



CSI

SUMMER LEARNING PROGRAM



*Community School
Investigators
2019 Report*

Program Overview

The Community School Investigators (CSI) Summer Learning Program is an enrichment program designed to combat summer learning loss and narrow the opportunity gap by providing five free weeks of summer programming in a safe and caring environment. CSI takes place at 14 schools at 12 sites in the Winnipeg School Division. This year Dufferin and Pinkham were joined together and Niji Mahkwa and William Whyte were also combined. Victoria Albert and Sister MacNamara increased their capacity to 80 students.

Every day from 9:00 am - 3:00 pm, children take part in numerous activities designed to strengthen their numeracy, literacy, and science skills. Instructors deliver literacy and numeracy activities in the morning, and provide physical activity, STEM education, and social-cultural experiences in the afternoon. These experiences include field trips, guest artists, STEM workshops, Roots and Shoots project based learning, and sports and recreation activities. To ensure children make the most of the program, they are provided with daily, nutritious breakfasts and lunches prepared by a food coordinator at each site.



Our Reach Across the City

Champlain
David Livingstone
Dufferin/ Pinkham
John M King
King Edward
Lord Selkirk
Machray
Norquay
Shaughnessy Park
Sister MacNamara
Victoria Albert
William Whyte/Niji Mahkwa

Bursary Update

Students who attend 80% (20/25 days) of the time during CSI are eligible for the \$400 Bright Futures bursary for post-secondary education. Supporting Employment and Economic Development (SEED) Winnipeg plays a key role in administering the bursaries. This includes helping families move the bursary into an RESP which leverages other educational grants. In 2019, 563 participants were eligible which represents 66% of the children who attended CSI (563/854)

Goals & Results

Goal #1: To engage children considered at risk of summer learning loss in enriching learning opportunities throughout the summer.

Each morning children participated in hands-on numeracy, literacy and science activities geared to maintain or improve the skills they acquired during the school year. This included a focus on:

- **Destination Imagination** which is a hands on, project based educational experience that encourages creativity, collaboration, communication and critical thinking skills through Instant and Team Challenges.
- **STEM Education** which engages the disciplines of science, technology, engineering and math. Skills attained through STEM education include problem solving, critical thinking, creativity, curiosity, decision making and leadership.

Each afternoon, children participated in other enriching activities that included:

- **Roots & Shoots Community Action Projects** which engaged participants in site-wide community action projects to apply their learning of environmental concerns in their communities. This opportunity was made possible by a \$13,000.00 grant from the Jane Goodall Institute, an organization that focuses on three pillars: Knowledge, Compassion, and Action. Their mission is to foster respect and compassion for all living things, to promote understanding of all cultures and beliefs, and to inspire each individual to take action to make the world a better place for people, other animals, and the environment.
- **Field Trips and Experiential Learning** to bridge the gap between the classroom and the community. Some destinations sites visited included: Assiniboine Park & Zoo, the Manitoba Children's Museum, FortWhyte Alive, Cindy Klassen Recreation and Leisure Centre, the Millennium Library, Oak Hammock Marsh, Lower Fort Garry, Fringe Festival, the Manitoba Museum, Equine Assisted Learning, and the Bruce D. Campbell Farm.



"I really like swimming this year. I'm scared of sliding down a slide but my friends gave me the confidence to do it."

- CSI Participant

"I like to go to CSI because I get to plant flowers to keep the bees safe."

- CSI Participant

"I liked building a zipline and learning about how to make things move faster."

- CSI Participant

Goal #2: To improve educational outcomes for children living in poverty.

Each year the BGCW completes an internal evaluation of the CSI program. Instructors facilitate pre and post-tests in JumpMath and literacy with all the children who attend.

- This year, 82% of students who completed the JumpMath pre and post-assessments improved or maintained their math skills during the CSI program.
- The focus of literacy assessment this year was report writing. Students completed pre and post-assessments that measured their writing abilities. The results showed that 90% of CSI participants assessed maintained or improved their literacy skills.

Teacher Coordinators, Food Coordinators, Team Leaders, Instructors and High School Assistants are surveyed to collect information regarding perceived program efficacy and employment experience.

- 100% of Teacher Coordinators, Team Leaders, and Instructors believed that the program was beneficial or highly beneficial to participants.

Parents and participants are also surveyed about their experience with CSI at the end of the program.

- 96% of parents believe that CSI helped improve their child's social skills, 77% of parents believed that CSI helped improve their child's numeracy skills, and 85% of parents believed CSI helped improve their child's literacy skills.
- 99% of parents report their family having a positive experience with the program.



"I learned a lot of math this CSI. Mixed fractions and improper fractions are my favourite." – CSI Participant

*"This program is so beneficial to my two daughters because they are learning and they spend their vacation in meaningful ways."
– Parent of CSI Participant*



"Students have opportunities to learn in a fun and more unstructured environment as well as participate in field trips and develop relationships with new peers. Students not only developed academically through STEM and Jump Math, they were able to experience new people and friendships which greatly support social emotional growth." – CSI Teacher Coordinator

"Focusing on STEM this year was the best thing that could have happened to this program... Students were constantly striving to discover answers and create things that would further their knowledge in both transportation and natural disasters, and I feel are leaving the program more excited about learning and more knowledgeable in the topics chosen for them." – CSI Team Leader

Goal #3: To enhance the skills and employment experiences of local youth.

Fifty high school students were hired to work with the CSI program as teacher assistants and mentors to the children in the program. The students are hired from local high schools and Build from Within, a WSD program. Sixteen of the students were recruited and hired by CEDA from their Pathways to Education Program, as well as six students from their Breaking Barriers program.

