



# CSI

SUMMER LEARNING PROGRAM



## COMMUNITY SCHOOL INVESTIGATORS

*2021 Report*

# 2021 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 with 13 schools at 12 sites in the Winnipeg School Division. This year, Niji Mahkwa and William Whyte were a combined site.

Every day from 9:00 am – 3:00 pm, children took part in numerous activities designed to strengthen their numeracy, literacy, and science skills. Throughout the sessions, instructors delivered STEAM education, facilitated literacy and numeracy activities, provided physical activity, and social-cultural experiences. These experiences included community walks, special guests, STEAM workshops, land-based learning experiences, and sports and recreation activities. To ensure children made the most of the program, they were provided with daily nutritious lunches paired with a breakfast and snack prepared by a food coordinator at each site.

This year, we adapted the program again to fit within the safety guidelines of COVID-19. In a normal year, we would reach up to 800 participants at our program, but due to physical distancing and safety protocols, we could only reach half of that number. This is still an increase from our half day programming in 2020. To maximize the amount of youth reached, we made the decision to run the program for full days this year with two or three classes of 12 children depending on the school size. This brought us to 396 potential participants broken into nine schools with up to 36 participants and three schools with up to 24. We capped our staff numbers at each of these sites to reflect the number of participants with a total of one teacher coordinator shared between two sites, one team leader, two to three instructors, two to three high school assistants, and one food coordinator. All staff and students were then provided with masks and proper PPE.

Our plan for our meals and snacks went back to its original structure with one food coordinator prepping a nutritious breakfast, lunch, and snacks for the school site.

Our planning and delivery of the program had to continue to follow many safety guidelines this year. All activities followed distancing guidelines and were delivered on site with minimal guests and no outside excursions to other facilities. In a typical year, the instructors would be in their schools during the month of June, building relationships with students. Instead, instructors collaborated to plan suitable engaging activities that could be delivered safely throughout the summer.

# Bursary Update

Students who attend 67% (16/24 days) of the time during CSI were eligible for the \$400 Bright Futures bursary for post-secondary education.

Supporting Employment and Economic Development (SEED) on behalf of BGC Winnipeg administers the bursaries. This includes helping families move the bursary into an RESP which leverages other educational grants. In 2021, 278 participants were eligible which represents 77% of the children who attended CSI (288/362).

# Our Reach Across the City

Champlain

David Livingstone

Dufferin

John M King

King Edward

Lord Selkirk

Machray

Niji Mahkwa/William Whyte

*(Were hosted out of RB Russell Vocational School as both sites were undergoing construction.)*

Norquay

*(Was hosted out of the National Ukrainian Federation on Main St. as school was undergoing construction.)*

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 participated 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 participated 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.
- **Land-Based Learning** which engages participants in outdoor learning experiences, connecting with Indigenous teachings and the land. This training was led in partnership with Winnipeg School Division which then empowered our instructors to create their own lesson plans. Some examples include planting veggies and using the outdoor classrooms for circle time to talk about what we are grateful for from Mother Earth. WISE Kidnetics also connected with us via Zoom and provided a workshop on the Three Sisters plants so students could learn about the structure of a seed, the story of the Three Sisters, and about Indigenous agricultural practices. The students then got their own seeds to take home to plant. This is an important part of the CSI learning experience we hope to continue to incorporate and add to our instructor's training experience each year.
- **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:
  - Take Pride Winnipeg visited us in-person to give us a presentation about how to care for our community by using less waste and learning how to properly dispose of our garbage, recycling, and compost.
  - Virtual sessions by Assiniboine Zoo, and a dozen virtual planetarium field trips offered by the Manitoba Museum.
  - Scientists in Schools provided us with all the necessary supplies to do some "Sticky Science" glue exploration and create homemade bath bombs.
  - Riel House offered in person historic experiences in lieu of visiting their historic building and gave our students a workshop on Métis art.
  - Wildlife Haven stopped in with hawks, owls, and turtles for the participants to learn more about.
  - Fit Kids Healthy Kids not only provided training for our instructors on distanced physical activities, but they also came by to lead some of the activities themselves.
  - Leigh-Anne Kehler of the Storytellers of Canada came in to teach about Indigenous narrative and to get our participants excited about plot structure, which paired well with Meraki Theatre. The stories led our students to create puppet shows in action, an improv workshop, and weekly acting clubs during lunch.

# Goals & Results

## GOAL #2: TO IMPROVE EDUCATIONAL OUTCOMES FOR CHILDREN LIVING IN POVERTY.

Each year BGC Winnipeg completes an internal evaluation of the CSI program. Instructors facilitate pre- and post-tests in areas of STEAM, mathematics, and literacy with all the children who attend.

