

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

For Accountability Reports Submitted:	Fall 2023
For Funds Used:	Academic Year 2022-2023
For Funds Granted:	Spring 2022

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.

District or Organization	Category & Grant I.D.	Amount Awarded	Grant Plan Fulfilled?	Recommendations/Feedback/Questions	Highlights from Accountability Report & Challenges Identified
SSSD	TOTAL GRANTED Spending Report	\$5,690,868			
SSSD	Student-Facing Staff G-23-06-SBS Accountability Report Additional report	\$3,930,130	Yes	<p><u>SSEF Comments:</u></p> <p>The fact that 84 percent of EB students are on track to English proficiency within the CDE recommended timeline is a testament to 1) the additional number of FTE for EB students, and 2) small class size.</p> <p>The percentage of students with IEPs and/or ALPs meeting or exceeding CMAS expectations increased from 2022 to 2033. Well done!</p> <p>Dropout rates among all populations decreased.</p> <p>The AR was well written and demonstrated specific outcomes with concrete data. Bravo!!!</p> <p><u>Questions:</u></p> <p>The AR mentions that the continuous adoption of new curricula caused “initiative fatigue” for some teachers. Moving forward, how do you plan to address this malaise? How do we avoid teacher burnout and address the difficulty of recruiting and retaining these hard-to-fill positions?</p>	<p><u>Project Summary :</u></p> <ul style="list-style-type: none"> To reduce K-12 class sizes, including North Routt Charter, through the addition of 19 certified staff positions. To add 11 FTE for EB staffing To add 7.5 FTE for other student-facing staff, including GT, counseling, SPED, etc.
SSSD	Technology G23-07-SBS Accountability Report	\$1,108,081	Yes	<p><u>SSEF Comments:</u> This is broken into Software, Network, and Hardware. Great job summarizing and tracking the goals and outcomes of such an integral aspect. Outstanding uptime of 99.9% for the district Network! The biggest concern for school districts is Cybersecurity threats, and education is the most frequently attacked!</p>	<p><u>Project Summary: Software:</u></p> <ul style="list-style-type: none"> SSSD uses 80+ software applications to supplement district curricula. Software serves a variety of purposes throughout the district. Specific software for reading and math serves to track individual progress to ensure growth in the early years for students.

					<ul style="list-style-type: none">• ClassLink is used as a launch page for student applications that are customized for school or grade-level needs.• The student data department/team is being restructured to better serve the district's needs in implementing Alma, the new student information system. Rostering/managing students in the multitude of software requires more human resources• A new student information system was implemented over the summer, and while there are some learning curves, there is the potential to manage better student reporting at the state level.• New websites for the district and each school have been introduced and have been well received.• More refinements in software review and procurement will continue to be made to be as efficient as possible.• Teachers and students have software tools to keep them safe and secure online. <p><u>Project Summary: Network:</u></p> <ul style="list-style-type: none">• Increased reliability, bandwidth, security, and backups.• There is a constant need to upgrade network components in a rolling manner to stabilize costs.• External network redundancy has been completed, which is very impressive for a rural district.• The District partners with Northwest Colorado Broadband and Project THOR to keep costs low and strives to continue to be cheaper than comparable districts.• However, maintaining these partnerships is constant work to ensure all parties work toward the same goals. <p><u>Project Summary: Hardware:</u></p> <ul style="list-style-type: none">• Students are 1:1 with Chromebooks• Teachers have either laptops or Chromebooks to meet their needs• 50-100 more laptops with NWBOCES staff this year.• Replenishing Chromebooks is not as straightforward as one would think. As models are retired, they are replaced, but it is impossible to keep one model to a specific grade level. Staggering the replenishment cycle is helping to manage the fluctuations in the replenishment cycle.• Internet filtering is necessary for student safety, and it is kept pretty tight with times of unsupervised use and then can be modified as certain classes may need for class.
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					<p><u>Challenges:</u></p> <ul style="list-style-type: none"> • A big challenge is managing the maintenance and repair of Chromebooks and having loaners available.
SSSD	<p>Curriculum/Materials G23-08-SBS</p> <p>Accountability Report</p>	\$592,549	Yes	<p><u>SSEF Feedback:</u> It's great to see the cohesive development that is evolving throughout the district in identifying and implementing new curriculum.</p> <p><u>SSEF Questions:</u> NA – thank you for your thorough report.</p>	<p><u>Project Summary:</u> The District has implemented a new math and STEAM curriculum throughout the district at the middle school level, as well as a School Improvement Coordinator position, to support the district initiatives outlined in the SSSD Strategic Plan.</p> <p><u>Secondary Math:</u></p> <ul style="list-style-type: none"> • Purchase of the latest edition of the Carnegie Math middle school math curriculum. • Implemented across the entire district during the 22-23 school year and was vertically aligned. • Carnegie trainers worked with all MS/HS math teachers multiple times during the year to ensure the curriculum was implemented with fidelity. • The School Improvement Coordinator received training credentials to provide ongoing professional development to teachers. • All MS classrooms are meeting the state math standards with the new curricular resource. • SSMS participated in a research study with Carnegie regarding student performance using Mathia. • 2023 CMAS MS math scores (grades 6-8): <ul style="list-style-type: none"> ○ All students received a rating of “exceeds” for academic achievement. ○ All students received a rating of “meets” for academic growth. ○ Minority students received a rating of “exceeds” for academic growth. ○ Students with disabilities received a rating of “approaching” for academic achievement and “meets” for academic growth. • Fulfillment of SSSD instructional coach position should improve adoption of new curriculum. <ul style="list-style-type: none"> ○ PLC time helped in the adoption of the new curriculum. ○ Carnegie Summer Institute PD was helpful in implementing the new curriculum and will continue.

