

Student Enrichment Projects (SEP) Grant Summer 2009 and School Year 2009/10

A Legislative Grant Program Funding Competitive Grants for Enriched Learning Opportunities for K-12 Students in Wyoming December 1, 2010

Prepared by Ruth Sommers for the Wyoming Department of Education

Authority

State funding directed specifically to student enrichment instruction was made available as a stand-alone program for the second consecutive year by the 60th Legislature under Section 1 of Senate File 0056, Enrolled Act 69. That act set aside \$450,000 from the school foundation program to be directed to districts in a competitive grant process for summer and school-year student enrichment programs

History

The Student Enrichment Project (SEP) had its beginnings as part of the Wyoming Bridges grant which provides summer school and extended day learning opportunities for academically at-risk students. The original Bridges grant was broadened over time to include enrichment instruction for students who were not considered academically at risk. When the school funding model was recalibrated in 2008, the philosophy of supporting (first and foremost) academically at-risk students with additional funding was reiterated, and the Bridges grant was again focused more narrowly on these students. This eliminated the use of Bridges grant funds for enrichment programs targeted to other student groups.

However, during the time enrichment learning opportunities were made available under the Bridges grant, the concept of stand-alone independent enrichment programs for a broad variety of students was seen to have its own intrinsic value and to be a vital component of student engagement and growth. Thus, for two consecutive years the legislature set aside \$450,000 to be directed to districts in a competitive grant process, ensuring projects closely adhere to the objectives specified by policymakers, thus encouraging program integrity and program quality.

Action

Student Enrichment Project (SEP) grant application and guidelines set forth guiding principles and program requirements for student enrichment projects, such as:

Purpose – The SEP was established to provide enriched learning experiences to Wyoming students. The intention of this project was to help students meet or exceed state and local standards in core academic subjects

by offering a range of high-quality opportunities for academic enrichment that support student learning and youth development principles as well as reinforce and complement regular academic programs.

Enrichment Definition – Enrichment is defined as learning opportunities and activities that engage students in developing essential knowledge, skills, values, and relationships as a vehicle for inspiring learning and encouraging academic and life success.

Link to Standards – All activities must be linked to academic standards and should be creative, exciting, fun, engaging, relevant, active, different than the regular school day, and full of learning. Enrichment programming should also hold student attention, awaken imagination, and inspire the desire for broader learning.

Timing – Programs must take place during non-school hours, before school, after school, on weekends, school holidays or summer recess periods.

Target Population – All public school students grades K-12. No specific groups of students were targeted to ensure that all students who may receive benefit from enrichment programming could participate and districts could determine population based on perceived need.

No minimum/maximum funding limits – Applicants were instructed to request all funds needed and reasonable to implement their proposed program(s).

During the second year of the SEP grant, 26 applications were received from 23 Wyoming school districts requesting funding for projects costing more than \$1.1 million. Requests ranged from \$3,300 to \$163,745. Applications were scored separately by five individual readers, using a pre-established scoring rubric. Readers then met collectively to discuss scoring and applications. Thirteen districts received funding for enrichment projects this second year to cover programs that occurred during the summer of 2009 (eleven summer programs) and across all or some of the 2009-10 school year (seven school-year programs). Programs served students in grades kindergarten through twelve and addressed standards in math, science, language arts, fine and performing arts, social studies, physical education, health, technology and career/vocational. One program (Uinta County School District #6) provided high school students the opportunity to earn summer academic credit in physical education, science, and computer technology.

District Enrichment Program Descriptions - In addition to the following description of district projects, detailed information on actual student participation and program adherence to their original proposal is included for each district as Attachment A of this report.

Albany County School District #1 – Summer Odyssey – \$19,148

Albany County's Summer Odyssey program was an integrated science and art enrichment program for children in kindergarten through grade four, held at the University of Wyoming Lab School. Each week emphasized a different science theme which addressed state science standards and included hands-on projects in topics such as kitchen chemistry, technology, art, crafts, and outdoor games. The program emphasized scientific concepts and methodology, and history and nature of science. Teen teachers (seventh, eighth, and ninth grade students) were trained to work with the students in afternoon sessions, affording them the opportunity to gain experience in working with elementary students and to develop responsibility and character through service learning. Students also participated in weekly field trips designed to support curriculum by placing science content in a real-world context.

Carbon County School District #2 – Fantastic Fridays - \$14,270

Saratoga Elementary school operates on a modified four-day weekly calendar. This grant allowed the district to provide Friday activities that engaged students in learning, exposing them to educational and cultural activities and diversity through written communication, critical thinking, and information literacy. In addition to teaching staff, the program enlisted community members and high school students to develop different Friday opportunities for students. These included hands-on activities in forestry, art, rocketry, job shadowing, and field trips to historical sites, the University of Wyoming, museums, etc. Students could additionally participate in Lego League and science fair experiments.

Converse County School District #1 – Tune in to Reading - \$37,820

The district utilized Tune in to Reading for struggling readers in grades three through eleven in both the summer and during the school year. Tune in to Reading is based on research conducted by the University of South Florida. It is an interactive computer software program which requires students to listen to a song, developing accurate pitch and pitch recognition, which has been found to be correlated with reading ability. The program also helps develop listening skills and allows students to be exposed to a broad vocabulary as more and more difficult songs as mastered.

Fremont County School District #1 – Make it REAL (Real World Enrichment Activities for Leadership) - \$42,872

Funds awarded to the district supported three separate enrichment programs. The three programs were offered to students in summer as well as throughout the school year. Outdoor Recreation Education Opportunities (OREO) targeted academically at-risk students; summer peer mentoring training was geared to academically successful eleventh and twelfth-grade students so they could serve as mentors during the school year to high school freshmen; and all students were given the opportunity to participate in project-based learning STEM (science, technology, engineering and math) activities in partnership with the 21st Century Lights On program in Lander.

