

## Steamboat Springs Education Fund: Summary and Review of Grant Accountability Reports

For Accountability Reports Submitted:	Fall 2022
For Funds Used:	Academic Year 2021-2022
For Funds Granted:	Spring 2021

Reviews completed by:

Source documents: The primary source documents for this Summary and Review document are the following (1) Original Applications and (2) Accountability Reports.

<u>District or Organization</u>	<u>Category &amp; Grant I.D.</u>	<u>Amount Awarded</u>	<u>Grant Plan Fulfilled?</u>	<u>Recommendations/Feedback/Questions</u>	<u>Highlights from Accountability Report &amp; Challenges Identified</u>
SSSD	<b>TOTAL GRANTED</b> <a href="#">Spending Report</a>	\$4,261,506			
SSSD	<b>Student-Facing Staff G-22-06-SBS</b> <a href="#">Accountability Report</a>	\$2,652,932	Yes	<p><u>SSEF Comments:</u></p> <p>I would like to commend the writer of this grant. It is cohesive, coherent and cogent. Some highlights from the application include the following statements:</p> <p>“The District values and continues to thrive because of small class sizes. This is valuable to students and teachers alike. It allows teachers more time to form individualized connections with students, which helps students both mentally and academically.”</p> <p>“Achievement gaps exist in both English Language Arts as well as Math for several of our sub populations (Hispanic/Latino, Black/African, free and reduced lunch and IEP students).”</p> <p><u>Questions:</u></p> <p>With the shortage of qualified teaching applicants (certified staff) in the current school year, is using certified staff as instructional coaches in the best interest of students? Should classroom certified staff be prioritized over instructional coaches when faced with a staffing shortage?</p> <p>If 10.5% of the district enrollment is EB students, is one translator enough? How do you plan to cover that many students’ translation needs at parent-teacher</p>	<p><u>Project Summary :</u></p> <ul style="list-style-type: none"> <li>• Reduced class sizes for all K-12 students through 16 total teaching positions.</li> <li>• 9.0 FTE staff for Emerging Bilingual (EB) staffing</li> <li>• Two full-time instructional coaches</li> <li>• Full time school counselor at Sleeping Giant School (new position) and .5 FTE School Counselor at Steamboat Springs Middle School</li> </ul>



			Network Yes	<p><u>SSEF Comments:</u></p> <p>It is noted that the district paid the additional amount for 3 year renewal of the security camera maintenance above what EFB funded. This was known and planned ahead of time.</p> <p>It should also be noted that SGS is the first school in the STATE to have POE (Power over Ethernet) lighting. This provides a significant cost savings and reduced energy usage.</p>	<p>need repair, charging or loaners for those devices left at home requires additional anticipated funding. Planned replacement schedules do not always match the retirement schedule of the manufacturers.</p> <p><u>Project Summary: Network</u> This is the most important part of the technology budget as nothing works without it! This involves upgrading and maintaining all security cameras and software, wireless coverage, upgrading to Wifi 6.</p> <ul style="list-style-type: none"> <li>• Offsite virtual backups of server environments in case of disaster.</li> <li>• Very stable network, improved wireless coverage areas within the district, extended coverage of security cameras. There were only 2 outages this year! One lasting 15 minutes due to a Denver router not routing correctly. The other was a 24 hour outage due to the mudslides in Glenwood that took out our redundancy, however we were able to add a 3rd leg of redundancy to Salt Lake City.</li> </ul> <p>One of the big challenges involved the multiple construction projects taking place across the district with network/technology infrastructure still being an afterthought in the planning process.</p> <p>Cybersecurity is a growing challenge that will need to be addressed on a larger scale by contracting with an expert source. As a smaller district we do not have the specialized knowledge to manage this huge risk ourselves.</p>
SSSD	<p><b>Curriculum/Materials G22-08-SBS</b></p> <p><a href="#">Accountability Report</a></p>	\$350,000	Yes	<p><u>SSEF Feedback:</u></p> <p>Outstanding job to the SSSD Middle School teachers and staff for implementing two new major curriculums, especially during the added stresses of the pandemic. It's good to see that the District has plans to avoid implementing multiple new curriculums in the same year.</p> <p><u>SSEF Questions:</u></p> <p>Does the District have a process of identifying new and emerging curriculums?</p> <p>Has the District identified other curriculums that need to be aligned vertically?</p>	<p><u>Project Summary:</u>A total of four curricula were purchased and adopted during FY22: Secondary Science, Middle School Math, Elementary Math, and Elementary STEM. Additionally, a replenishment of library circulation items was fulfilled.</p> <p><u>Smithsonian Caroline Science Curriculum:</u></p> <ul style="list-style-type: none"> <li>• All SSSD Middle School classrooms are meeting the new state science standards</li> <li>• All SSSD Middle School Students have equitable science learning experiences <ul style="list-style-type: none"> <li>◦ All SSSD middle school staff worked with Smithsonian trainers to meet new Colorado State Science Standards and ensure curriculum implementation</li> </ul> </li> <li>• Working with instructional coaches to incorporate phenomena-based lessons with local context</li> </ul>