					<ul style="list-style-type: none"> ○ The plan is to include more Administrators in curriculum training to support teachers. ● Academic outcomes in middle school math scores will be tracked annually with CMAS and NWEA MAPS tests. <p><u>Project Lead the Way (STEAM):</u></p> <ul style="list-style-type: none"> ● Purchase and implementation of a high-quality curriculum, Project Lead the Way for alignment in both middle schools for grades 6-8 during 22-23 school year. ● All K-8 students are now receiving consistent STEAM instruction through a dedicated special class, teacher, and PLTW courses. ● PLTW curriculum is now aligned K-8 for continued vertical alignment and a STEAM pathway entering high school. ● Students are receiving instruction in digital citizenship through the curriculum, raising awareness and safety skills for appropriate online behavior. ● Employment reports indicate STEAM is a growth opportunity for students for future employment. <ul style="list-style-type: none"> ○ A disproportionate number of students participating in SSSD high school STEAM courses have historically been white, male students. ○ The addition of art programming to STEAM should help to increase interest and participation from all students. ○ In future years, participation in high school STEAM courses will be tracked, including sub populations to ensure equitable access. ● PLTW is a curriculum that is recognized nation-wide, updated regularly with current resources. <ul style="list-style-type: none"> ○ This requires constant instructional adjustments. ○ Staff turnover requires ongoing professional development. <p><u>School Improvement Coordinator:</u></p> <ul style="list-style-type: none"> ● Creation of a new District-level position to lead:
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					<ul style="list-style-type: none"> ○ Systems enhancement to support implementation of SSSD Strategic Plan. ○ Support for data-driven instruction, PLCs, and educator training on data systems. ○ District Assessment Coordinator. ○ Mentor/Coach to 3 Early Literacy Coaches. ● Outcomes included: <ul style="list-style-type: none"> ○ Facilitated the Induction Program for 22 new teachers. ○ Trained as a DAC and successfully led and supported state and local assessments. ○ The Coordinator with a team developed and facilitated year 2 of PLC implementation. ○ The Coordinator and team implemented year one of the CDE Early Literacy Grant. ○ Data analytics, initiatives, systematic and explicit systems were developed. ○ The Coordinator with a team continually aligned assessment tools with curricular resources, programming, and strategic planning. ○ Design and implementation for district initiatives included: Early Literacy Grant, Professional Learning Communities, Emerging Bilingual and Bi-literacy programming, and more.
SSSD	<p>Capital Project G23-09-SBS</p> <p>Accountability Report</p>	\$60,098	Yes	<p><u>SSEF Feedback:</u> It's fantastic that the North Rount Community Charter School students and other community members will finally have an athletic field in their area. It's touching to have been named after a past teacher and mentor.</p> <p><u>SSEF Questions:</u> Is there already specific community interest? If so, what is the timeline for implementing a plan on how the community can utilize the field?</p> <p>Will you require community groups to contribute to the maintenance costs?</p>	<p><u>Project Summary:</u> The District built a soccer field at North Rount Community Charter School.</p> <ul style="list-style-type: none"> ● Prior to this field, no athletic fields existed in the area. ● The field was named Sancy Shaw Memorial Soccer Field, after past NRCCS teacher and mentor. ● Field will be used for physical education classes, recess, structured and imaginative play, and other recreational activities. ● Future initiatives include grass surrounding the field to mitigate mud, and painting regulation lines.
Hayden	TOTAL GRANTED Spending Report	\$357,690			