Outdoor Recreational Education Opportunities (OREO) is a Wyoming Game and Fish program targeted to incoming sixth grade students and teaches outdoor experience and skills through several standards-based modules taught one day per week over a one-week period during the summer. Modules include topics such as habitat, orienteering, water science, mapping, water safety, etc. During the school year, OREO was continued weekly through a two-hour opportunity to expand on the modules. As during the summer, it was targeted primarily to academically at-risk students.

Summer peer mentor training consisted of an eight-day camp lead by the National Outdoor Leadership School (NOLS). This session taught discreet outdoor skills, but also emphasized affective interpersonal and leadership skills to enable participants to work successfully with incoming freshmen the following school year. After the summer training, mentors provided after-school tutoring four days a week during the school year and advised their mentees monthly, with the target of encouraging them to stay on track to graduation.

Science, Technology, Engineering, Math (STEM) activities occurred both in summer and after school and are delivered in partnership with the 21st Century Lights On program in Lander. These investigations were centered around science, technology, engineering and math, with modules published by 4-H, the Civil Air Patrol, and NASA. The hands-on investigations include topics such as wind energy, forensics, rocketry, aeronautics, flight, and space science. During summer, STEM activities were available one day a week for eight weeks and twice weekly during the school.

Fremont County School District #24 – Shoshoni and DMNS (Denver Museum of Nature and Science) Partnership - \$6,740

Students were provided the opportunity to locate, collect and catalogue vertebrate fossils in the Wind River Basin. Days were spent in the field utilizing topographic maps to identify geologic land forms, extracting fossils, measuring specimens, maintaining field notes and drawings. Findings were described and communicated to the DMNS. The goal of the project was to expose students to real life application of the sciences, giving them the opportunity to learn in a setting quite different from the traditional classroom.

Hot Springs County School District #1 – Hot Springs Student Enrichment - \$70,000

The aim of the district's enrichment programming was for all students to achieve proficiency on rigorous academic standards through highly-engaging learning experiences. Programming was developed for both summer and school-year activities. The summer program included three weeks of half-day sessions in the afternoon to assure students attending summer school could additionally participate in offered enrichment activities. The district was careful to utilize community resources such as their recreation district, 21st Century programs, and a local foundation, and individual members of the community. Projects included problem-solving (alternative energy, the economy), exploration of local historical sites, exposure to career possibilities and workplace readiness skills, service learning, etc.

Johnson County School District #1 – Challenging Kids to get REAL (Rising to Engaging and Authentic Learning) - \$62,878

The district's offerings were made available during the summer and included different programs for elementary, middle, and high school students. They provided students the opportunity to experience real-world engaging activities tied directly to state standards. All interested students in grades kindergarten through eight were invited to participate.

Students in elementary settings took part in science-based projects and experiments in forensics, aquatic and land ecosystems, culminating in a science fair exhibit for parents, family, and friends. The middle school program was a week-long field trip where students studied conservation, ecology, flora, fauna, measuring water quality, and keeping extensive journals of observations and findings. High school students were involved in multiple projects including the exploration of the life of a musician, instruction in public speaking, home-building, and maintaining fitness logs.

Niobrara County School District #1 – Lunch and Read - \$19,760

Increasing student reading fluency, comprehension, and love of reading was the goal of this program wherein secondary classroom teachers joined students during the regularly-scheduled lunch hour to share food and books. The program was targeted to struggling readers, and exposed them to fiction, non-fiction, and technical texts.

Park County School District #1 – Multiple Programs - \$40,000

The district's enrichment themes were modified to target four different age groups. Each group had a service-learning component connected with at least one community facility (pre-school, charitable, elderly) and took participated five different activity "themes" (use of reading and math in a building project, use of technology in making and recording public service announcements, use of math in quilting, language arts emphasis in making books, and math and science exposure through food preparation). The programs operated both during the summer and the school year. Summer opportunities took place in the afternoons so students in summer school could participate if desired.

The primary group consisted of students in kindergarten through grade two and focused largely on reading. Activities included book building, patterns, tasty donations (the community link), and learning the alphabet. The intermediate group, grades three through five, focused on reading, writing and math. This group wrote stories for pre-schools, read and recorded public service announcements, used geometry and measurement to design a quilt that was auctioned for Habitat for Humanity, and building benches for the elderly.

Middle school students (grades six through eight) added standards in fine and performing arts and career/technology by presenting community concerts, and taking part in activities such as mapping and geo-caching. Tasks for high school students were designed to be challenging and exciting. In addition to similar

projects undertaken in the lower grades, high school students added complexity to those activities, using the reading of highly technical manuals and instructions to build robots.

Platte County School District #1 – Wheatland Youth Outreach - \$28,865

Students developed a thirty-minute promotional video of Wheatland and the surrounding geographic area, based on their topic of interest. Videos will be used by the Chamber of Commerce to help promote tourism with promotion of area attractions and history. The project enlisted community members including the county's economic development and chamber director. Summer students participated in a four-day exploratory trip to help define their area of interest, then spent the next three weeks researching, writing, and developing their promotional DVD. During the school year, students who attended the summer program lent support and guidance to student participating in the school-year project.

Sheridan County School District #1 – Multiple Activities through Adventure Club, Outdoor Education, History Camp and Exercise Club - \$36,385

Almost 500 students in grades kindergarten through ten participated in one or multiple offerings available through these enrichment programs. In summer, Outdoor Education week focused on science, ecology, math and language arts through journaling. Each day during the week, students spent two hours on academics and four on integrated outdoor-based education, studying riparian, foothills, canyons, and high mountain habitats. The school-year Adventure Club was made available to any student who would commit to the extra work needed to complete the study and time necessary to prepare for and summarize the adventure. Many of the Adventures took place on weekends, and included historical, cultural, and scientific field trips, performances (theatre, puppetry, etc.), geo-caching, and gardening. Students planned all trips or projects, researched their destination, calculated costs, established schedules, and maintained substantial field journals.

