



# CSI

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SUMMER LEARNING PROGRAM



## COMMUNITY SCHOOL INVESTIGATORS

*2020 Report*



# 2020 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 and Niji Mahkwa and William Whyte were also combined.

For the 2020 year, the CSI program underwent some significant changes in order to fit within the health guidelines and to minimize the spread of COVID-19. Our normal capacity would see almost 800 kids access the program for full days over the five weeks of the program. In order to maximize the number of youth we were able to reach, we registered participants for half days. Participants came every day from 9:00 am - 11:30 am or from 12:30 pm - 3:00 pm. This allowed us to register up to 384 participants across the 12 sites. In total we had 369 kids participate in the program. We separated the participants into two classes of eight in the morning and another two groups of eight in the afternoon. In a regular year, we would have one teacher coordinator, one team leader, and four instructors and four high school assistants. We reduced our staffing at each of these sites to reflect the decreased number of participants with a total of two instructors, two high school assistants, one team leader, and one site assistant.

We traditionally offer two meals per day at CSI. Due to COVID-19, our plan for our meals and snacks also had to adapt to fit the guidelines of COVID-19. In a regular year, we would have a food coordinator hired for each site preparing meals for all the staff and students each day.

## Bursary Update

Students who attend 67% (16/24 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 2020, 288 participants were eligible which represents 78% of the children who attended CSI (288/369).



This year, we worked with Dakota Family Foods who provided a healthy, pre-packaged meal and breakfast or snack for every participant each day. Our site assistants picked up and distributed 369 meals and snacks every day of the program, alleviating the need to prepare all of this on site while adhering to the new protocols.

Our planning and delivery of the program had to follow many new safety guidelines this year, adding another layer to the instructor's planning process. All activities had to follow distancing guidelines and had to be delivered on site with minimal guests and no outside excursions to other facilities. Instructors had no in class time in June with the students as in past years. Instead they had two weeks of training and planning time where they collaborated to plan suitable engaging activities that could be delivered safely throughout the summer. We were still able to keep our focus of literacy and numeracy through hands on project based and STEAM education for this summer's program. Each day instructors delivered literacy and numeracy activities, provided physical activity, STEAM education, and social-cultural experiences. These experiences included community walks, special guests, STEAM workshops, Roots and Shoots project-based learning, and sports and recreation activities. These activities strengthened the students' numeracy, literacy, and problem solving skills while learning to care for their community.

Following the provincial regulations for Day Camps and ensuring the safety of staff and students was of utmost importance. This took the form of enhanced cleaning, frequent hand hygiene, daily screening and activities that maintained six feet of physical distance. All staff and students were also provided with masks which were worn when physical distancing could not be maintained. The staff and students quickly adapted to this new reality.

# Our Reach Across the City

Champlain

David Livingstone

Dufferin/Pinkham

John M King

King Edward

Lord Selkirk

Machray

Niji Mahkwa/  
William Whyte

Norquay

Shaughnessy Park

Sister MacNamara

Victoria Albert

# Goals & Results

## GOAL #1: TO ENGAGE CHILDREN CONSIDERED AT RISK OF SUMMER LEARNING LOSS IN ENRICHING LEARNING OPPORTUNITIES THROUGHOUT THE SUMMER.

Each day children participate in hands-on numeracy, literacy, and STEAM activities geared to maintain or improve the skills they acquired during the school year.

Building upon these lessons, children also participate in other enriching activities that include:

- **STEAM Education** which engages the disciplines of science, technology, engineering, art, and math. Skills attained through STEAM education include problem solving, critical thinking, creativity, curiosity, decision making and leadership.
- **Roots & Shoots Community Action Projects** which engages participants in site-wide community action projects to apply their learning of environmental concerns in their communities. This opportunity was made possible by a 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.
- **Experiential Learning** to bridge the gap between the classroom and the community. This year we were unable to attend field trips due to COVID-19 and guests were limited so instructors got creative with the experiences their students could take part in. Some experiences and guests included: learning from a local beekeeper from Marg's Honey Inc., working with the head of the mural department from Take Pride Winnipeg to create murals with a message, raising and releasing butterflies from the Monarch Teacher Network of Canada, writing cards and creating bookmarks for frontline workers at the Health Sciences Centre, and hanging out with local politician, Leah Gazan for an afternoon.





# Goals & Results

## 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 areas of numeracy and literacy with all the children who attend.

- This year, 78% of students who completed our STEAM pre- and post-assessments improved or maintained their math skills during the CSI program. These skills include problem solving, creativity in problem solving, and perseverance.
- 79% of CSI participants assessed maintained or improved their literacy skills including spelling and sentence structure.

Team Leaders, Instructors, Site Assistants, and High School Assistants were surveyed to collect information regarding perceived program efficacy and employment experience.

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


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

- 95% of parents believe that CSI helped improve their child's social skills, 74% of parents believed that CSI helped improve their child's numeracy skills, and 81% of parents believed CSI helped improve their child's literacy skills.
- 99% of parents report their family having a positive experience with the program.

*"The most important part I think is that that my child still learns new things not just academics, but a whole lot of other things that she enjoys in the summer and amidst the pandemic. The best part is, she is not stuck to a gadget at home."* - Parent of CSI participant

*"Aside from the lessons and activities they learned, the most important part were the memories they shared together despite the pandemic happening today including the bonding between students and those wonderful teachers/mentors."* - Parent of CSI participant

*"My son always claimed 'we're not learning we're playing!' The good part was when he described the activities, I could see how they tied to STEAM learning, he just found it so fun."*  
- Parent of CSI participant



# Goals & Results

## GOAL #3: TO ENHANCE THE SKILLS AND EMPLOYMENT EXPERIENCES OF LOCAL YOUTH.

Each of our sites had the following structure: one team leader to supervise the site and provide support, two instructors for each of the two classes, two high school assistants to support the instructors, and one site assistant to help with food delivery and distribution.