<p>Hayden</p>	<p>Technology G23-02-H Accountability Report</p>	<p>\$65,000</p>	<p>Yes</p>	<p><u>SSEF Questions:</u> Is the district already looking at an alternative to your current technology support plan?</p> <p>What digital learning platform and data warehouse have been implemented in your district?</p> <p>What percentage of teachers and students are consistently implementing the digital learning platform and data warehouse?</p>	<p><u>Project Summary:</u></p> <ul style="list-style-type: none"> • Students have access to Chromebooks at a 1:1 level at most levels. Replenishment and maintenance of devices is an ongoing concern. • Transitioning away from asynchronous learning post pandemic has created challenges in returning to pre-pandemic attendance and limiting technology use, especially at the k-2 levels. • Student access to a digital learning platform has allowed for quicker feedback for students and teachers. • Teacher use of the data warehouse is allowing for teachers to better group students and work to differentiate instruction. <p><u>Challenges:</u></p> <ul style="list-style-type: none"> • Instructional Technology support is the big challenge with the current 3rd party provider. The provider has merged and the future of their support is in question.
<p>Hayden</p>	<p>Student-Facing Staff G23-01-H Accountability Report</p>	<p>\$188,000</p>	<p>Yes</p>	<p><u>SSEF Comments:</u></p> <p>Per the report, the “instructional coach responsibilities are a component of the building administrator’s responsibilities.” Upon SSEF follow-up, it was determined that the building administrator is .75 administrator and .25 IC. This arrangement seems to create challenges both from the administrative and staff perspectives.</p> <p><u>Question:</u></p> <ol style="list-style-type: none"> 1. You mention “the difficulty of separating the evaluative component from the coaching component in the eyes of staff members.” How does it affect the relationship between the building administrator and the staff? Would it be a better use of EFB resources to fund a dedicated IC at each building? 2. You state that your measure of success will be “student growth in content areas that demonstrates an elimination of the gap between student performance and student grade-level expectations.” What were your findings? Was the gap indeed 	<p><u>Project Summary:</u></p> <ul style="list-style-type: none"> • Provide students with targeted support in academic and behavioral areas of need identified by data. • Provide feedback from instructional coaches to teachers that allows improvement in instructional practices • The measure of success is “student growth in content areas that demonstrates an elimination of the gap between student performance and student grade-level expectations.”

				<p>eliminated? What were your measures of growth? What does the data reveal about the effectiveness of the interventions?</p> <p>3. Your report does not mention GT intervention. Were these students also targeted for intervention?</p>	
Hayden	<p>Curriculum/Materials G23-03-H</p> <p>Accountability Report</p>	\$104,690	Yes	<p><u>SSEF Comments:</u></p> <p>I would like to commend the writer, the overall details given about the use of funds and the successes and improvement of the materials purchase was much improved from previous reports. I got a good feeling that the programs administered with the materials purchased had an impact and moving forward changes will be made to make sure it is utilized in the most effective manner.</p> <p><u>Question:</u></p> <p>When will the information that was detailed out in the measurement plan be available? Even if the information does show a regression the first couple of years of implementation, I would still encourage you to include it.</p>	<p><u>Project Summary:</u></p> <p>The READ Act passed by the Colorado Legislature requires ELA instructional programs to be scientifically based for all schools serving students in K-3 school settings.</p> <p>The math program adoption at the elementary level requires the purchase of consumable materials (student workbooks) annually.</p> <ul style="list-style-type: none"> - First year of implementation K-5 of the new instructional program. - Familiarity with various components of the instructional program allowing for greater utilization of all parts (English language learner support, remediation and enrichment possibilities, text-based writing instruction...)
South Routt	<p>TOTAL GRANTED</p> <p>Spending Report</p>	\$286,722			
South Routt	<p>Student-Facing Staff G23-04-SR</p> <p>Accountability Report</p> <p>Additional report</p>	\$184,722	Yes	<p><u>SSEF Comments:</u></p> <p>If you feel SAT and CMAs are too nuanced to use as a consistent measurement for student growth, then they should not be listed as your measurement plan in your ART. Although I wonder what assessment tool would provide more useful measurement?</p> <p>Congratulations on being a school of distinction!</p>	<p><u>Project Summary:</u></p> <p>SOROCO uses funds for a STEM instructor and math interventionist to provide 1:1 instruction during regular school hours as well at Friday School.</p> <p>The G/T specialist has created enhanced lessons in classrooms for an increased number of identified G/T students. The new G/T specialist is assessing all 2nd graders every year and 6th graders on a teacher-recommendation basis.</p>