During both summer and school year, exercise options were made available to students. Some were given pedometers and kept graphs of miles covered, again journaling their experience with exercise. The district purchased and made available to all interested students activity-based gaming stations which operate only when the gamer is signed onto equipment that will log their progress. These stations were also made available during the summer to students through the community's recreation center. After students graph results, improvements, and activities they complete each week, they are able to participate in an additional adventure.

Teton County School District #1 – Gateway Academy and Project Lead the Way - \$36,641

The district's summer academy was designed to be an introduction for middle grade students to explore careers in math, science, technology, and engineering, to link them during the school year to Project Lead the Way, Gateway to Technology, and Pathway to Engineering curricula. Students worked on a specific projects during the summer such as solar cars, bridges, gliders, robots, all with the goal of fostering

more interest in STEM careers and to build confidence in students to take more science and math courses in high school. During the school year, an engineering lab staffed by math and science teachers remained open after school. Students could seek help with coursework, and work on projects of their choice.

Uinta County School District #6 – Multiple Component Offerings - \$27,521

The district emphasized that one of their primary reasons for applying for the enrichment grant was to promote the district's strong culture of music in public schools. For high school students particularly, the district wished to make available credit classes in computer technology, physical education and science (paleontology) to enable students to have enough time during the school year to earn credits needed for the Hathaway scholarship without having to sacrifice elective credits, particularly in fine and performing arts. Summer classes in music were also made available to all students in grades three through twelve, and community concerts were performed.

Additionally the district made available summer Fitness-for-Life classes that included exposure to activities that could be maintained throughout one's lifespan, as well as other summer learning opportunities such as robotics and quilting.

Financial

As **Table 1** below indicates, thirteen districts were awarded a total of \$443,000, of which \$429,476 was released. A total of \$17,155 was expended for grant administration, and the remaining unexpended grant funds were reverted to the foundation program. In total, 1,979 students participated in student enrichment programs over the timeframe of the grant. Expenditures per pupil averaged \$217 ranging from \$66 in Sheridan County School District #1 to \$1,257 per student in Niobrara County School District #1. Additional information on each district's proposed projects, student participation by grade level, and program adherence to their original proposal is included as Attachment A of this report.

How districts expended funds is shown in **Table 2**. Not surprisingly, the majority of expenses were incurred in salaries and benefits (61 percent), although some districts expended a very large amount of the grant (proportionally) on supplies and materials.

**Table 1: Wyoming Department of Education
School Enrichment Pilot Project Grant Reimbursement
2009 Summer & SY09-10 Projects (FY10) - 2nd grant year**

District	Programs Delivered	Grant Amount Awarded	Grant Funds Paid to District	Undup or Largest Pgm Student Count	Cost Per Student
Albany #1	Summer only	\$ 19,148.00	\$ 19,148.00	74	\$ 258.76
Carbon #2	School Yr only	\$ 14,270.00	\$ 8,541.00	148	\$ 57.71
Converse #1	Summ & Schl Yr	\$ 37,820.00	\$ 37,820.00	86	\$ 439.77
Fremont #1	Summ & Schl Yr	\$ 42,872.00	\$ 42,872.00	248	\$ 172.87
Fremont #24	Summer only	\$ 6,740.00	\$ 4,566.00	5	\$ 913.20
Hot Springs #1	Summ & Schl Yr	\$ 70,000.00	\$ 70,000.00	186	\$ 376.34
Johnson #1	Summer only	\$ 62,878.00	\$ 61,916.00	151	\$ 410.04
Niobrara #1	School Yr only	\$ 19,760.00	\$ 18,850.00	15	\$ 1,256.67
Park #1	Summ & Schl Yr	\$ 40,000.00	\$ 40,000.00	145	\$ 275.86
Platte #1	Summ & Schl Yr	\$ 28,865.00	\$ 28,129.00	71	\$ 396.18
Sheridan #1	Summ & Schl Yr	\$ 36,385.00	\$ 33,372.00	505	\$ 66.08
Teton #1	Summ & Schl Yr	\$ 36,741.00	\$ 36,741.00	124	\$ 296.30
Uinta #6	Summer only	\$ 27,521.00	\$ 27,521.00	221	\$ 124.53
Totals: (13)		\$ 443,000.00	\$ 429,476.00	1,979	\$ 217.02

**Table 2: Wyoming Department of Education
School Enrichment Pilot Project Grant Reimbursement
2009 Summer & SY09-10 Projects (FY10) - 2nd grant year**