Twenty-four high school students were hired to work with the CSI program as teacher assistants and mentors to the children in the program. The students were hired from local high schools and prior connections to Boys and Girls Clubs of Winnipeg.

In this role, the students worked directly with the children in the classroom they were assigned to, as well as helping to prepare materials and activities, mentor students through positive interactions, and worked as part of the overall team.

Twelve site assistants were added on this year to help with meal delivery and preparation as well as to provide coverage if anyone were to fall ill during the pandemic. Each day, site assistants met at a central location to pick up all breakfast, lunch, and snack items prepared by Dakota Family Foods for their site. They oversaw making food requests, sorting all food items, and handing out meals each day. The feedback was positive, and we were thankful to have the flexibility that came with the position. We welcomed the extra people to help with the odd jobs that typically arose.

*"I believe site assistants should be a permanent position in CSI moving forward because they are much more mobile in the school and classrooms and are able to build amazing relationships with the students". - CSI Team Leader*



# Goals & Results

## GOAL #4: TO PROVIDE OPPORTUNITIES FOR STUDENTS FROM FACULTIES OF EDUCATION TO WORK WITH CHILDREN IN INNER-CITY AND OTHER LOW-INCOME COMMUNITIES.

Twenty-four 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. Two instructors were assigned to each site under the supervision of a Team Leader.

*"It has allowed me to improve lesson planning and increase my ability to plan flexibly based on students' needs."*

- CSI Instructor

*"It has allowed me to learn quality skills related to lesson planning, time management, how to adapt lessons to a wide range of ages and learning levels, and also how to read my class and their interests. I feel much more prepared for my teaching block after coming out of CSI."*

- CSI Instructor



# STEAM Education

STEAM activities gave the children an opportunity to take risks and test out various prototypes that they designed on their own while staying physically distant – a new challenge introduced to the team this summer. The activities were successful with the students and almost all of them responded well to this hands-on learning style. In order to assess the students' comfort level with STEAM education, an assessment tool was created with numeracy and literacy criteria to see if the students progressed, maintained, or regressed with their problem solving and critical thinking skills. Students developed their communication and teamwork skills by working distantly to create a successful testable model. Once they completed the task, the team pushed them further by suggesting new challenges to keep them engaged and teach them resiliency like adding more weight to a model or taking away certain materials and altering their design to accommodate.

The instructors had the freedom to implement their own STEAM activities including creating their own virus, bridge building to withstand controlled natural disasters, building catapults, flotation devices, animal land bridge prototypes, egg drops, and much more. 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 creating mural prototypes with a special guest from Take Pride Winnipeg and raising and releasing butterflies to go along with butterfly friendly plants and habitats that the students created. The students also took interest in the importance of bees, so a local beekeeper was brought in to talk about the entire honey and pollination process. As a result of this, the students learned about bee attracting flowers, bee-friendly plants were planted, and bee hotels were created and placed in habitats.

Many of our sites experienced the joy of caring for plants with most of the students growing butterfly and bee-friendly flowers. One site wanted to share the joy with the community which created a natural connection with the North Point Douglas Women's Shelter and the school. Students grew two plants – one for themselves, and one to share with someone from the shelter accompanied by a kind note and a care package.

Smaller activities included clay pot making in accompaniment with learning about the lifecycle of plants, making bird feeders to hang around the neighbourhood, and creating bird's nests to learn more about the process of making a habitat. Some students had the chance to see how their food broke down by creating a clear composting bin with live worms. Further investigations were done into habitats, lifecycles, and animal structures with various STEAM activities. The entire initiative gave our students the chance to expand on prior knowledge, create hands-on projects that they were passionate about, and see their ideas and values in action.



# Summary

This year's CSI program looked a lot different than previous years due to the pandemic. Plans were constantly changing as new restrictions and protocols were released. Staff had to be flexible and willing to deliver the program in a way that they weren't used to. With change comes growth, as we saw in our staff and students who worked through the changes with such a positive mindset. The staff were excited to have the opportunity to work with kids in person and the students quickly got back into the routine of being back inside the school. After schools were shut down in March, it had been four months since some of them had been back inside and they had not been able to socialize with other students like they normally would. By the end of the program, the students were completely comfortable being inside the schools interacting with the other kids and they were ready to head back for fall.

Overall, the summer was a huge success that was made possible by the passion and dedication of our staff and participants. We are also thankful to all of our funders and supporters for their ongoing support during this new season. The Winnipeg School Division and the Province of Manitoba were key partners in ensuring that this program happened this summer. Their support and passion to see this program move forward was critical to the success of CSI 2020.





# Thank you!

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

## Donors

- C.E.D.A. Pathways
- Friends of CSI
- Government of Canada  
– Service Canada
- Graham C. Lount Family Foundation
- The Jane Goodall Institute of Canada
- Kenny Family Foundation
- Province of Manitoba
  - Bright Futures
  - Manitoba Education & Training
- Urban Green Team
- United Way of Winnipeg
- Winnipeg School Division
- And a host of individual donors

## Community Partners

- Assiniboine Credit Union
  - Dakota Family Foods
  - Fit Kids Healthy Kids
  - Hot Sauce Dinner Committee
  - Monarch Teacher Network of Canada
  - S.E.E.D. Winnipeg Inc.
  - Take Pride Winnipeg
  - Winnipeg Police Service
  - Winnipeg Public Library
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