South Routt	Technology G23-05-SR Accountability Report	\$102,000	Yes	<u>SSEF Comments:</u> Good work on all the improvements that have been made, especially the connectivity success with Luminare.	<u>Project Summary:</u> A third of student Chromebooks and staff laptops were replenished this year. The audio visual improvements in both campuses' gymnasiums were completed. All campuses are now connected with Luminare broadband.
Montessori	TOTAL GRANTED Spending Report	\$286,722			
Montessori	Student-Facing Staff G23-10-SM Accountability Report	\$273,950	Yes	<u>SSEF Feedback:</u> It is great to see your students continue to score above the benchmark of the NWEA MAPS. It is also nice to hear that even with the current employment market you are able to find and train staff, even if you have to make concessions to fill those positions and do what is right for the students. <u>Questions:</u> How often does someone who already has Montessori experience apply for these positions? And is this normal for Montessori schools in more densely populated areas?	<u>Project Summary:</u> Large class sizes with one instructional lead limit a teacher's ability to deliver differentiated and targeted lessons to multiple age groups in a Montessori classroom. Adding part-time and occasional full-time assistants to the classrooms reduce the student: teacher ratio. Because of budget constraints Steamboat Montessori has minimal interventionists on staff. However, the assistant teachers support the delivery of both Tier I and Tier II curriculum. They also provide Tier I and II behavior and social/emotional support within the classroom to better support student success in all aspects of learning and growth. <u>Outcomes/Academic Accomplishment:</u> Steamboat Montessori received the John Irwin School of Excellence award based on student growth and achievement the previous year. Steamboat Montessori meets all performance indicators on the School Performance Framework as specified by the Colorado Department of Education. The school saw an increase in growth scores school wide on both NWEA MAPS and CMAS scores between the 21/22 and 22/23 school year. The nature of the mixed age classrooms and a spiraling Montessori curriculum do not perfectly align to grade level normed assessment however, in literacy, 74% of the students scored at or above benchmark on NWEA MAPS. In math, 70% of students scored at or above benchmark on NWEA MAPS. Additionally, 70% of K-3 students scored at or above benchmark on the DIBELS assessment at the end of the year. The school aligns itself to state standards and ensures that the teachers are well versed in grade level expectations.
Montessori	Technology G23-11-SM	\$12,772	Yes		<u>Project Summary:</u> Achieved goal of 100% of 3-6th graders having access to Chromebooks