- This year, 80% of students who completed our mathematics pre and post assessments improved or maintained their skills in areas of measurement. The younger students focused on comparing objects and using non-standard units of measurement, while the older groups focused on understanding and measuring object length and moved onto designing and constructing objects based on given measurement criteria.
- This year, 81% of students who completed our STEAM pre and post-assessments improved or maintained their skills in areas of critical thinking and creativity during the CSI program. Skills our instructors are looking for include but are not limited to: making choices with designs to create audience impact, placing work in broader context, connecting ideas, reflecting and improving on work, determining criteria, and sharing with an audience.
- 78% of CSI participants assessed maintained or improved their writing skills in areas including ideas, organization, word choice, conventions, and writing in the information genre.

Teacher Coordinators, Team Leaders, Instructors, Food Coordinators, 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 were also surveyed about their experience with CSI at the end of the program.

- 94% of parents believe that CSI helped improve their child's social skills, 80% of parents believed that CSI helped improve their child's reading and writing skills, and 82% of parents believed CSI helped improve their child's mathematics skills.
- 98% of parents report their family having a positive experience with the program.

# Goals & Results

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

Each of our sites had the following structure: one teacher coordinator shared between two sites to support in behaviour, assessments and feedback, and community relations; one team leader to supervise the site and provide support with administrative tasks; two to three instructors for each of the classes; two to three high school assistants to support the instructors; and one food coordinator to prep and cook nutritious meals each day.

Thirty-three 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, prior connections to BGC Winnipeg, and through CEDA Pathways. Eight students were hired through this agency as part of a long-time partnership to further increase the employment experiences for our inner-city youth. 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, and work as part of the overall team.

Teacher Coordinators were paired between two sites so that we could continue to add an extra layer of support. We did not have teacher coordinators last year and instead had site assistants support team leaders. This year we made the decision to bring back the Teacher Coordinators. They supported with behaviour issues, community and parent relations, and assisted with the assessments of the participants and provided feedback for our staff. They were an essential connection both between sites and to the division.

Food coordinators were also back this year. Twelve people were hired from various culinary backgrounds to work with our menus and Harris Meats to provide nutritious breakfasts and lunches each day. To simplify the process, our project assistants created a standard menu during the planning process for Food Coordinators to use.

*“CSI allowed me to practice my teaching skills that I wouldn’t have otherwise learned in any other practicum placements. It allowed me to practice different teaching styles, ways to develop relationships with students and most importantly be confident in my teaching. The program has definitely reaffirmed my decision to become a teacher!” - CSI Instructor*

*“It is a great program and learning opportunity no matter what position you are in! Having this program allows for a lot of personal growth and development, especially when you are in the Education stream!” - 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.**

33 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 to three instructors were assigned to each site under the supervision of a Team Leader.

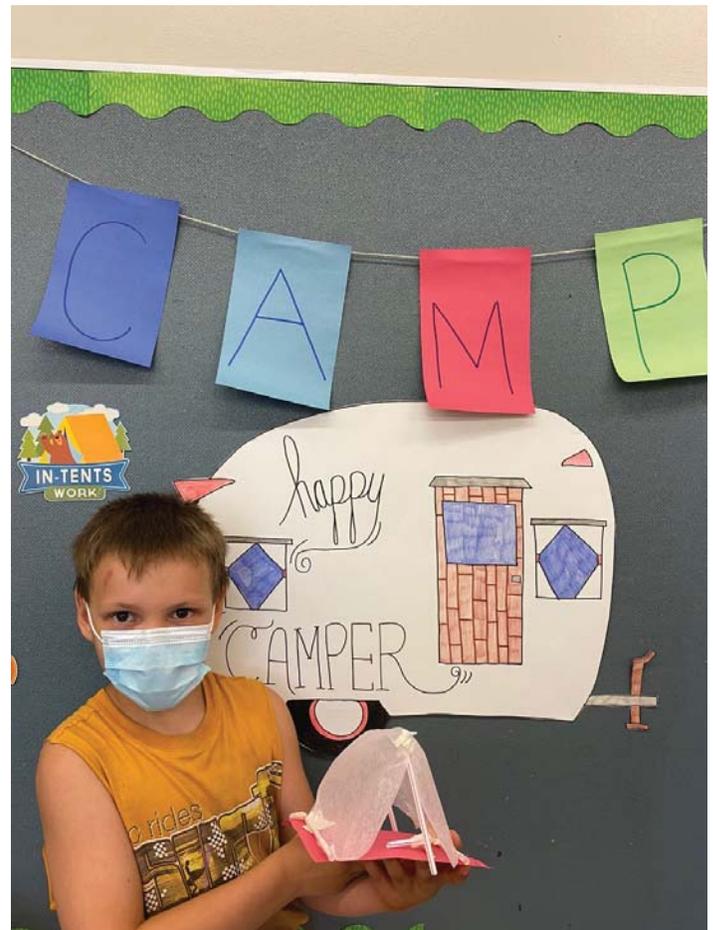
This year, all training was held virtually except for Fit Kids Healthy Kids. For two weeks, our instructors and team leaders met via Zoom to experience workshops from the Winnipeg School Division and presentations from outside agencies to enhance their experiences and instruction this summer.