District	Salaries	Benefits	Purchased Services	Supplies Materials	Indirect Costs	Total
Albany #1	\$ 14,843.00	\$ 2,805.00	\$ 230.00	\$ 1,270.00	\$ -	\$ 19,148.00
Carbon #2	\$ 5,811.00	\$ 575.00	\$ 492.00	\$ 1,663.00	\$ -	\$ 8,541.00
Converse #1	\$ 16,391.00	\$ 5,360.00	\$ 15,368.00	\$ 701.00	\$ -	\$ 37,820.00
Fremont #1	\$ 14,405.00	\$ 2,453.00	\$ 18,729.00	\$ 6,700.00	\$ 585.00	\$ 42,872.00
Fremont #24	\$ 3,000.00	\$ 581.00	\$ 420.00	\$ 565.00	\$ -	\$ 4,566.00
Hot Spgs #1	\$ 28,055.00	\$ 4,584.00	\$ 10,813.00	\$ 26,548.00	\$ -	\$ 70,000.00
Johnson #1	\$ 38,040.00	\$ 7,461.00	\$ 9,993.00	\$ 6,422.00	\$ -	\$ 61,916.00
Niobrara #1	\$ 5,550.00	\$ 1,066.00	\$ -	\$ 12,234.00	\$ -	\$ 18,850.00
Park #1	\$ 24,595.00	\$ 3,335.00	\$ 790.00	\$ 11,280.00	\$ -	\$ 40,000.00
Platte #1	\$ 13,198.00	\$ 2,016.00	\$ 400.00	\$ 12,515.00	\$ -	\$ 28,129.00
Sheridan #1	\$ 17,102.00	\$ 3,117.00	\$ 8,802.00	\$ 4,351.00	\$ -	\$ 33,372.00
Teton #1	\$ 16,731.00	\$ 3,062.00	\$ -	\$ 15,535.00	\$ 1,413.00	\$ 36,741.00
Uinta #6	\$ 22,072.00	\$ 4,847.00	\$ -	\$ 602.00	\$ -	\$ 27,521.00
Totals: (13)	\$ 219,793.00	\$ 41,262.00	\$ 66,037.00	\$ 100,386.00	\$ 1,998.00	\$ 429,476.00
Percentage:	51.18%	9.61%	15.38%	23.37%	0.47%	

Results

Program Monitoring – During summer 2009, two student enrichment projects were visited by Department staff: Park County School District #1 and Albany County School District #1. These programs made available a wide variety of summer enrichment opportunities to their students. Please see program descriptions above to understand offerings made available to students in each district.

As with monitoring experience in 2008, a similar observation made across the two districts was the presence of highly committed and dedicated staff. Students observed were quite engaged in learning activities and enjoyed being there. Learning strategies used by teachers were dynamic and hands-on and classes were aligned with specific standards. A love of learning was evident in both students and staff at both sites visited.

Assessing Program Effectiveness - District ability to effectively evaluate the success and effect of enrichment programming remains a specific component of the grant application, and district response to this question continues to be heavily weighted on the grant's scoring rubric. Nevertheless, use of quantitative data to analyze programmatic effectiveness is still challenging to districts, and a number of districts did not comply with the quantitative data analysis they described in their applications. Thus, it is difficult to say with accuracy that the majority of the programs funded through the grant result in positive academic growth.

Nearly all districts used parent, teacher, and/or student surveys to help evaluate the quality of their programs. These kinds of surveys are qualitative in nature, and do not necessarily provide "proof" of program effectiveness. Responses in these surveys, across all programs offered, were quite enthusiastic. Parents and students both perceived they learned a great deal from their experiences. Participants, their families, and teachers all expressed hope that these opportunities for learning can continue and worry that without this targeted funding, they will no longer be made available to students.

Isolating and assessing the quality of programs which operate concurrently with the school year is a consistent problem faced by data analysts. At the least, this requires sophisticated record-keeping and a large population of students so program segregation can be accomplished. For districts with small student populations, it is very challenging.

However, because summer programs occur uniquely, without other kinds of concurrent instructional programming, the ability to analyze their effectiveness improves greatly. Eleven of the thirteen districts receiving SEP grant awards did operate summer programs in 2009, thus should be able to provide distinct program effectiveness data. Of these eleven districts, only five completed analyses that segregated student performance from attendees/non-attendees and measured

academic growth (versus attendance, future enrollment, etc.) in keeping with the evaluation methodology proposed in their applications. Of the five that completed, two showed definitive growth, and three showed mixed academic growth.

Following is a description of the methods outlined by each district in their application that they proposed to use to evaluate their program effectiveness, followed by actual information provided by that same district. There is no discussion below on *qualitative* data such as participant surveys, which are nearly always positive. Furthermore, the information presented below is limited to what documentation was available at the time this report was prepared, the end of November. Districts were to have submitted final reports by June, 2010; despite reminders, some had not submitted quantitative analysis as of the date of this report.

- ✓ Albany County School District #1 proposed to quantitatively assess students using three analyses: documented observation of standards based on student performance; student critique of other student projects; and pre/post tests based on rubrics developed for specific projects to be completed, as well as on student learning of the scientific method.

The district's final submission included analysis of student performance on pre/post tests administered weekly on the scientific method. Results were not summarized, but quick perusal indicates general increase in knowledge of the scientific method.

- ✓ Carbon County School District #2 anticipated using pre and post DIBELS and MAP reading and math assessment scores, plus evaluation of student writing portfolios.

The district submitted fall and spring DIBELS and MAP math and reading scores, and spring writing assessment levels of proficiency. However, data submitted was reflective of the scores and performance of all district students. Since results were not disaggregated to growth between students who attended the program from those who did not, program effectiveness was impossible to detect.

- ✓ Converse County School District #1 stated they would use four approaches to quantify the effectiveness of their "Tune in to Reading" (TIR) program: pre/post reading inventory tests; analysis of pre/post tests by the "Tune into Reading" technical support team; language arts semester grades over the period of a year; and compilation of PAWS reading proficiency levels to see if pre/post QRI test results correlated with PAWS scores.

Results for the summer program were developed using DIBELS and Maze-task scores measured before and after attending the program. Results were mixed across the grades, with some showing significant improvement while

others showed only slight increases. Overall, ten percent of the students participating in TIR increased proficiency levels.

For summer, comparison of grades from one semester to another or analysis of PAWS could not be accomplished. However, the district did submit STAR reading scores for the school year, which showed a significant first semester reading growth for TIR participants (segregated from the entire student body).