	Accountability Report				<p>Purchased 33 Chromebooks</p> <p>Utilized Google Education Programs; Discovery Education, Byrdseed TV, 7 Mindsets, and Beast Academy</p>
Community Group	Grant Name and I.D.				
Yampatika	<p>Environmental Education G23-12-COM</p> <p>Accountability Report</p> <p>Original Application</p>	\$29,900	Yes	<p><u>SSEF Comments:</u> I think it is outstanding that you far surpassed the 10% knowledge increase benchmark set in your "Goals" section! In addition, having every single teacher agree that "students learned something new" is a great achievement as well. When I did the breakdown, it seems as though 47% of Routt County students received Yampatika programming this year. Do you believe it would be feasible to ensure that over 50% of Routt County students receive Yampatika programming in the next year? I understand you are also bringing programming to Rangely and Meeker students, too. Thank you for providing students with experiential, hands-on environmental education! It is so important for students to get the opportunity to connect with nature and the outdoors, and we understand how busy Yampatika staff probably are now that COVID restrictions have eased up. Nice work!</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. I noticed North Routt is listed as a school Yampatika intended to reach, but it was not included in the table in our Accountability Report. Why is this? 2. Are you finding certain grades are easier/more willing to schedule programming with Yampatika? Does this change your target audience at all? 3. Would love to see a breakdown on what grade levels are receiving the most programs versus which grade levels have been harder to reach. I know this might get into "the weeds" a bit, but could help the SSEFB see which students are specifically benefitting the most from Yampatika's programming. 	<p><u>Project Summary:</u> In the 22/23 School Year Yampatika delivered in-school programming to a total of 1,505 students in Routt County (including SSSD, Hayden SD, South Routt, and North Routt). Over Routt County, 47.3% of PreK-12th graders were reached. The total number of students seen grew by 12% from the 21/22 School Year.</p> <ul style="list-style-type: none"> • For just about every grade level included in Yampatika's AR, the pre-/post-surveys indicated significant increases in knowledge about the subjects. (Way above the 10% increase in knowledge benchmark outlined in the "Goals" section of the Report). <ul style="list-style-type: none"> ◦ According to the AR, not enough 5th graders completed a pre-survey to analyze the results. <p>Teachers agreed with the following:</p> <ul style="list-style-type: none"> • 98% of teachers thought Yampatika programming met the targeted academic goal. • 100% thought students learned something new. • 96% thought students enjoyed learning with Yampatika. • The majority of teachers' favorite aspect of Yampatika programming was that their students had an increased knowledge about the topic presented.
RYMC	<p>Yampa Valley Science School G-23-13-COM</p> <p>Accountability Report</p> <p>Original Application</p>	\$45,000	Yes	<p><u>SSEF Comments:</u> Though the benchmark that "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" was not met, this is a very ambitious goal and one that, I question, YVSS may not have a direct impact over. I think the fact</p>	<p><u>Project Summary:</u> Yampa Valley Science School provides sixth-grade students with a quality, place-based environmental science education program while also providing local high school juniors and seniors with experiential leadership opportunities:</p>

				<p>that 84% of sixth-grade students stated that YVSS made them excited about science is a <i>huge</i> achievement, and I commend you for it!</p> <p>I also think the fact that one teacher stated, “I think you covered enough content to save us about 3 weeks of school work” shows how important this program is and the benefits it gives to the sixth graders, Junior Leaders, parents, teachers, and the community in general. Nice work!</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. How many sixth graders were reached through YVSS this year? What percentage of students were reached from all Routt County school districts? (This was mentioned in the AR as your Goal/Target Group, but I would like some quantitative data to ensure this was met.) 2. Does RMYC have ideas on how to increase the participation of Junior Leaders for future years? It's unfortunate only 2 of the 3 Junior Leader participants filled out the survey, as their responses aren't very significant from a statistics standpoint. <ol style="list-style-type: none"> a. Would RMYC think about potentially giving the Junior Leaders a small stipend to take part in the program AND complete the post-survey in the future, or is this not a priority? 3. How many Junior Leaders took part in the program in the past (pre-COVID)? 	<ul style="list-style-type: none"> • Sixth grade participants demonstrated an increase in education understanding of 65% based on the pre-post education test results. • Post program results indicate that 64.2% of sixth grade students surveyed stated “Yes” that science school helped them feel more comfortable with their teachers. As related to high school students, the responses were 49% stating “Yes”. As related to their classmates, the responses were 72.4% stating “Yes.” • 93.5% of students stated “Yes” they enjoyed their experience at YVSS. • 84% of sixth-graders stated “Yes” that YVSS made them excited about science. <p>High School Junior Leader participation has dropped since 2020 when the program model shifted due to COVID-19. In 2022, three Junior Leaders participated and two filled out the post survey. Both responded favorably to all questions and reported having a positive experience and agreed that:</p> <ul style="list-style-type: none"> • Participation in YVSS helped them to feel more empowered to help their community, feel more valued by their community, gave them the opportunity to increase their leadership skills, and they had a positive experience participating in YVSS.
Partners	<p>School Based Mentoring G23-14-COM</p> <p>Accountability Report</p> <p>Original Application</p>	\$54,000	Yes	<p><u>SSEF Comments:</u></p> <p>While I truly recognize the impact and value of this program. I would like to see a more realistic budget and/or some strategy for addressing the staffing problems in future grant requests.</p> <p><u>Questions:</u></p> <ul style="list-style-type: none"> • While you fell short of the 70% goal for target students to indicate “maintained or increased adult bonding, survey results 54%, there are other measures that show the impact of the program in the survey; Attitudes against drugs, tobacco and alcohol use, social communication, self-esteem and improved decision making. I wonder if 	<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> <p>The InSPIRE program meets or, in most cases exceeds, the goals set in the application.</p> <p>Additional measures of success/impact from the surveys, not indicated as program goals in the application, reflect the value of this program. Of note 85% of students</p>