				<p>Are there any other STEM standards or data that will be tracked besides participation in high school STEM courses?</p> <p>Are there certain guidelines and standards the district follows regarding library materials?</p>	<ul style="list-style-type: none"> <li>● New curriculum adoption successful with 6 dedicated Professional Learning Community days <ul style="list-style-type: none"> <li>○ Along with implementation of new math curriculum, PLC time was carefully planned</li> <li>○ In the future, the district will adopt one curriculum per school in any given year</li> </ul> </li> <li>● New curriculum adoption takes 2-3 years before accumulative results can be seen <ul style="list-style-type: none"> <li>○ Due to Covid, baseline data ('21 &amp; '22) not available; baseline data will be established '22-'23 school year</li> <li>○ Academic outcomes in science scores tracked annually with CMAS science tests (8th grade)</li> </ul> </li> </ul> <p><u>Carnegie Math Curriculum:</u></p> <ul style="list-style-type: none"> <li>● All SSSD Middle School teachers are implementing the Carnegie math curriculum <ul style="list-style-type: none"> <li>○ Carnegie Learning Trainer provided professional development to all staff</li> </ul> </li> <li>● Math curriculum is now aligned vertically with a single curriculum in grades 6-12 <ul style="list-style-type: none"> <li>○ Secondary instruction and curriculum should be viewed collectively for grades 6-12 and future curriculum adoptions should incorporate these grade levels for vertical alignment</li> </ul> </li> <li>● Teachers have implemented Carnegie specific differentiation strategies for special populations <ul style="list-style-type: none"> <li>○ Emerging bilinguals and Gifted and Talented, in addition to general instructional strategies for all students</li> </ul> </li> <li>● New curriculum and dedicated PLC days built cohesive grade level teams (horizontal alignment) and promoted collaboration and teamwork among middle school teachers <ul style="list-style-type: none"> <li>○ Along with implementation of new math curriculum, PLC time was carefully planned</li> <li>○ In the future, the district will adopt one curriculum per school in any given year</li> </ul> </li> <li>● Baseline data for MAPS middle school (grades 6-8) math scores: 2022: 68% of students grades 6-8 met typical growth <ul style="list-style-type: none"> <li>○ Anticipated growth goal for MAPS middle school scores by June 2023: at least 75% of students grades 6-8 will meet typical growth - '24 at least 80%, '25 at least 85%</li> </ul> </li> </ul>
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SSSD	<p align="center"><b>Capital Project G22-09-SBS</b></p> <p align="center"><a href="#">Accountability Report</a></p>	\$345,000	Yes	<p><u>SSEF Feedback:</u></p> <p>Kudos to the District and Transportation Department for being an early adopter of the electric bus technology that has so many benefits to our students and their academic achievement, along with the added benefits to the community.</p> <p><u>SSEF Questions:</u></p> <p>What will the District do to track the cost savings from the transportation fleet and the reinvestments of those funds in student-facing programs?</p>	<p><u>Project Summary:</u> The District made capital improvements by using funds to purchase an electric school bus and charger (matching EFB funding), a wheelchair accessible bus, a high school pod and other building furniture.</p> <p><u>Electric School Bus:</u></p> <ul style="list-style-type: none"> <li>The District received a \$317,436 Alt Fuels grant to purchase an electric bus and charger (pilot program), which required matching funds and installation costs - \$71,060 EFB funding fulfilled matching requirement</li> <li>EV bus will improve air quality and reduce the district maintenance and fuel costs by an estimated 60% <ul style="list-style-type: none"> <li>Cost savings from transportation fleet allow district to invest additional funds in student-facing programs</li> </ul> </li> <li>Riding a diesel bus every day can increase a child's risk for cancer by 4%, lower respiratory symptoms by</li> </ul>

