



# CSI

SUMMER LEARNING PROGRAM

## COMMUNITY SCHOOL INVESTIGATORS 2023 REPORT



# 2023 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 provides the program to children from 14 schools in the Winnipeg School Division, operating out of 12 sites this year. Niji Mahkwa and William Whyte schools were a combined site, Dufferin and Pinkham schools were a combined site, and our Machray school group operated out of RB Russell Vocational School.

Every day from 9:00 am – 3:00 pm, participants take part in numerous activities designed to strengthen their numeracy and literacy, as well as social-emotional skills like communication and teamwork. Throughout the sessions, Instructors deliver STEAM education, facilitate literacy and numeracy activities, and provide physical activity and social-cultural experiences. These experiences include community walks, special guests, land-based learning, field trips, and sports and recreation activities. To assist families with transportation, Instructors and Classroom Assistants lead walking school buses, where kids are picked up from their homes and walked to and from the program each day. For the first time this year, sites provided supplies to smudge for any kids who wanted to participate. Finally, to ensure kids make the most of the program, they are provided with daily, nutritious meals and a snack.

In previous years, each site has had its own Food Coordinator, who designed the site's menus, coordinated with our food supplier, and prepared, cooked, and cleaned up after breakfast, lunch, and snacks. To create a more efficient system, this year every site had meals prepared by a Site Cook. The menu planning, supply and food ordering through Sysco, and logistics were planned by a centralized Food Coordinator. This freed up Site Cooks to spend more time mentoring volunteers in the kitchen and maintaining the cleanliness of their kitchens. It also helped us to minimize food waste, since our Food Coordinator was able to correspond with Site Cooks and adjust weekly orders based on their current inventory.

To meet the increasing costs of wages, program and field trip costs, and food with funding remaining unchanged, we reduced registration at each site to maintain the quality of the program within the current budget. Sites who had previously had four classes had three this summer and those who had five classes had four.

After a three-year hiatus due to COVID-19, this summer CSI partnered with Canadian Tire Jumpstart Charities to put on the Jumpstart Games Day.

*"[Social-emotional skills] was the area with the most growth and was the most fun to watch. Students that had a hard time with friends or would run away, etc. improved throughout the program as we offered them skills. The close-knit community of CSI fosters strong relationships between staff and students and offers more one-on-one or small group time to work on social and emotional skills." – CSI Team Leader*

# BURSARY UPDATE

Participants who attend 80% (19/24 days) of the program 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 money into an RESP which leverages other educational grants. This year SEED visited five CSI schools during the registration period to talk to families about the bursary program. In 2023, 428 participants were eligible for the bursary, which represents 74% of the children who attended CSI (428/580). This is a 13% increase from those eligible in 2022.

# 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 kids participated in hands-on 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. Some highlights include:

- **Three Little Pigs Earthquake Challenge** – In this building challenge, kids imagined that instead of facing a wolf, the three little pigs prepared shelters that could withstand an earthquake.
- **Solar Ovens** – Kids made their own solar ovens and then did experiments to test how long different types of foods would take to cook.
- **Pen Pal Letters** – Kids practiced their reading and writing by corresponding with participants from another site. They got to meet their pen pals on Jumpstart Day.
- **Instant Challenges** – Kids worked together in small teams to solve a challenge in a short period of time.

Building upon these STEAM lessons, kids also participated in other enriching activities:

- **Experiential learning** bridged the gap between the classroom and the community. Some field trip experiences and guests included:
  - Assiniboine Park Zoo (provided free passes for each CSI participant)
  - Canadian Parks and Wilderness Society
  - Fringe Festival (provided free passes for each CSI participant)
  - Let's Talk Science
  - Manitoba Ferret Association
  - Manitoba Museum
  - Winnipeg Fire Paramedic Services
  - Winnipeg Public Library
- **Physical activity** was built into each day to build physical literacy and burn off some much-needed energy! Sites participated in activities on field trips or with presenters, such as:
  - Athletics Manitoba
  - City of Winnipeg Pools
  - Fit Kids Healthy Kids
  - University of Winnipeg's Rec Plex
  - Z-Fitness with Leah