				<p>including goals in these areas for future grant applications might provide a broader measure of the success and impact of the program?</p>	<p>reported increased self-esteem, and improved decision making skills. There are also powerful anecdotes from parents and teachers.</p> <p>The mentoring program reached 42 students in Steamboat Springs High School and an additional 30-50 students in the other schools.</p> <p><u>Challenges:</u></p> <p>The program continues to have difficulty attracting and retaining mentors and was unable to secure AmeriCorps volunteers at all. This continues to create a disparity between funds allocated and those utilized, a trend that has been occurring for the past 3 years, at least.</p> <p>As a result, while the impact on the individual students reached is obviously significant, the overall number of students reached appears to be significantly below what was projected in the application. Again, this seems to be an ongoing trend.</p> <p>To address this concern, Partners has raised the hourly pay for the position and will be meeting with CMC to discuss Human Services internship positions and Social work internships with students through CSU. They plan to start the recruitment process earlier in the calendar year and if funding is available, again increase the hourly pay for this role.</p>
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<p>Integrated Community</p>	<p>Study Friends Tutoring G23-15-COM Accountability Report Original Application</p>	<p>\$22,000</p>	<p>Yes</p>	<p><u>SSEF Comments:</u> This program has been a proven “winner” over the last few years. The concept is simple: improve reading and math proficiency in young emerging English speakers. The results speak for themselves: 70% of participants began the program at or below grade-level reading proficiency but by the time the program ended, 60% were at or exceeded reading levels. Similar gains were made in math (65% below to 55% at or above). The use of one-on-one learning and trained volunteers seem to be key elements in success.</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Include a detailed plan on how you would go about diversifying recruitment efforts. How and what is the effect? 2. Detail the efforts being made in South Routt/Oak Creek and its effectiveness. 3. Please spell out how “regular communication” occurs, and the strategies to be used for improving that level of communication. 4. Continue to use data-driven decision making and show your data in future grant applications. 5. Are there “best practices” that other, similar school districts are using that could be examined? 	<p><u>Project Summary:</u> The ELL / Study Friends Program addresses the above needs in the following ways: • CIIC Education staff members are dedicating more time to the recruitment and training efforts, (This increase in staff hours will be covered by grant funding). • We have seen an increased demand for our programming in South Routt/ Oak Creek. Grant funding will allow us to expand the program to this area. Funds would be used for increased education staffing hours, and community outreach efforts in South Routt / Oak Creek; as well as volunteer training. • We have implemented a database that allows us to track impact and facilitate volunteer onboarding for this program. (This database receives financial support from the grant.) • Gaps or shortfalls in basic school supplies for the volunteers are covered by the grant.</p> <ul style="list-style-type: none"> • S.M.A.R.T. Goals are being met • Academic success is being achieved • It appears that more attention and resources are being focused in South Routt/Oak Creek.
<p>Jr. Achievement</p>	<p>Jr. Achievement G23-16-COM Accountability Report Original Application</p>	<p>\$6,987</p>	<p>Yes</p>	<p><u>SSEF Comments:</u> This is a relatively small but very important grant. Students seem to be craving this sort of financial information, yet schools have traditionally been unable to provide it to any significant degree. Junior Achievement is filling the gap. As was pointed out in the Grant Application by the former President of the Board, “I’m surprised that this grant request is not larger honestly. Is \$6k meaningful to you all considering other sources of funding. Can JA become a larger program within our middle school where you would seek larger funding and more events. The schools and students seem hungry for this type of thing.”</p> <p><u>Questions:</u></p> <ol style="list-style-type: none"> 1. Can JA expand into the South Routt and produce effective and meaningful programming for Soroco schools? 2. How will you continue to work to provide the needed number of 	<p><u>Project Summary:</u> JA programs provide useful, practical content to assist youth in the transition from being students to productive, contributing members of society. Funding will be used to help provide JA’s suite of programs to middle school students in Steamboat Springs.</p> <p>JA continues to work closely with school administrators and teachers. Both Jay Hamric, Former Director of Teaching and Learning as well as Heidi Chapman-Hoy, Steamboat Springs Middle School principal offered their names as sponsors of this grant because of the support from district teachers, members of the community and students for JA programs focused on career readiness.</p> <p>Through this grant, JA will provide programs for SSMS students in 6th-8th grades through the Health and Finance classes which run every quarter for all three grade levels. The grant includes money for the curriculum and materials as well as staff time for implementing these programs. A core responsibility for staff is receiving and</p>