The district did not submit pre/post analysis from the TIR technical support team.

- ✓ Fremont County School District #1 planned to use segregated MAP scores for each of their multiple programs, student performance on established rubrics for OREO, student performance on rubrics developed for each module project for STEM, and for their peer mentoring project (primarily school year), they would use core-area course grades, on-track (for graduation) monitoring tool, behavioral referral data, and percent of mentors/mentees with GPAs above a certain level.

The district submitted completion rates as indicators of program success. For the school year (not the summer), freshmen failure rates were analyzed, and the failure rates for students with mentors dropped 28 percent in core subjects. Also for the school year but not for summer, students in grades three through six participating in STEM projects were assessed on rubrics. Students showed improvements in asking questions and using multiple ways to answer questions and illustrate results.

The district submitted no quantitative analysis of pre/post MAP scores to evaluate student growth, and no student performance indicators based on rubrics developed for OREO or STEM.

- ✓ Fremont County School District #24 stated they would evaluate their summer program effectiveness by grading extensive student journals, looking for evidence of student knowledge of multiple aspects of the archaeology project such as fossil measurement, drawing, description of sediment layers, soil/rock typing, mapping, etc.

The district's self evaluation stated the four-day project was too short to show any significant improvement in student academic performance. If student journals were evaluated, no evaluation of those was included.

- ✓ Hot Springs County School District #1 indicated they would compare 2009 and 2010 PAWS proficiency levels of participating students (which was not feasible given PAWS technical problems in 2010), analyze pre and post student MAP scores in reading and math, attendance and repeat

participation, and pre/post student level of performance on district standard assessments in language arts, math, science and social studies.

District stated they monitored participation numbers, but no data was provided. They mentioned conducting a teacher survey of regular participants' classroom-related behavior at the end of the school year which indicated that most participants had increased grades noticeable positive changes in student behavior and responsibility.

The district submitted no pre/post analysis of student performance on district standards or MAP growth data.

Johnson County School District #1 planned to use pre/post comparison of in-district standards in writing, speaking, fitness, music and performing arts in addition to segregated MAP student growth analysis in math and reading.

The district submitted a detailed and thorough analysis of summer academic growth using MAP RIT scores for students in grades kindergarten through six, segregating attending from non-attending students. Results indicated a ten-point increase in RIT scores in reading and a 13-point increase in math. Their report also summarized all qualitative data from surveys.

There was no analysis of program effectiveness for students in grades seven through twelve.

- ✓ Niobrara County School District #1 stated they would use pre/post tests from Read Naturally, benchmark assessments given three times yearly and other formative assessment such as Total Reader, Scholastic Reading Counts, and track the improvement of students involved in the program with those not participating.

District stated they completed the evaluations proposed. They reported seeing a significant difference in six of the attending students in their MAP reading scores compared to other students not involved in the lunch reading program. However, they stated the other nine students who participated did not show significant gains compared to others.

Park County School District #1 proposed using pre/post MAP scores, segregating growth from those attending and not attending summer (and school year) programs, as well as 2009 and 2010 PAWS scores (essentially found to not be feasible).

This district submitted a detailed and thorough growth analysis of students participating in both their summer and school-year programs in grades kindergarten through nine using MAP RIT scores. Student scores of attendees were segregated from those who did not attend the programs. Results were

mixed. For summer, the district showed that students in four grades showed improvement in both math and reading; but students in four grades in reading and two in math showed decreases in student learning, and students in other grades showed no significant growth differences.

- ✓ Platte County School District #1 explained that their project evaluation would be made by students, parents, staff, and (participating) community-member evaluation of a completed student DVD that would be used to promote the area. Additionally, students would perform their own self-evaluation of pre-identified goals. Students would also be evaluated using district language arts standards, as well as using MAP and PAWS scores.

The district did not perform student performance analysis based on MAP or district language arts standards.

Sheridan County School District #1 indicated they would use pre/post MAP scores, evaluate student field journals, and collect teacher data on behavior referrals, and general attitude toward school of participants and non-participants.

When their analysis was submitted, part of the same (unrelated) data from the prior year was included again. It measured summer growth of students who participated in *any kind* of summer programming in their analysis of MAP results, including students who attended outdoor education enrichment classes as well as those considered academically at-risk and referred to summer school. The two groups were not segregated. The district reported that 82 percent of the students in grades three through eight who attended summer programs either maintained or improved reading skills, and 89 percent maintained or increased math skills. But it is not clear how each group performed, not is it clear how students who did not participate performed over summer that year.

The second analysis included in the report this year studied students participating year-long in their enrichment programs from the spring of 2008 through 2009 to spring 2010. It is interesting to note that around 95 percent of all students in the district participate in the school-year Adventure Club enrichment program, making segregation of attendees and non-attendees almost moot. The analysis indicated that RIT score growth increased proportionately with program participation (frequent or low), with an average RIT score growth of 16 points (did not specify whether math or reading) of “frequent fliers” compared with an average RIT score growth of 11.4 for those participating infrequently.

Student field journals were graded and growth shown by all participants.

Interestingly, the district has tracked attendance and behavior referrals over the two-year period the district has received this grant. Their finding is that ten percent of the students make up ninety percent of discipline referrals. And, these students do not attend the enrichment program. Attendance in school is tied to the privilege of program participation.

Teton County School District #1 anticipated using pre/post MAP assessment for students attending their summer academy as well as the 21st Century Skills Assessment (also pre/post).

Although it was generalized, the report submitted by the district 80 percent of middle school students participating in the summer academy showed better than expected growth on math as evidenced through MAP RIT scores from spring 2009 to spring 2010. However, it went on to explain that 60 percent of their general population showed higher than expected growth. It also indicated that for their after—school program, all students showed better than expected growth in MAP RIT scores.