- Winnipeg School Division generously lent us their **Indigenous People's Atlas of Canada** as well as the teaching resources for facilitating activities with CSI participants. This giant floor map includes data such as treaty lines; original place names; locations of residential schools; and a timeline of key historical events of First Nations, Inuit, and Métis people.
- **Storyteller** Leigh-Anne Kehler visited CSI sites this summer. In addition to reading stories to the kids, she led them in dramatic play, helping kids stretch their imaginations and take risks with their creations.
- Sites incorporated **Land-Based Learning**, which engages participants in outdoor learning experiences, connecting Indigenous teachings and the land. Activities included nature journaling, medicine walks, and using outdoor materials to create instruments.
- After the toll COVID-19 has taken, Instructors incorporated activities for kids that focused on **practicing wellness** for themselves and others. Activities included breathing exercises and opportunities for creative expression.
- BGC Winnipeg's own **Voices: Manitoba's Youth in Care Network** led interactive workshops with participants on their rights.

To measure the effectiveness of our programming in combating summer learning loss, each year BGC Winnipeg completes an internal evaluation of the CSI program. Instructors facilitate assessments in areas of STEAM, mathematics, and literacy with the participants who attend.

In the past, kids participated in a pre- and post-program assessment, which were administered the first and final weeks of the program. This method, however, led to a high number of incomplete assessments, as kids would miss one or the other activity. To ensure we had as much data as possible, this year's assessment took the form of portfolios. The kids' work was included in the portfolios, with Instructors comparing selected traits across their work. For example, some Instructors compared the use of punctuation in writing from the first weeks of the program with writing from the last weeks to determine if the participant had maintained, improved, or regressed in their skills. Instructors also completed weekly STEAM rubrics, observing kids' abilities in communication and collaboration. As a result of this more comprehensive assessment method, our incomplete data set was reduced from 27% in 2022 to 13% this year.

Since we only had 5 weeks with the participants, it did not give us enough time to assess progress in depth, but it gave the Instructors a chance to see some growth as well as practice their assessment skills while working with a certified Teacher Coordinator.

- This year, 82% of kids who completed our mathematics assessment maintained their skills and 18% improved their math skills by the end of the program. Skills our instructors looked for included measuring and comparing lengths or areas; value placements; and addition, subtraction, multiplication, and division.



- 67% of kids who completed our STEAM assessment maintained their skills in areas of communication and collaboration during the CSI program and 31% improved their skills. Skills our instructors looked for included, for example, connecting ideas, reflecting and improving on work, determining criteria, and sharing with an audience.
- 73% of kids assessed maintained their writing skills in areas including development of ideas, organization, word choice, spelling, and conventions. 26% improved their skills.

Teacher Coordinators, Team Leaders, Instructors, Classroom Assistants, and Site Cooks are surveyed to collect information regarding perceived program efficacy and employment experience. Some highlights include:

- 93% of Teacher Coordinators, Team Leaders, Instructors, and Classroom Assistants who responded to the survey believed that the program is somewhat beneficial or highly beneficial to participants' academic development.
- 87% of Teacher Coordinators, Team Leaders, and Instructors who responded to the survey reported to either strongly agree or agree that they had seen an improvement in participants' social-emotional skills over the course of the program.

Caregivers and participants are also surveyed about their experience with CSI at the end of the program. Of the 132 parents and caregivers who responded to our survey:

- 91% believed CSI helped their child's social skills,
- 85% believed CSI helped their child's reading and writing skills,
- 79% believed CSI helped their child's mathematics skills, and
- 96% reported their family having a positive experience with the program.

Of the 177 kids in grades 1-3 who completed our survey:

- 76% reported that they made new friends at CSI,
- 67% reported that they are more prepared to do their schoolwork because of CSI, and
- 75% reported being more physically active because of CSI.