				<p>Does POD furniture have a replacement schedule? How is usage tracked?</p>	<p>6%, and daily asthma hospitalizations by 1% (California Air Resources Board, 2016)</p> <ul style="list-style-type: none"> <li>○ A Georgia State University study showed that students who rode electric school buses saw a 6% increase in test scores and a 4.3% increase in lung health</li> <li>● Electric bus pilot successfully demonstrated technology will work for district <ul style="list-style-type: none"> <li>○ District has since ordered an additional 7 electric buses leveraging grant funding</li> <li>○ All 7 buses will be on the road by spring 2023. The district was an early adopter of this technology, with a plan to have all route buses eventually fueled by electricity rather than diesel</li> </ul> </li> </ul> <p><u>Wheelchair Accessible Bus:</u></p> <ul style="list-style-type: none"> <li>● Allows all SSSD students to access education through daily transportation <ul style="list-style-type: none"> <li>○ Ridership by severe needs students is tracked annually</li> </ul> </li> <li>● New bus provides more front door service for severe needs students <ul style="list-style-type: none"> <li>○ Larger bus allows more space for multiple wheelchairs</li> <li>○ Bus allows drivers to access more remote roads that are not accessible with a regular size school bus</li> </ul> </li> <li>● Severe needs students are unable to ride our regular bus without assistance from a paraprofessional. <ul style="list-style-type: none"> <li>○ A single bus for severe needs students allows for efficient staffing</li> </ul> </li> <li>● Replacement of the bus was in line with our standard fleet replacement schedule.</li> </ul> <p><u>High School Pod and other building furniture:</u></p> <ul style="list-style-type: none"> <li>● SSHS had outdated furniture (tables and chairs) in the POD areas used by all students for instructional purposes. <ul style="list-style-type: none"> <li>○ EFB funds were used to replace the furniture in these areas</li> </ul> </li> </ul>
Hayden	<p><b>TOTAL GRANTED</b>  <a href="#">Spending Report</a></p>	\$266,118			

Hayden	<p align="center"><b>Technology G22-02-H</b></p> <p align="center"><a href="#">Accountability Report</a></p>	\$63,100	Yes	<p><u>SSEF Comments:</u></p> <p>It is unclear if the 1:1 chromebooks will be just grades 3-12 or if grades 1-2 will also have a dedicated chromebook. The Goals state all students grade 1-12 and the target group states grades 3-12.</p>	<p><u>Project Summary:</u></p> <p>The district is moving to 1:1 Chromebooks for students 3-12 utilizing Google for instruction, email and utilizing Microsoft Office in grades 6-12 for workforce and post-secondary skills. Students will be able to access software and school work from home as well as at school. With state level assessments returning fully post pandemic, data from these assessments will be used to determine the effectiveness of the 1:1 program as well as other instructional and intervention practices.</p> <p>Challenges include ensuring enough Chromebooks are on hand (+ 10%) to cover those that need repair, charged or forgotten.</p> <p>Lessons learned include: ordering more Chromebooks earlier in anticipation of backorders and supply chain issues.</p>
Hayden	<p align="center"><b>Student-Facing Staff G22-01-H</b></p> <p align="center"><a href="#">Accountability Report</a></p>	\$107,500	Yes	<p><u>SSEF Comments:</u></p> <p>Assessment of the effectiveness of the instructional coaches is being measured by the following: "Interim assessment data that includes DIBELS, NWEA, and classroom work. Colorado Department of Education Performance Frameworks and individual RANDA levels for staff."</p> <p><u>Question:</u></p> <p>Is this a district-wide position? If so, would it make more sense to have one interventionist for pre-K through 5, and one 6 through 12?</p>	<p><u>Project Summary:</u></p> <p>Student and staff support in the classroom employing pull-out as well as push-in instruction to enhance classroom achievement, management, and educational outcomes.</p>
Hayden	<p align="center"><b>Curriculum/Materials G22-03-H</b></p> <p align="center"><a href="#">Accountability Report</a></p>	\$95,518	Yes	<p><u>Question:</u></p> <p>When will the data from fidelity in the classroom, the growth data for interim and summative assessments be available to review?</p>	<p><u>Project Summary:</u></p> <p>Purchase was made for middle school social studies curriculum materials that align with the high school curriculum materials. The goal is to align social studies, ELA, and math curriculum support materials to the Colorado Academic Standards to meet the needs of our students.</p>
South Routt	<p align="center"><b>TOTAL GRANTED</b></p> <p align="center"><a href="#">Spending Report</a></p>	\$212,894			