The district also assessed students using 21st Century Skills assessment, and noted that statistically, they were highly represented in the top scores. They went on to comment that there is concern that the 21st Century Skills assessment may over-represent general computer use as opposed to life/career and other skills. The assessment may or may not be used to evaluate program success in the future.

Other statistics of interest reported by the district included that preliminary enrollment data for school year 2010-11 showed almost double enrollment for introductory engineering, and an increase of 6 percent in high school students interested in pursuing paths in STEM careers.

- ✓ Uinta County School District #6 proposed to keep track of the number of high school credits earned and the number of students earning credit, as well as to use PAWS (not feasible) and MAP spring to fall data to analyze student growth.

The district did report on the number of semester credits awarded (seventy 1/2 Carnegie units) to high school students this summer in paleontology, physical education and technology.

They submitted no quantitative performance data for students participating in programs in grades three through eight.

Recommendations

Not surprisingly, this program remains quite popular among districts as well as the parents, teachers, and students who experience the projects firsthand. Despite popularity, policymakers have continued to express their intention that the program retain rigor and accountability, and last year made the following changes to the SEP grant for the upcoming 2010 grant year:

- As part of the application process, districts must provide evidence of the research base behind the program proposed;
- Districts must provide evidence of the effectiveness of the enrichment strategies employed by the district in the SEP program;
- If a district has been a SEP grant recipient for more than a single year, effectiveness of the program over the full timeframe of the receipt of grant funds is to be conducted;
- Districts are reimbursed for expenses (up the awarded grant amount) after end-of-program reports are submitted to the Department.

The program was retained categorically outside the school funding block grant model to ensure there is no erosion of quality, and specific program management and oversight by the Department preserved.

So that the operation of the Student Enrichment Program grant continues to be effective and to encourage program integrity, the following suggestions are made to districts and the Department:

Recommendations to Districts:

- Carefully adhere to commitments made in the original application, particularly when following up on program evaluation;
- Assure there is segregation of students attending and not attending programs when performing program evaluation;
- Should there be a significant departure from the program proposed, please consult with WDE personnel to alert them to the needed changes.

Recommendations to the Department:

- Modify the application process so that individual projects within districts require separate proposals from districts rather than allowing them to submit a single application with multiple projects;
- As part of the evaluation of proposed projects, include historical district reports on program effectiveness from districts which previously participated in the grant;
- Consider collection of individual student-level data of participants (in summer programs particularly) so evaluation of effectiveness could be made by the Department using Measurement of Academic Progress (MAP) data already submitted by districts to the state.

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-1
 Albany County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	Summer Pgm	0		0
1	Summer Pgm	9		9
2	Summer Pgm	20		20
3	Summer Pgm	10		10
4	Summer Pgm	10		10
5	Summer Pgm	10		10
6	Summer Pgm	2		2
7	Summer Pgm	10		10
8	Summer Pgm	3		3
9	No Proposal	0		0
10	No Proposal	0		0
11	No Proposal	0		0
12	No Proposal	0		0
# Grade Levels:	9	8		8
# Participants:		74		74
Total Students, Undup:				74
F/R Lunch	N/A	Unk		
ELL	N/A	0		
SPED	N/A	9		

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	Any interested	
Targeted Population, School Yr:	No Proposal		
Pgm Frequency, Summer:	4 days/week	4 days/wk	
Pgm Frequency, School Yr:	No Proposal		
Number of Weeks:	3	3	
Hrs/Day or Session, Summer:	7 hrs/day	7 hrs/day	
Hrs/Day or Session, School Yr:			

Deviation from Proposed Program:

No Deviation

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-2
 Carbon County School District #2

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	School Year Pgm		12	12
1	School Year Pgm		23	23
2	School Year Pgm		13	13
3	School Year Pgm		29	29
4	School Year Pgm		21	47
5	School Year Pgm		26	26
6	School Year Pgm		24	24
7				
8				
9				
10				
11				
12				
# Grade Levels:			7	7
# Participants:			148	148
Total Students, Undup:				148
F/R Lunch	N/A		72	
ELL	N/A		2	
SPED	N/A		21	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer: Targeted Population, School Yr:	No Proposal Open to all		Any interested student
Pgm Frequency, Summer: Pgm Frequency, School Yr: Number of Weeks:	No Proposal 1 day/week-Fridays 35		1 day/week - Fridays Unk
Hrs/Day or Session, Summer: Hrs/Day or Session, School Yr:	No Proposal 5 hours/day		4 hours/day

Deviation from Proposed Program:

No Deviation

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-3
 Converse County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal		2	2
1	No Proposal		3	3
2	No Proposal		6	6
3	Summer & Sch Yr	1	13	14
4	Summer & Sch Yr	9	11	20
5	Summer & Sch Yr	20	10	30
6	Summer & Sch Yr	13	0	13
7	Summer & Sch Yr	14	0	14
8	Summer & Sch Yr	8	0	8
9	Summer & Sch Yr	5	6	11
10	Summer & Sch Yr			
11	Summer & Sch Yr			
12	No Proposal			
# Grade Levels:		7	7	10
# Participants:		70	51	121
Total Students, Undup:				
F/R Lunch	N/A	29	15	
ELL	N/A	3	4	
SPED	N/A	33	34	

86

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	At/below grade - LA	At/below grade - LA	
Targeted Population, School Yr:	At/below grade - LA		At/below grade - LA
Pgm Frequency, Summer:	2 days/week	5 days/week	
Pgm Frequency, School Yr:	2 to 3 days/wk		5 days/week
Number of Weeks:	9	4	4 to 12
Hrs/Day or Session, Summer:	45 minutes/session	4 hr/day	
Hrs/Day or Session, School Yr:	2 hrs/day		1 hr/day