Some of the training highlights include:

- Winnipeg School Division. WSD provided workshops on land-based learning, STEAM education, mathematics, and literacy. Instructors and Team Leaders attended 6 sessions to round out their lesson planning.
- Instant challenges with Dr. Dawn Sutherland from the University of Manitoba. Instructors were taken through fun, interactive, and simple activities to learn about design criteria, instant challenges, material selection, and the overall critical thinking process.
- United Way – Poverty Simulation and Architecture of the Brain. Instructors learned about the needs and experiences of different demographics of people in our city and learned about how this can impact the development of a child's brain.
- Rainbow Resource Centre. Instructors and Team Leaders were taught the basics when it comes to gender, pronouns, orientation, and respectful dialogue in the classroom. This prompted one of the most meaningful group discussions of the summer.
- Bear Clan talked with us about what they are doing to serve our communities, the realities that some of the CSI families face, and let us speak with them freely to learn more about our inner-city community. This was an incredible dialogue.
- Manitoba Advocate for Children and Youth. We learned about CFS calls, how to speak with youth if they are about to disclose something, and how to debrief as a team when sensitive issues arise.

# 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. The activities were successful with the students and almost all of them responded well to this hands-on learning style. In partnership with WSD, we held four virtual training sessions to introduce the instructors to the topic, become familiar with the process, and become confident enough to create their own lesson plans based on our guidance. To assess the students' comfort level with STEAM education, as well as limited progress in five weeks, an assessment tool was created targeting critical thinking and creativity skills. Since we only had five weeks with the students, it did not give us enough time to assess progress in depth, but it did give the instructors a chance to see some growth as well as practice their assessment skills while working with a certified Teacher Coordinator. 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 took their knowledge and training to create some amazing lesson plans. Here are some examples of successful STEAM activities from this past summer:

- Amusement parks. The students were taken through the design process, budget constraints, and safety measures all considered when building a theme park. The students researched, took surveys, and then made miniature theme parks complete with working games, prizes, and merchandise for sale. This activity took almost 3 weeks to complete as the students were so engaged. After the parks were finished the other classes got to come and try out the games.
- Build your own arcade. Students were provided with mostly recycled materials and created their own versions of arcade games like Ski Ball. Participants and staff were then invited to play the games and it was an ongoing fun lunch time activity.
- Spaceship launch. Participants learned about strong shapes, angles, and aerodynamics and we even had the parents of one of our instructors come in to launch things properly in the field.
- Camp Day. We had many days where we had to stay inside due to smoke in the air, so one of our sites made the best of it by designing their own camp indoors. Students learned about tent set up and structure creation and finished the day with S'mores.
- Waterslide and reservoir. Students had to design a small, elevated water reservoir. Then, using their critical thinking and perseverance, they had to construct a small water slide to carry the water to a destination across the room without spilling.
- Storytelling STEAM activities relating to fairytales. Some of the students built towers for Rapunzel based on given criteria and weight restrictions. This turned into a drama and improv activity as the towers were used for sets for a puppet show later.

*“When they were building houses made of cardboard, my son was so happy that he made a space house at home by himself. I am very happy to see my son develop his creativity and imagination while having fun.” - Parent of CSI participant*

*“This camp has helped my children a lot in their social skills because they did not know almost anyone in the community. With this they feel a part of the community. I feel like now they are more ready to start school.” - Parent of CSI participant*

*“My son has been diagnosed with ADHD; one of his symptoms is speech delayed. He has difficulty expressing himself through words and I could tell that CSI activities really made a big difference in helping in that aspect. And his social skills really improved!”  
- Parent of CSI participant*

*“My kids really enjoyed being part of the program that incorporated learning with fun. CSI will help the kids to be more active and productive members of the community and our grandson is playing a lot better with other students! Thank you!” - Parent of CSI participant*

# Summary

This year's CSI program was a lot different than previous years due to the ongoing pandemic. The planning and preparation was continuously adapting to new government mandates, so staff had to be ready to change at a moment's notice. Admin staff and project assistants were problem solving, sourcing and researching appropriate PPE, creating simple menus for our Food Coordinators, ordering from our food distributors, figuring out how much disposable items to order so we could safely serve our food, and so much more. With change comes growth, as we saw in our staff and participants who worked through the changes with such a positive mindset. As always, 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 school. Students had not been consistently in schools since late Spring, so this was a welcome reprieve. Overall, the summer was a huge success that was made possible by the passion and dedication of our staff and participants.