South Routt	<p><b>Student-Facing Staff G22-04-SR</b></p> <p><a href="#">Accountability Report</a></p>	\$117,000	?	<p><u>Questions:</u> SOROCO currently employs an academic advisor, but not a true guidance counselor. So when you talk about the “guidance counselor” in your outcomes, are you referring to the academic advisor or are there plans to hire a guidance counselor? Is an increase in college trips the only outcome you are seeking from a guidance counselor?</p> <p>Has the district seen improvement in students’ performances as a result of the STEM/Math teacher and/or the interventionist?</p> <p>Can you provide specific examples of the “increased rigor” being provided to G/T students? Are they being removed from class for extra work, being given extra work in classes, etc.? Is a G/T program currently in place or were funds used to set the groundwork for this school year?</p>	<p><u>Project Summary:</u> SOROCO is using EFB funds to supplement the salaries of a “guidance counselor”, STEM/Math teacher, and an interventionist, as well as a stipend for a Gifted and Talented teacher.</p> <p>They hope to make up for the losses in learning due to COVID with the additional 1:1 support of the interventionist both in and out of school.</p>
South Routt	<p><b>Technology G22-05-SR</b></p> <p><a href="#">Accountability Report</a></p>	\$95,894	Yes		<p><u>Project Summary:</u> New sound systems were installed at the HS and Elementary gyms to be used for school and public events. The old systems were cumbersome and outdated and the new systems solved many usage problems. The new systems are working well and making life easier for the faculty and staff who use them.</p>
Montessori	<p><b>TOTAL GRANTED</b></p> <p><a href="#">Spending Report</a></p>	\$212,894			
Montessori	<p><b>Student-Facing Staff G22-10-MS</b></p> <p><a href="#">Accountability Report</a></p>	\$212,894	Yes	<p><u>SSEF Feedback:</u></p> <p>Great work on the tracking, implementation and reflection on this grant. I have no doubt after reading this that moving forward the money will be well spent and in an appropriate way to make the school better.</p>	<p><u>Project Summary:</u> The school added part-time (and occasional full time) assistants to the classrooms to reduce the student:teacher ratio.</p> <p><u>Outcomes/Academic Accomplishment:</u></p> <ul style="list-style-type: none"> <li>● Assistant teachers are working in the classrooms and supporting students with both math and literacy, however through observation and data collection it became apparent that our assistant teachers are most adept and comfortable teaching and supporting literacy. The CMAS scores indicate that the percentile rank in English Language Arts is 92. However, in math it is 61. The school’s NWEA achievement scores in Reading indicate that 82% of students are at or above expectations while only 66% of students are at or above expectation in math.</li> </ul>



