian: 3.) and 30 High School Jrs and Srs (SSHS: 25. Soroco HS: 5).</p>	<p>Yampa Valley Science School sixth grade participants will show an overall average increase in environmental science knowledge of at least 35%, as a result of their participation in YVSS measured through self-report pre/post survey. 75% of sixth-grade participants will report they enjoyed their experience at YVSS measured through self-report post survey.</p>
	<p><b>Goal #2:</b> Sixth grade participants will be more engaged in school through greater levels of comfort with teachers, peers, and older students.</p>		<p>80% of sixth-graders will report that science school helps them feel more comfortable with their teachers, high school students and other middle school students, as measured through a self-report post survey.</p>
	<p><b>Goal #3:</b> Sixth grade participants will gain greater sense of place, and responsibility for their community.</p>		<p>80% of sixth-graders will report that science school helps them feel that they can help their community, as measured through a self-report post survey.</p>

	<p>Goal #4: Local high school juniors and seniors will gain positive experiential leadership opportunities while enjoying their experience.</p>		<p>At least 30 high school students (juniors and seniors) will gain valuable leadership skills through their participation as Junior Leaders in the program, and will enjoy their experience, as measured by post self-report surveys.</p>
	<p>Goal #5: High school Junior Leader participants will gain a greater sense of place, and responsibility for their community.</p>		<p>80% of high school Junior Leader participants will report that science school helps them feel that they can help their community, as measured through a self-report post survey.</p>
<p><b>Partners School Based Mentoring Program</b></p>	<p>Increase mentors from 7 to 9 and to expand the program into Steamboat Springs 2 elementary schools.</p>	<p>72 target students</p>	<p>Successful placement of 2 additional mentors in Strawberry Park and Soda Creek Elementary Schools.</p>
	<p>Providing direct mentoring and tutoring services to 72 targets students (eight/mentor) and to provide constructive and safe in-school and after-school programmatic opportunities to target students and other interested students.</p>	<p>72 target students; 376 students via in-school and after-school programming</p>	<p>Time spent with each target student every week; in-school and after-school programming sessions tracked weekly</p>

			Pre and post surveys
			Results reported in the following format: Scale, Pretest-Posttest, Change, Desired Direction Change & Level of Significance (high, significant, approaching, not)
			Surveys are developed and analyzed by OMNI Institute.

	<p>"Grades, attendance, and behavioral incidence records will be also be collected, and, a simple statistical analysis will be conducted by Partners staff. Baseline data does not exist at this point in time but Partners is hopeful that at least 50% of target students will experience increased grades and that 25% will experience increased attendance and/or decreased behavioral incidences."</p>		<p>Data collection from school reports. 5  Subjects: Social Studies, Math, Science, Reading &amp; Core  <u>Elementary Grades:</u> students do not receive grades; point values calculated over 3 trimesters.  <u>Middle Grades:</u>  Average Grades Pt System: (0=F 1=D 2=C 3=B 4=A) change measured over 4 quarters.</p>
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Report		
Outcome	Challenges- Lessons Learned	funded amount
<p>Yampatika invests in professional, third-party evaluation on an annual basis for the ELP to ensure the program is effective in meeting academic objectives and helps students meet and exceed state educational standards in STEM-related areas. These program evaluations prove, on a local level, what national research has confirmed: children's academic achievement and critical thinking skills grow substantially through hands-on environmental education; student-to-student and student- to-teacher collaboration and cooperation increases; and students show much greater concern what they can do to help preserve the land, water, animals and our communities. The final evaluation report is attached. As in previous years, the first, third, and fourth grade classes showed a significant difference between the pre- and post-program knowledge tests given during the Environmental Literacy Program. This means, that at a 95% confidence level, that the pre-program scores differ from the post-program scores in a positive way. Students are increasing their knowledge of the natural environment.</p>	<p>A major challenge that we have experienced this year is the increased demand for the ELP in the SSSD school district. At present, we are serving 46% of the classrooms in the two elementary schools in SSSD. However, that means that 54% remain unserved. This is particularly complicated given that grade levels are now teaching as blocks. We must reach point where all classrooms have equal opportunity to this program. With the help of classroom teachers, we have been able to extend the program's reach in 2013-14 using Challenge Fund Grants.</p>	<p>\$8,000</p>