				<p>volunteers for the Hayden Valley schools? What's your game plan?</p> <p>3. Can you reach your 1,500 student goal without expanding efforts into South Routt or having an adequate number of volunteers in Hayden?</p>	<p>processing teacher requests for programming, recruiting and coaching community volunteers on how to implement the material and communicating with the school districts on what needs to be changed to improve the programming.</p> <p>Junior Achievement-Rocky Mountain (JA) believes every student has the potential for a successful future. Unfortunately, not all students are receiving the tools they need for tomorrow—tools that teach them financial responsibility, budgeting skills, soft skills they'll need for the 21st century workforce, and how to author their own destiny to become self-sufficient adults.</p> <p>JA Middle School Programs (Grades 6-8) teach students about the relationship between school and the world of work and help teens make difficult decisions about how to best prepare for their educational and professional future. The programs supplement standard social studies curricula and develop communication skills that are essential to success in the business world. Students also engage in experiential activities that reinforce the value of education and teach students about the economic benefits of staying in school, with a focus on personal financial literacy. Each program consists of six 45-minute lessons or may be taught in one full day as a JA in a Day experience.</p> <p>Sixth grade students will take JA Economics for Success. This program reveals the heart of a successful economic life: choosing the right career and managing money properly. Following participation in the program, students will be able to explore their skills, interests, values, and the world of work to make informed education, career, and life decisions. They will also develop their knowledge of personal finance to apply strong financial-management skills regardless of income. JA Economics for Success is part of the JA Financial Literacy and JA Work and Career Readiness Pathways.</p> <p>Seventh grade students will participate in JA Start it Up. This curriculum immerses students in the world of business by challenging them to develop a proposal for a new flavor concept of Oogie's Gourmet Popcorn, targeted for a market of their peers. Guided by a volunteer, students work together in teams to practice entrepreneurial thinking and experience the creativity, sense of accomplishment and excitement that comes with solving a real-world business challenge.</p> <p>Eighth grade students will participate in JA Finance Park, an innovative financial literacy simulation that introduces young people to personal financial planning and career exploration. The JA Finance Park experience begins in the classroom with a four-part curriculum that culminates in an online simulation, where students become an adult for the day and immerse themselves in a reality-based decision-making process addressing aspects of individual</p>
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<p>Opera Steamboat</p>	<p>Opera in the Schools G23-17-COM Accountability Report Original Application</p>	\$7,500	Yes	<p><u>SSEF Comments:</u> You surpassed all of your SMART goals. Congratulations! Impressive results as well as great thinking outside of the box by developing your new project "A Brief History of Opera".</p>	<p><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 specifically with school children in mind. This year the performance was Stone Soup. Target audience is grades K-5.</p> <p>All participating schools received the pre-performance, in-class education guide. Based on feedback from the teachers, the 2024 education guide will include sing-along tracks for practice.</p> <p>In addition Opera Steamboat introduced a new program entitled - A Brief History of Opera. This program was created to expand offerings and allow schools who could not participate in Stone Soup to still receive music education and experience opera.</p> <ul style="list-style-type: none"> • 85% of participating students who saw "Stone Soup" demonstrated an increased understanding of Opera and its key components. • 100% of students who experienced the new program "A Brief History of Opera" demonstrated increased understanding of Opera through fill in the blank programs and discussion. • 90% of teachers agreed on the above. • 95% of students were engaged in the collaboration of music making through the act of clapping at specified times during the performance. • 100% of students/teachers showed an interest in the program returning. • Challenges included: securing a microphone at all events would be a good idea so all students can easily hear the pre-show talk and sending out confirmations of the upcoming performance about 24 hours before the presentation so teachers could review the educational materials that were sent.
<p>NW Colorado Health</p>	<p>Youth Resiliency G23-18-COM Accountability Report Original Application</p>	\$25,000	Yes	<p><u>SSEF Comments:</u> Well done. Seems like the program was very successful and impactful.</p> <p><u>Questions:</u> Do you have any baseline or historical for the trusted adult goal measurement?</p>	<p><u>Project Summary:</u> The program exceeded all measures indicated in the Goals section of the grant application.</p> <ul style="list-style-type: none"> • Goal -75% of participants able to identify a trusted adult > Actual 91% • Goal -75% of participants able to identify a new resiliency tool > Actual 91% • Powerful anecdotes provided from parents and teachers.