					<ul style="list-style-type: none"> <li>• The Director of Teaching and learning supported the literacy achievement more than the math achievement. Teachers reported a level of support and were able to manage day to day classroom expectations with more ease and information.</li> <li>• The literacy achievement scores showed that 82% of students are at or above expectations.</li> <li>• Literacy was the focus of most guided conversation and professional learning community time when students were at Enrichments. Literacy achievement scores show that 82% of students are at or above expectation school wide.</li> </ul>
<b>Community Group</b>	<b>Grant Name and I.D.</b>				
<b>Yampatika</b>	<b>Environmental Education G22-11-COM</b> <a href="#">Accountability Report</a> <a href="#">Original Application</a>	\$24,500	Yes	<p><u>SSEF Comments:</u> Yampatika serves a valuable purpose in our community. Excellent job reaching all district areas in Routt County and not just Steamboat Springs.</p> <p><u>SSEF Feedback:</u> The goal listed was that student subject matter would increase by 10%. Though student surveys indicate students feel as though they learned something new, I feel as though doing pre- and post-surveys would give Yampatika staff a clearer indication of whether or not students are learning new content due to Yampatika programming. Do you believe implementing this would be possible for future programming?</p>	<p><u>Project Summary:</u> Yampatika delivered environmental education programs to Hayden School District, Steamboat Springs School District, South Routt School District and Montessori. Programming included ELP (Environmental Literacy Program) and non-ELP programs:</p> <ul style="list-style-type: none"> <li>• 1,581 K-12 students served in the 2021-2022 school year.</li> <li>• 40 teacher evaluations were collected with 98% of teachers agreeing that the programming met their expectations.</li> <li>• Student surveys state that 89% of students feel as though they learned something new with Yampatika.</li> <li>• Challenges include staff capacity. New programs that meet CO Academic Standards need to be developed but staff are busy teaching requested programs.</li> <li>• Middle and high school programs that focus on career exploration are also being requested.</li> </ul>
<b>RMYC</b>	<b>Yampa Valley Science School G-22-12-COM</b> <a href="#">Accountability Report</a> <a href="#">Original Application</a>	\$42,000	Yes	<p><u>SSEF Comments:</u> I am happy to see that, despite the impacts of a lingering pandemic, RMYC was able to adapt and successfully run YVSS for the 6th graders of Routt County. I am also hopeful that you will soon be able to go back to including the overnight component! Though not all SMART goals were met due to these changes in the program's model, it was clearly explained why in the Accountability Report. Thank you for providing such a great experience for the students in our Yampa Valley.</p>	<p><u>Project Summary:</u> RMYC delivered an experiential, hands-on environmental education program for all 6th graders residing in Routt County. In addition, high school students were selected to serve as Junior Leaders, assisting in the program activities and developing leadership skills themselves.</p> <ul style="list-style-type: none"> <li>• Pre- and post-tests indicate 62% of 6th graders experienced an increase in learning, surpassing the initial 50% measurement goal.</li> <li>• Programming initially consisted of a 5-day, 3-night program, but for 2021-2022 was switched to a day-only program. <ul style="list-style-type: none"> <li>○ This may have been why only 70.9% of students reported feeling more comfortable with their teachers, instead of the 80% goal.</li> </ul> </li> </ul>