<p>According to our evaluation, teachers chose the Environmental Literacy Program because it is: Aligned to the curriculum, Teaches about the local environment, Connects students to the community, It provides a new way of teaching - hands-on experience, It is a quality program. "It is so important to teach kids to be good stewards of their environment with informed, mindset. Yampatika teaches this better than I can by myself."</p>	<p>In our evaluation, the willingness-to-pay subject brought the most negative responses by participating teachers. Most teachers would not pay for the Environmental Literacy Program, nor would they be willing to find funding for their classrooms to attend the program. When asked what they would pay for a program, most responded that they have very tight budgets and that it would be unlikely that they would participate in the program because of this. Teachers that did write an appropriate cost, indicated that \$1.00 to \$5.00 per student would an appropriate amount for the entire three session program.</p>	
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<p>85% of teachers were satisfied with the program experience.</p>	<p>Of the three curriculum sessions, 77% of the teachers listed the field trip as their favorite session. The reasons for this selection were much like those with the overall program experience. Teachers like the hands-on curriculum that allowed students to be more engaged when they were outdoors. Teachers also believe that being outside allows to make more connections to the real world and to a better understanding about the community in which they live. Teachers' comments regarding the field trip include the following: "The students combined their knowledge and could apply and synthesize and analyze their learning process." "The students don't get to go on many field trips. They value the experiences during these trips!"</p>	
<p>20 teachers/educators from 4 NW CO Counties attended an April 2013 workshop, offered in partnership with the Colorado Alliance for Environmental Education (CAEEE). The workshop focused on helping them use best practices in environmental literacy programming.</p>	<p>Being invited to serve as a statewide model program has been a tremendous affirmation that Yampatika's ELP is the wave of the future in education. However, the number of requests for speaking engagements, training, and sharing of the model far exceed what our limited budget allows for.</p>	

<p>Sixth grade participants demonstrated an increase in education understanding of 39% based on the pre-post education test results. Also refer to the <u>attached letter from SSMS 6th grade teachers</u>. 97% of students stated "Yes, 2% stated "Maybe", and 1% stated "No" they enjoyed their experience at YVSS.</p>	<ul style="list-style-type: none"> <li>• Enrollment packets were not sent out with the SSMS registration materials causing a lot of work for YVSS staff and delays in coordinating student rosters and parent volunteers.</li> <li>• Camp Nurse position was not fully utilized as the only candidate found was only available for most medication administration times.</li> <li>• Many SSMS parents signed up at the last minute since they did not know which week their child was attending until the Friday before the first YVSS SSMS week.</li> <li>• YVSS week for non-SSMS schools remains to be challenging to rally parents given that most of the parents live outside of Steamboat.</li> <li>• SSMS teachers departed on certain days without a plan in advance to have staff prepared to take over their activities.</li> </ul> <p>All of these issues have been reviewed</p>	<p>20,000</p>
<p>Post program results indicate that 59% of sixth grade students surveyed stated "Yes", 18% stated "Maybe", 9% stated "no", and 14% were unsure that science school helped them feel more comfortable with their teachers. As related to high school students, the responses were 79% stated "Yes", 10% stated "Maybe", 7% stated "no", and 4% were unsure. As related to their classmates, the responses were 83% stated "Yes", 7% stated "Maybe", 6% stated "no", and 4% were unsure.</p>		
<p>78% of students reported "Yes", 9% reported "maybe", 5% reported "no", and 8% were "unsure" that science school helped them feel that they can help their community.</p>		