# 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
- Lount Family Foundation
- Friends of CSI
- Government of Canada
  - Canada Summer Jobs
- Kenny Family Foundation
- Province of Manitoba
  - Bright Futures
  - Urban Green Team
- United Way of Winnipeg
- Winnipeg School Division
- And a host of individual donors

## Community Partners

- Assiniboine Credit Union
- Bear Clan
- Fit Kids Healthy Kids
- Hot Sauce Dinner Committee
- Manitoba Advocate for Children and Youth
- Momenta
- Rainbow Resource Centre
- S.E.E.D. Winnipeg Inc.
- Take Pride Winnipeg
- United Way
- Winnipeg Police Service
- Winnipeg Public Library

# Staff

## PROJECT ASSISTANTS

Jenny Greig  
Jacqueline Thomson

## TEACHER COORDINATORS

Danielle Comeau  
Pamela Miller  
Tannys Moffat  
Nadia Persaud  
Claire Rodger  
Leda Velychko

## TEAM LEADERS

Lee Aronovitch  
Keira Cassidy  
Meghan Fast  
Jasmine Gauthier  
Samantha Gevers  
Jasleen Ghuman  
Madison Hanson  
Kennedy Huckerby  
Mia Kirbyson  
Morgan Reitberger  
Jenelle Varis  
Raina Ward

## INSTRUCTORS

Camille Antonio  
Marianne Bagaybagayan  
Ian Baptista  
Regina Barrameda  
Luca Burroughs  
Chaise Callisto  
Dylan Carr  
Jesse Casey

Miguella Castro  
Matthew Chartrand  
Chrizel Dimaapi  
Alexis Ferguson  
Bennett Harrison  
Brooklyn Kilfoyle  
Adrianna Krawczuk  
Chloe Kreitz  
Rachel Launder  
Cindy Le  
Hannah Lester  
Sarissa Lloyd-Pawlowich  
Carter Lysack  
Thea Malaso  
Emma McLarty  
Aleksandra Mesongnik  
Anjelica Molino  
Kayla Orvis  
Madison Penner-Adamo  
Tia Perreault  
Varisha Rehman  
Emma Reznichuk  
Morgan Schell  
Kyra Swartz  
Genevieve Wheeler

## FOOD COORDINATORS

Martha Aranguiz  
Jerome Castro  
Luisa Cortes-Melo  
Irish Cruz  
Brayden Kay  
Poznma Maan  
Shaelie Nilles  
Avery Parsons  
Carmela Pascua  
Rayna Tran  
Zachary Ward  
Dan West

## HIGH SCHOOL ASSISTANTS

Love Abajesude  
Ore Adewumi  
Angel Aibangbee  
Salem Asfaha  
Shaan Ballerda  
Justine Baxa  
Dail Camaclang  
Callie Cameron  
Heather Courchene  
Evelyn Creed  
Deborah Eddi  
Misturah Evbogame  
Ayat-Lahi Fatade  
Aiden Ferguson  
Xena Gonzales  
Angelina Guillas  
Roshan Haroon  
Alex Khov  
Shark'Tray Lay  
Sierra Malcolm  
Kashindi Marhale  
Ridwan Muse  
Tason Nasee  
Faith Odunayo  
Hannah Olugbodi  
Phebean Olujobi  
Ajwora Oman  
Ope Oni  
Tia Osborne  
Busayo Shosan  
Darshan Singh  
Denise Williams  
Erica Zhou



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WRITTEN BY MANAGER  
OF EDUCATION PROGRAMS 2019-2021

KAYLA GOOSSEN

FOR QUESTIONS, PLEASE CONTACT MANAGER  
OF EDUCATION PROGRAMS

KATE COVE

BGC Winnipeg  
300-61 Juno Street  
Winnipeg, MB R3A 1T1

T: (204) 982-4940

E: [cove@wbgc.mb.ca](mailto:cove@wbgc.mb.ca)

[www.bgcwinnipeg.ca](http://www.bgcwinnipeg.ca)

 [bgcwinnipeg](https://www.facebook.com/bgcwinnipeg)  [bgcwinnipeg](https://www.instagram.com/bgcwinnipeg)