				How does the program help students identify a trusted adult or develop these relationships?	<ul style="list-style-type: none"> Increasing demand for this programming across schools
Steamboat Springs Orchestra	<p>SSHS Orchestra G23-19-COM</p> <p>Accountability Report</p> <p>Original Application</p>	\$12,000	Yes	<p><u>SSEF Comments:</u> As mentioned last year, it would be interesting to collect some data from students regarding their experiences from the live performances through a survey or another form of collection.</p>	<p><u>Project Summary:</u> Steamboat Symphony Orchestra partners with the school district to pay for the SSO Concertmaster and Director of Education to direct the HS Orchestra. Additional funds support students in a credited orchestra class culminating in live performances.</p> <ul style="list-style-type: none"> The HS orchestra performed two live performances. This program provided professional music education, coaching and an opportunity for students to play with other professional musicians. Funding also provided the retention of a high quality instructor for the program. Although the SSEF pays for the SSO Concertmaster to direct the HS Orchestra, challenges include how to cover expenses such as music rentals and instrument rentals for competition.
Steamboat Dance Theatre	<p>Dance Programming in Local Schools G23-20-COM</p> <p>Accountability Report</p> <p>Original Application</p>	\$2,990	Yes	<p><u>SSEF Feedback:</u> Great job bringing SOROCO into the program. I imagine scheduling is challenging and it is incredible you were able to accommodate so many students and schools, especially working with limited time frames, different locations, and different contacts. Hopefully Hayden Elementary will be able to join in the programming. I wonder if there is another contact at Hayden who could help the PE teacher with scheduling.</p>	<p><u>Project Summary:</u> Steamboat Dance Theatre participated in Steamboat Dance Theatre World Dance programming across Soda Creek Elementary, Strawberry Park Elementary, North Routt Charter School, and SOROCO Elementary.</p> <ul style="list-style-type: none"> 211 elementary students participated in dance programming. (200 3rd graders 11 5th graders) Students received lessons in Merengue, Salsa, Wushu, Bhangra, Swing, Bachata, and Tango. Students received information about etiquette of each dance style and its cultural significance. Students were informally polled by instructors and the majority of students enjoyed the lessons and learned something new.
STARS	Adaptive Physical Education	\$28,063	Yes	<u>Questions:</u>	<u>Project Summary:</u>

	<p>G23-21-COM</p> <p>Accountability Report</p> <p>Original Application</p>			<p>Why did Sorocco and Hayden not participate?</p>	<p>Provide Adaptive Physical Education (PE) Ski Lessons at the Steamboat Ski Area for special needs students in all 3 school districts.</p> <p>The students who participated in ski lessons and the cycling day benefited greatly and had improved achievement overall.</p> <p>It was projected that 42 students from Steamboat SD and 8 from Soroco and Hayden would participate..</p> <p>Upon completion, 50 students from Steamboat participated, Sorocco and Hayden did not participate</p> <p>150 ski and bike lessons were completed outside school.</p>