<p>100% of the 30 high school Junior Leaders felt that science school helped them to gain leadership skills and stated they enjoyed their YVSS experience.</p>	<p>All of these issues have been reviewed and revisions were made for the 2013 program year.</p>	
<p>91% of high school students reported "Yes", and 9% reported "maybe" that science school helped them feel they can help their community.</p>		
<p>2 School Based Mentors (SBM) recruited, trained and placed at the elementary schools. School Administrators &amp; Site Supervisors identified, trained, MOU's drafted and signed, school staff educated on SBM role, responsibility and AmeriCorp limitations. 9 Target students indentified and received</p>	<p>The SBM role can be difficult to grasp until the school sees the program in action, and PRC needs to continue to make an effort to educate faculty and staff about the program and the expectations of SBMs</p>	<p>\$ 37,500</p>
<p>2,250 hours of one-to-one mentoring services given to target students; 244 sessions of after-school programming (total of 339 hours), 117 sessions of in-school programing (50 hours)</p>	<p>Balancing one on one time with the importance of being in the classroom is always a challenge; the support of teachers allows mentoring to happen</p>	

1) School-Bonding: 5, 3.85-3.84, .01, No, not significant change (remained high).	measuring school-bonding at the <u>end of the year</u> always presents a challenge, however noteworthy that score remained high for these at risk target students.	
2) Self-Esteem: 4, 2.94-3.07, .13, Yes, approaching significance	Important to state that with only 68 in sample size (4 students moved by the end of the school year) it can be difficult to get statistically significant numbers.	
3) School Violence & Aggression: 4, 1.70-1.66, .04, Yes, not significant. Delinquency: non reportable data.	Delinquency was a new scale that was added to the survey after the grant application submitted, so was not aware at that time that the new scale would be reported in percentages and quite honestly is near impossible to derive meaning	
4) Decision-making skills: 4, 2.85-2.86, .01, Yes, not significant.		
5) Social and Communication Skills: 4, 2.99-3.08, .09, Yes improved but were not significant.		
6) Self-reported grades: 3, 2.07-2.12, .05, Yes, increased but were not significant.		
7) Adult Bonding: 5, 3.18-3.49, .31, Yes, Highly significant.	Added the Adult Bonding results due to the increased research supporting positive adult bonding with desirable outcomes in youth development and a key component to measuring the success of mentoring model.	

<p><u>Attendance:</u>  Average # absences 11-12: <b>8.6</b> (63 records)  Average # absences 12-13: <b>10.7</b> (57 records)</p> <p><u>Discipline:</u>  Average # referrals 11-12: <b>1</b> (53 records)  Average # referrals 12-13: <b>1.3</b> (57 records)</p> <p><u>Grades:</u>                   Elementary showed  average improvement of .56 change between trimesters  for overall average of 2.63           Middle School showed  average decrease of -.53 between quarters for average of  2.12</p>	<p>Essentially, when this goal was stated certain factors were not considered. Such as in absences one extended absence due to illness and death in family that skewed the totals. Grades are scored differently between middle and elementary schools (reducing sample size thus reliability even more). Lastly, discipline procedures vary between all 5 schools, so what may count as an "incident" in one school may not even be reported in the data we collected in another. Thus, we will not use this measurement as an indicator of program impact in the future</p>	
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STEAMBOAT SPRINGS EDUCATION FUND BOARD  
GRANT COMMISSION MEETING  
November 20<sup>th</sup>, 2013; 6:00 PM  
Human Service Center Upstairs Board Room

Grant Commission members present included Stuart Handloff, Glen Airoidi, Dean Massey, Paul Berry, Kevin Lind, Michael Loomis, Tina Kyprios, Barb Winternitz and Beth Wilhelm. Present via telephone was Barb Parnell. Also present was Brad Meeks (SSDS Superintendent), Tim Miles (SSSD and S. Routt Director of Technology), Cristina Magill (prospective Grant Commissioner), John Spezia and Robin Stone.

**Call to Order:**

Chairman Stuart Handloff called the meeting to order at 6:00 PM.

**Public Order:**

There was no public comment.