Deviation from Proposed Program:

Little Deviation (grades)

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-4
 Fremont County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No proposal	10		10
1	No proposal	16		16
2	No proposal	19		19
3	Summer and Sch Yr	13	9	22
4	Summer and Sch Yr	11	13	24
5	Summer and Sch Yr	2	6	8
6	Summer and Sch Yr	12	43	55
7	Summer and Sch Yr	1	0	1
8	Summer and Sch Yr	0	0	0
9	Summer and Sch Yr	0	120	120
10	Summer and Sch Yr	2	0	2
11	Summer and Sch Yr	12	0	12
12	Summer and Sch Yr	0	12	12
# Grade Levels:		10	6	12
# Participants:		98	203	301
Total Students, Undup:				248
F/R Lunch	N/A	5	116	
ELL	N/A	1	1	
SPED	N/A	14	18	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	Various	Varied - 3 pgms	
Targeted Population, School Yr:	Various		Varied - 3 pgms
Pgm Frequency, Summer:	Various	Varied - 3 pgms	
Pgm Frequency, School Yr:	Various		Varied - 3 pgms
Number of Weeks:	Various		
Hrs/Day or Session, Summer:	Various	Varied - 3 pgms	
Hrs/Day or Session, School Yr:	Various		Varied - 3 pgms

Deviation from Proposed Program:

Little Deviation (grades)

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-5
 Fremont County School District #24

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	No Proposal			
2	No Proposal			
3	No Proposal			
4	No Proposal			
5	No Proposal			
6	No Proposal			
7	Summer Only	2		2
8	Summer Only	2		2
9	Summer Only	1		1
10	No Proposal			
11	No Proposal			
12	No Proposal			
# Grade Levels:	3	3		3
# Participants:	8 to 10	5		5
Total Students, Undup:				5
F/R Lunch	N/A	0		
ELL	N/A	0		
SPED	N/A	0		

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:		All interested	
Targeted Population, School Yr:	No Proposal		
Pgm Frequency, Summer:		4 days/week	
Pgm Frequency, School Yr:	No Proposal		
Number of Weeks:	2	Unk	
Hrs/Day or Session, Summer:		8 hrs/day	
Hrs/Day or Session, School Yr:	No Proposal		

Deviation from Proposed Program:

Little Deviation

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-6
 Hot Springs Co School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	No Proposal			
2	No Proposal			
3	No Proposal			
4	No Proposal			
5	Summer & Sch Yr		44	44
6	Summer & Sch Yr	1	39	40
7	Summer & Sch Yr	28	29	57
8	Summer & Sch Yr	22	43	65
9	Summer & Sch Yr	12	7	19
10	Summer & Sch Yr	0	12	12
11	No Proposal	1	9	10
12	No Proposal		3	3
# Grade Levels:	6	5	8	8
# Participants:		64	186	250
Total Students, Undup:				186
F/R Lunch	N/A	27	81	
ELL	N/A	0	0	
SPED	N/A	6	20	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:	All interested		All interested
Pgm Frequency, Summer:	4 days/wk	4 days/wk	
Pgm Frequency, School Yr:	4 days/wk		4 days/wk
Number of Weeks:	3 summer;36 school yr	3	
Hrs/Day or Session, Summer:	4 hrs/day	4 hrs/day	
Hrs/Day or Session, School Yr:	2 hrs/day		2 hrs/day

Deviation from Proposed Program:

No Deviation

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-7
 Johnson County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	Summer Only			
1	Summer Only	7		7
2	Summer Only	4		4
3	Summer Only	2		2
4	Summer Only	19		19
5	Summer Only	9		9
6	Summer Only	7		7
7	Summer Only	9		9
8	Summer Only	8		8
9	Summer Only	20		20
10	Summer Only	24		24
11	Summer Only	24		24
12	Summer Only	18		18
# Grade Levels:	13	12		8
# Participants:	140	151		151
Total Students, Undup:				151
F/R Lunch	N/A	16		
ELL	N/A	0		
SPED	N/A	2		

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer: Targeted Population, School Yr:	All interested	All interested	
Pgm Frequency, Summer: Pgm Frequency, School Yr:	4 days/wk	5 days/wk	
Number of Weeks:	10		
Hrs/Day or Session, Summer: Hrs/Day or Session, School Yr:	4 hours/day	6 hours/day	

Deviation from Proposed Program: **No Deviation**

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-8
 Niobrara School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	No Proposal			
2	No Proposal			
3	No Proposal			
4	No Proposal			
5	No Proposal			
6	No Proposal			
7	No Proposal		7	7
8	No Proposal		6	6
9	School Year Only		2	2
10	School Year Only			
11	School Year Only			
12	School Year Only			
# Grade Levels:	4		3	3
# Participants:	15		15	15
Total Students, Undup:				15
F/R Lunch	N/A			
ELL	N/A			
SPED	N/A			

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer: Targeted Population, School Yr:	Struggling readers		Struggling readers
Pgm Frequency, Summer: Pgm Frequency, School Yr: Number of Weeks:	2 to 3 times/wk 30		2 to 3 times/week
Hrs/Day or Session, Summer: Hrs/Day or Session, School Yr:	40 min/day		1 hr/day (lunch)

Deviation from Proposed Program:

Little Deviation (target grades)