					<ul style="list-style-type: none"> <li>○ Having the program run during the school day made it difficult to recruit high school students as Junior Leaders.</li> <li>● The service day component was omitted to allow for more instruction time as RMYC worked to fit the program into a typical school day. <ul style="list-style-type: none"> <li>○ Thus, students were not asked if they feel they can help their community during the duration of the program.</li> </ul> </li> <li>● 95.6% of students stated they enjoyed their experience at YVSS.</li> <li>● 86.8% of sixth-graders stated YVSS made them excited about science.</li> <li>● The high school students responded positively when asked about their experience, with 100% enjoying their experience and believing it helped develop leadership skills.</li> </ul>
Partners	<p style="text-align: center;"><b>School Based Mentoring G22-13-COM</b></p> <p style="text-align: center;"><a href="#">Accountability Report</a></p> <p style="text-align: center;"><a href="#">Original Application</a></p>	\$47,000	Yes	<p><u>SSEF Comments:</u> Thank you for providing this service. I know from my experience as a SSHS teacher that it has real, tangible impacts on these students. I am so proud that we have retained this as a funded program for so long.</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>● Grant request indicates 10 target students. What was the actual #?</li> <li>● Grant Request indicates 5 student volunteer mentors. What was the actual #?</li> <li>● Which schools were served? How was it determined which would not be served?</li> <li>● Were there budget impacts as a result of the change in the number of mentors?</li> </ul>	<p><u>Project Summary:</u></p> <p>The goal of the program is to provide school based mentors who are trained and screened to support and mentor Routt County schools. Mentors service targeted students based on low income, victims of abuse and other risk factors. Mentoring programs have shown to be a cost efficient way to increase positive relationships for at-risk students which has the potential to boost educational success.</p> <ul style="list-style-type: none"> <li>● Exceeded goal for school performance outcome. (80% vs. 100%).</li> <li>● Did not achieve goal of increased adult bonding. 70% vs. 60%</li> <li>● Requested funding for 4 mentors. Hired 5, lost 3, rehired one.</li> <li>● Request indicated serving 6 schools (SSHS, SHS, SMS, HHS, HMS, NRCS). AR indicates 3 served.</li> </ul>
Integrated Community	<p style="text-align: center;"><b>Study Friends Online Tutoring G22-14-COM</b></p> <p style="text-align: center;"><a href="#">Accountability Report</a></p> <p style="text-align: center;"><a href="#">Original Application</a></p>	\$20,000	Yes	<p><u>SSEF Comments:</u> This program provides a vital service to the immigrant and non-English speaking community. The fact that 85% of students enrolled increased their English comprehension is reason enough to provide continued funding.</p> <p><u>Question/Comment:</u> Please have tutors - or others involved in the program - provide a wider snapshot of "successes" within the program. The application highlighted two students, but both were first graders. Perhaps include a variety of grade levels next year.</p>	<p><u>Project Summary:</u></p> <p>Program provides academic support to non-English speaking students both through online and in person support.</p> <ul style="list-style-type: none"> <li>● 52 students enrolled in the program received one-on-one online or in person academic support.</li> <li>● 35% of these enrolled students-maintained grade level in reading and math. And have maintained the same scholastic level as their peers.</li> <li>● 85% of all students enrolled saw an increase in English Language comprehension as measured by schoolteachers.</li> <li>● 12 Kindergarten Students participated in a 3-week kindergarten readiness program that focused on emotional wellbeing and anxiety coping skills.</li> </ul>

<b>Yampa Valley Autism</b>	<b>Social Thinking in the Classroom G22-15-COM</b>  <a href="#">Accountability Report</a>  <a href="#">Original Application</a>	\$3,500	No	<u>SSEF Comments:</u> Funds were rescinded back to the Education Fund Board because a qualified instructor was not available to facilitate this program in the schools.	<u>Project Summary:</u> This is a specific program which focuses on increasing positive social behaviors with specific targeted students on the autism spectrum and the general student population in their classrooms. It requires a trained facilitator to carry out the program. Unfortunately, Yampa Valley Autism was not able to fill the trainer position so the funds were rescinded back to the Education Fund Board. Per the Director of Yampa Valley Autism: Since the departure of the instructor who had provided this programming to the schools in the past, Yampa Valley Autism has been unable to identify and hire a qualified instructor.
<b>Opera Steamboat</b>	<b>Opera in the Schools G22-16-COM</b>  <a href="#">Accountability Report</a>  <a href="#">Original Application</a>	\$4,000	Yes	<u>SSEF Comments:</u> Your program serves so many students and your planning for the future continues to enhance your goals. Nice work on surpassing the SMART goals you initially set.	<u>Project Summary:</u> This program provides live opera productions combined with curriculum guides to enhance students' understanding of the opera genre. Operas were performed to over 2,000 students in Steamboat Springs, Hayden, and Oak Creek. Operas are arranged for 45 minute performances specifically with school children in mind. <ul style="list-style-type: none"> <li>• 83% of participating students experienced opera for the first time.</li> <li>• 19% of students served were from minority groups and 22% were eligible for free and reduced lunch.</li> <li>• Through post program surveys 94% of students demonstrated an increased knowledge of opera and its key components.</li> <li>• 100% of the faculty would like to see the program continue.</li> <li>• Challenges included struggles with scheduling schools, securing affordable rehearsal space and affordable housing for artists.</li> </ul>
<b>NW Colorado Health</b>	<b>Youth Resiliency G22-17-COM</b>  <a href="#">Accountability Report</a>  <a href="#">Original Application</a>	\$25,000	?	<u>Questions/comments:</u> The original grant request indicates goals of: <ul style="list-style-type: none"> <li>• Reduction of "pain scale" survey responses of 1 pt.What were the results of this survey?</li> <li>• "80% of youth who participate in class presentations will increase their ability to help their peers with grief . . . ". What were these findings? How was this measured?</li> <li>• Grant application indicates "reaching a minimum of 150 students . . . through small groups". How many were actually reached</li> </ul>	<u>Project Summary:</u> This program supports students experiencing feelings of loss as it relates to the death of a loved one, divorce, illness, abandonment, addiction, homelessness and disconnection from family. Program uses small support groups and classroom presentations. <ul style="list-style-type: none"> <li>• Goals, measurements and outcomes indicated in the AR seem significant and impactful but do not match those indicated in the original application.</li> </ul>
<b>Steamboat Springs Orchestra</b>	<b>SSHS Orchestra G22-18-COM</b>	\$8,500	Yes	<u>SSEF Feedback:</u>	<u>Project Summary:</u> Steamboat Symphony Orchestra partners with the school district to pay for a SSO Concertmaster and Director of Education to direct the HS Orchestra. Additional funds support