**Approval of Meeting Minutes from Grant Commission**

- Meeting of May 22, 2013
- Meeting of October 15, 2013

*Barb Winternitz made a motion and Beth Wilhelm seconded, to approve the meeting minutes listed above as presented.*

*Vote: \_\_\_ 10 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**EFB November 6, 2013 meeting recap:**

Dean reported the EFB heard 1<sup>st</sup> readings for the Innovation Grant @ \$ 50,000 and for the Community Grants @ \$ 75,000.

The roles and responsibilities of the EFB and GC discussed. Direction was given regarding what criteria the board and commission was looking for from the grant requests. The primary focus is the mission statement and EFB does not expect or want to give rubber stamp approval as there is a fiduciary responsibility to the taxpayers. EFB wants the GC to give deep, sophisticated thought and a thorough review to the requests and that priority information is wanted from the districts. The GC still wants to be able to make independent judgments.

The EFB agreed to forecast sales tax less conservatively resulting in an extra \$ 173,000 available for allocation. The adjustment was made considering the last 6 month actuals.

**Grant Commission Vacancy:**

A GC application from Cristina Magill was received and is attached to the minutes. After a short introduction from Cristina, *Paul made a motion and Dean seconded, to approve a recommendation to the Education Fund Board for Cristina Magill to be a member of the Grant Commission.*

*Vote: \_\_\_ 10 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**Accountability Reports:**

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Education Fund Board's Grant Commission Meeting

Barb Parnell provided accountability reports in spreadsheet form attached to the minutes. Barb felt that there was some information lacking regarding what measurements were indicated on the application form versus what was provided on the accountability report. Barb recommended the districts and community groups involved are contacted to get the complete package on the accountability reports before presentation to the EFB and before other similar applications are submitted. Barb noted the technology accountability report was outstanding.

After a short discussion on small class size, Dean will provide information the method used last year regarding student/teacher ratios at the December GC meeting.

Brad Meeks asked for consistency in the accountability reporting format going forward.

**Innovation Grants:**

Dean drafted and sent a letter to the districts announcing the Innovation Grant. The GC had previously decided to send the letter out before an amount was approved giving teachers adequate time to prepare. An EFB straw vote indicated unanimous approval for an amount of \$ 50,000 for the Innovation Grant. *Dean made a motion and Barb Winternitz seconded to approve moving the Innovation Grant @ \$ 50,000 to EFB for second reading.*

*Vote: \_\_\_ 10 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**Community Groups:**

The EFB discussed lowering the amount for the Community Groups from \$ 75,000 to \$ 73,500 to be in line with the 5% increase in the sales tax forecast. *Dean made a motion and Glen seconded, to approve moving the Community Grant @ \$ 75,000 to EFB for second reading.*

*Vote: \_\_\_ 10 Yes \_\_\_ \_\_\_ 0 No \_\_\_ The motion passed unanimously.*

**District 1<sup>st</sup> and 2<sup>nd</sup> Readings:**

The deadline for grant applications is 2/1/14, 1<sup>st</sup> Readings 4/10/14 and 2<sup>nd</sup> readings/awards 5/10/14. The process will be the same as last year. Glen asked for a calendar and will discuss with Kristi Brown.

**Other Business:**

Tim Miles asked the GC consider asking for smaller amounts of money for pilot or smaller sized projects rather than one lump sum and that the EFB set aside an amount of money to be allocated as needed for technology. Tim can lay out what he thinks will happen long-term but that money is needed both before and after July 1<sup>st</sup> and would like access to some of the money to be able to start pilot programs. The GC was concerned about how to adapt and implement the process.

Tim added as state testing is now computer based, the district is hurting regarding the amount of testing versus the number of available computers and the logistics for the change. The SSSD district will be approaching the EFB for an out-of-cycle request for construction and computers. The request will be a one-time request. The problem will be bigger next year as the computer based testing will be required for more grade levels.

**Adjourn:**

*Glen made a motion and Dean seconded to adjourn the meeting.*

*Vote: 10 Yes 0 No The motion passed unanimously.* The Education Fund Board's Grant Commission meeting adjourned at 7:19 pm.