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-9
 Park County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	Summer & Sch Yr	1	3	4
1	Summer & Sch Yr	5	17	22
2	Summer & Sch Yr	5	24	29
3	Summer & Sch Yr	7	23	30
4	Summer & Sch Yr	15	32	47
5	Summer & Sch Yr	5	21	26
6	Summer & Sch Yr	5	12	17
7	Summer & Sch Yr	4	4	8
8	Summer & Sch Yr	1		1
9	Summer & Sch Yr	1	9	10
10	Summer & Sch Yr			
11	Summer & Sch Yr			
12	Summer & Sch Yr			
# Grade Levels:	13	10	9	10
# Participants:	160	49	145	194
Total Students, Undup:				145
F/R Lunch	N/A	18	80	
ELL	N/A	0	0	
SPED	N/A	8	62	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:	All interested		All interested
Pgm Frequency, Summer:	4 days/week	5 days/week	
Pgm Frequency, School Yr:	4 days/week		4 days/week
Number of Weeks:	4-6 summer;32 SY		
Hrs/Day or Session, Summer:	5 hrs/day	2 to 3 hrs/day	
Hrs/Day or Session, School Yr:	1.5 hrs/day		3 hrs/day

Deviation from Proposed Program: **No Deviation**

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-10
 Platte County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	No Proposal			
2	No Proposal			
3	No Proposal			
4	No Proposal			
5	No Proposal			
6	Summer and Sch Yr		16	16
7	Summer and Sch Yr		18	18
8	Summer and Sch Yr	16	37	53
9	No Proposal			
10	No Proposal			
11	No Proposal			
12	No Proposal			
# Grade Levels:	3	1	3	3
# Participants:		16	71	87
Total Students, Undup:				71
F/R Lunch	N/A	4	24	
ELL	N/A	0	2	
SPED	N/A	2	9	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:	All interested		All interested
Pgm Frequency, Summer:	3 days/week	3 days/week	
Pgm Frequency, School Yr:	2 days/week		4 days/week
Number of Weeks:	33 (SY)		
Hrs/Day or Session, Summer:	5 hrs/day	5.25 hrs/day	
Hrs/Day or Session, School Yr:	2 hrs/day		1 hours/day

Deviation from Proposed Program: **No Deviation**

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-11
 Sheridan County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	Summer & Sch Yr		9	9
1	Summer & Sch Yr	6	13	19
2	Summer & Sch Yr	10	15	25
3	Summer & Sch Yr	14	169	183
4	Summer & Sch Yr	16	67	83
5	Summer & Sch Yr	20	137	157
6	Summer & Sch Yr	11	33	44
7	Summer & Sch Yr	1	16	17
8	Summer & Sch Yr	2	36	38
9	No Proposal			
10	No Proposal			
11	No Proposal			
12	No Proposal		10	10
# Grade Levels:	9	8	9	9
# Participants:		80	505	585
Total Students, Undup:				505
F/R Lunch	N/A	31	67	
ELL	N/A	0	0	
SPED	N/A	3	8	

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:	All interested		All interested
Pgm Frequency, Summer:	Varied - 3 pgms	Varied - 3 pgms	
Pgm Frequency, School Yr:	Varied - 2 pgms		Varied - 2 pgms
Number of Weeks:			
Hrs/Day or Session, Summer:	Varied - 3 pgms	Varied - 3 pgms	
Hrs/Day or Session, School Yr:	Varied - 2 pgms		Varied - 2 pgms

Deviation from Proposed Program: **No Deviation**

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-12
 Teton County School District #1

Student Participation - Proposed and Actual				
Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	No Proposal			
2	No Proposal			
3	No Proposal			
4	No Proposal			
5	No Proposal			
6	No Proposal			
7	Summer & School Yr	6		6
8	Summer & School Yr	34		34
9	Summer & School Yr	1	5	6
10	School Year		16	16
11	School Year		45	45
12	School Year		18	18
# Grade Levels:	8	3	4	6
# Participants:		41	84	125
Total Students, Undup:				124
F/R Lunch	N/A	0	0	
ELL	N/A	0	0	
SPED	N/A	1	Unk	

Programmatic Detail - Proposed and Actual			
Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:	All interested		All interested
Pgm Frequency, Summer:	2 1-wk sessions	5 days/week	
Pgm Frequency, School Yr:	4 days/wk all SY		3 days/week
Number of Weeks:		up to 2	
Hrs/Day or Session, Summer:	6 hours/day	6 hours/day	
Hrs/Day or Session, School Yr:	1.5 hrs/day		2 hours/day

Deviation from Proposed Program: **No Deviation**

Wyoming Department of Education
 School Enrichment Pilot Project Programmatic Detail
 Student Participation & Program Data
 Summer 2009; School Year 2009-10

Attachment A-13
 Uinta County School District #1

Student Participation - Proposed and Actual

Grade	Proposed Program	Actual Participation		
		Summer 2009	School Year 2009-10	Tot Duplicated Enrollment
K	No Proposal			
1	Summer Only	7		7
2	Summer Only	1		1
3	Summer Only	11		11
4	Summer Only	7		7
5	Summer Only	22		22
6	Summer Only	28		28
7	Summer Only	17		17
8	Summer Only	36		36
9	Summer Only	34		34
10	Summer Only	29		29
11	Summer Only	23		23
12	Summer Only	6		6
# Grade Levels:	12	12		12
# Participants:	170	221		221
Total Students, Undup:				221
F/R Lunch	N/A	39		
ELL	N/A	1		
SPED	N/A	35		

Programmatic Detail - Proposed and Actual

Program Elements	Proposed Program	Actual Participation	
		Summer 2009	School Year 2009-10
Targeted Population, Summer:	All interested	All interested	
Targeted Population, School Yr:			
Pgm Frequency, Summer:	5 days/wk	5 days/week	
Pgm Frequency, School Yr:			
Number of Weeks:	1 to 12		
Hrs/Day or Session, Summer:	4 to 8/day	4 to 8/day	
Hrs/Day or Session, School Yr:			

Deviation from Proposed Program: **No Deviation**