	<a href="#">Accountability Report</a> <a href="#">Original Application</a>			<p>It would be interesting to collect some data from students regarding their experiences from the live performances.</p>	<p>students in a credited orchestra class culminating in live performances.</p> <ul style="list-style-type: none"> <li>• 22 high school students participated in the 2021-2022 HS orchestra.</li> <li>• The HS orchestra performed two live performances.</li> <li>• This program provided professional music education, coaching and an opportunity for students to play with other musicians.</li> <li>• Funding also provided the retention of a high quality instructor for the program.</li> <li>• Challenges included overall scheduling for students due to sports and class schedules .Also securing venue space for performances was difficult.</li> </ul>
<b>Steamboat Dance Theatre</b>	<p><b>Dance Programming in Local Schools G22-19-COM</b></p> <a href="#">Accountability Report</a> <a href="#">Original Application</a>	\$3,000	Yes	<p><u>SSEF Feedback:</u> Your program sounds very exciting in terms of the various dances that were shared and the cultural aspect that was also presented.</p> <p>For future evaluation, a student survey should be considered. Although receiving thank you cards from some students is very heartwarming feedback, it does not represent all students that were serviced. Providing a student survey at the end of the program would give you feedback from all participating students.</p>	<p><u>Project Summary:</u> Third grade students at Soda Creek, Strawberry Park, Sleeping Giant, Montessori, and North Routt Charter School participated in dance instruction that increased cultural and social awareness, greater knowledge about different dance styles and improved students' self confidence. PE Teachers at the participating schools felt supported to have access to high quality dance instruction that met the Colorado Academic Standards.</p> <ul style="list-style-type: none"> <li>• Around 300 students received technical World Dance instruction.</li> <li>• Participating students were exposed to dance cultures and styles from the following places: New York City, Dominican Republic, Haiti, Colombia, Cuba, Mexico, China and India.</li> <li>• The program culminated with students participating in a performance either for parents or classmates.</li> <li>• Teacher feedback was positive and through informal quizzing, students were able to identify where the dances originated.</li> <li>• Challenges included the necessity to increase the number of instructors trained in World Dance to allow more flexibility in scheduling and spread the workload out for teaching the classes.</li> </ul>
<b>STARS</b>	<p><b>Adaptive Physical Education G22-20-COM</b></p> <a href="#">Accountability Report</a> <a href="#">Original Application</a>	\$36,428	Yes (Only \$12,289 Spent)	<p><u>SSEF Feedback:</u> Even though the School did not use STARS as they had historically, STARS did a good job adapting and providing the programs that benefited the students. We appreciate your plan to adjust future requests for the new programming you will be providing and understand this was out of your control and unforeseen.</p>	<p><u>Project Summary:</u> Provide Adaptive Physical Education (PE) in the schools and outside the schools (ski lessons) to students in all 3 school districts</p> <p>The grant was written with the intent to continue with the tradition that was established back in 2015/16 with STARS providing our therapeutic recreation staff in the schools for PE classes. However in the fall of 2021 STARS was told by the schools that they would be providing this service themselves and they were no longer needed, therefore they shifted their focus to only provide adaptive ski lessons during the winter months.</p>

					<ul style="list-style-type: none"><li>• A total of 70 lessons outside the schools such as skiing and cycling were provided to students in only the Steamboat School District</li></ul>