In this role the students work directly with the children in the classroom they are assigned to, as well as help prepare materials and activities, mentor students through positive interactions, participate daily in the walking school bus, and work as part of the overall team.

Thirty-eight junior volunteers helped with food preparation, on field trips, and were role models in the classroom. The junior volunteer program was created to include those students who had graduated from CSI in Grade six and still wanted to be connected in some way to the “CSI Family”. The junior volunteers gain valuable work/life skills and many have graduated into paid summer positions to be high school assistants and classroom instructors.



“I enjoyed helping in the kitchen and preparing food for the students.”

– Junior Volunteer

“Being an assistant has really increased my confidence in wanting to pursue being a teacher in the future. Teaching kids and working one on one with students makes me motivated to go into education in University!”

– High School Assistant



Goal #4: To provide opportunities for students from Faculties of Education to work with children in inner-city and other low income communities.

Sixty-two university students were hired to work as instructors with the CSI program this summer. The majority were from the Faculties of Education at the University of Winnipeg and the University of Manitoba. Five instructors were assigned to each site and six instructors worked at the Sister Mac and Victoria Albert sites to accommodate the increased number of participants.



“CSI gave me a taste of real life teaching and made me realize that this is my place to be working with inner city kids.”

– CSI Instructor

“After being a CSI instructor I am 100% motivated to continue my career in Education!”

– CSI Instructor

Jumpstart Games Day

On July 25, approximately 760 children, participants of CSI and CanU Winnipeg, were at Sinclair Park Community Centre to participate in a day of physical activities.

Throughout the day children participated in activities led by Fit Kids Healthy Kids and volunteers. Activities include Rock Paper Scissors, motion zone, mission impossible, inflatables, parachutes and a BBQ lunch prepared by the CSI Food Coordinators.

His worship Mayor Brian Bowman, started the event off by bringing greetings to the children and leading them in a morning cheer. He continued to share with the children his inspiring and motivating memories of his childhood and how participating in physical activities has made a positive impact on his life.

A big thank you to Winnipeg Canadian Tire, Sport Chek, Mark's Work Warehouse, Atmosphere, PartSource and all their volunteers for hosting another great Jumpstart Games Day!



"I love Jumpstart Day! I get to see all my friend I met last year!" - CSI Participant

"Jumpstart day is an incredible day! The kids faces just light up when they talk about participating and being connected with other sites!" - CSI Team Leader

STEM Education

STEM activities gave the children an opportunity to take risks and test out various prototypes that they designed on their own. The activities were very successful with the students and almost all of them responded well to this hands-on learning style. Twice throughout the summer, Design It Science came to each site and engaged the children with STEM activities of their own; a zip line and an obstacle course. Students developed their communication and teamwork skills by working in pairs to create a successful baseline prototype. Once they completed the task, the team pushed them further by suggesting new challenges to keep them engaged and teach them resiliency.

Besides the Design It Science workshops, the instructors implemented their own STEM activities including bridge building to withstand controlled natural disasters, making magnetic slime, building catapults, coding a Lego maze, and an oil spill activity. All of these activities involved making a plan, creating and testing a prototype, and reflecting on and improving upon their creation.

Roots and Shoots

The Roots and Shoots program introduced a variety of activities and values to the CSI participants. Some of the larger projects included planting gardens and creating homemade bee hives to promote pollination, healthy eating, and create habitats for butterflies. The students also noticed that birds were dying due to hitting unmarked windows on their own apartments as well as habitat loss in their community. This created an avenue to make bird feeders and houses, as well as window decals to install in their own neighbourhoods promoting a sense of compassion, which is one of Roots and Shoots three main pillars.

“We learned that birds see reflections of plants in windows and at night they see the reflections of the light, it is sad and we need to protect them!” – CSI participant

Since many of the students had learned about climate change, global warming, and other environmental issues in the school year, discussions and activities gave the children a chance to form their own opinions and take action on issues that they were passionate about. A letter campaign began as a result of this, as students wrote to local government officials voicing their concerns about community issues.

Smaller activities included a marker recycling program at various sites, Destination Imagination activities, creating recycling bins for the communities, and taking initiatives like buying less plastic; especially plastic water bottles and other single use items. The students also had the opportunity to visit local sites that promote environmental responsibility like Oak Hammock Marsh, Bruce D. Campbell Farm, The Assiniboine Park & Zoo, and FortWhyte Alive. The entire initiative gave our children the chance to expand on prior knowledge, create hands-on projects that they were passionate about, and see their ideas and values in action.

Thank you!

Donors

The CSI program is made possible by the following organizations who have committed funds to ensuring the success of this program.

- Centre for Aboriginal Human Resource Development
- C.E.D.A.
- Friends of CSI
- Government of Canada – Service Canada Canada Summer Jobs
- Graham C. Lount Family Foundation
- Kenny Family Foundation
- Jumpstart
- Province of Manitoba
 - Bright Futures
 - Urban Green Team
- Arts Education Access Program
- Thomas Sill Foundation
- United Way of Winnipeg
- Winnipeg School Division
- And a host of individual donors



Community Partners

- Assiniboine Credit Union
- CanU
- The City of Winnipeg's Community Recreation Department
- Equine Assisted Learning
- Fit Kids Healthy Kids
- Hot Sauce Dinner Committee
- Sergeant Tommy Prince Place
- Sinclair Park Community Centre
- S.E.E.D. Winnipeg Inc.
- Social Planning Council
- The University of Winnipeg
- The University of Manitoba
- Winnipeg Fire Department
- Winnipeg Police Service
- Winnipeg Public Library



Staff

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** HSAs marked with
an asterisk were selected
as Junior Leaders for the
Roots and Shoots Community
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