Of the 193 kids in grades 4-6 who completed our survey:

- 72% reported having more people they like to spend time with because of CSI,
- 73% reported knowing at least one staff member at CSI that they could talk to about themselves or their problems, and
- 75% reported feeling confident when doing the things they like to do.

# GOALS & RESULTS

## GOAL #2: TO ENHANCE THE SKILLS AND EMPLOYMENT EXPERIENCES OF LOCAL YOUTH.

Thirty-eight high school students were hired to work with the CSI program as teacher assistants and mentors to the participants in the program. Most of the students were hired from local high schools and prior connections to BGC Winnipeg. 6 students were hired through CEDA Pathways through a preexisting partnership to further increase the employment experiences for our inner-city youth.

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

Responding to feedback from last year, Classroom Assistants were also responsible for planning and facilitating one Instant Challenge per week with the class they were assigned to. This gave the Classroom Assistants first-hand experience leading activities and putting together activity plans. This is a necessary experience for any teens who are interested in pursuing other opportunities to work with kids, including being Instructors with CSI.

Thirty-four junior and youth volunteers helped with food preparation, on field trips, and were role models in the classroom. The junior volunteer program, renamed Junior Leaders, was created to include those students who had graduated from CSI in grade 6 and still wanted to be connected in some way to the “CSI family.” The Volunteer Coordinator worked closely with these Junior Leaders to provide them with professional development opportunities that will make them competitive if they choose to apply for a Classroom Assistant position in the future. The youth volunteer position works well for teens who want to stay connected to CSI but cannot commit to the full-time Classroom Assistant position. Both gain valuable work and life skills.

*“Because of CSI, I am considering becoming a teacher but I’m still deciding.”*

*– Classroom Assistant*

*“I really enjoyed working with my fellow classroom assistants. I believe that working with them was one of the main factors that contributed to me having fun at CSI.”*

*– Classroom Assistant*

*“I enjoyed everything. It is a good experience for me. I learned a lot of things from here.”*

*– Junior Volunteer*

# GOALS & RESULTS

## GOAL #3: TO PROVIDE OPPORTUNITIES FOR STUDENTS FROM FACULTIES OF EDUCATION TO GAIN CLASSROOM EXPERIENCE.

Thirty-eight 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. Between 3 and 4 instructors were assigned to each site under the supervision of a Team Leader.

Instructors, with the guidance of their Team Leaders and Teacher Coordinators, design their own curriculum and lesson plans and lead their own classrooms. This gives them invaluable experience as beginning educators, since it requires them to practice managing participants' behaviour, creating safe and inclusive learning environments, designing lessons that address targeted learning goals, and adapting their lessons and styles of facilitation to suit their participants' needs. It also gives them first-hand experience seeing the ways in which kid's lives outside of school impact their performance and behaviour in school.

Twelve University students were hired to work as Team Leaders with the program. In this role, they mentored their Instructors and completed administrative duties for the site, such as corresponding with families, ensuring attendance was completed, ordering supplies and scheduling presenters, and addressing safety concerns.

*“CSI challenged me to be more assertive and confident in my decisions. Classroom management isn't really taught in university so being able to experience it first-hand gives me the impression that I already have an advantage against other teachers who haven't had much experience teaching.” – CSI Instructor*





# TRAINING

On Tuesdays and Thursdays in June Team Leaders and Instructors attended workshops and presentations by BGC Winnipeg staff and outside agencies to prepare them for their summer work. On Mondays, Wednesdays, and Fridays they worked in the schools where they'd been assigned for the summer. While in the schools, they shadowed in classrooms and planned their lessons for the program. This integrated training model allowed staff to begin to form relationships with the kids at the school earlier and helped them to draw connections between the work they were doing in training and the real setting of the school.

Some of the training highlights include:

- 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, material selection, and the overall critical thinking process. This was crucial for preparing them for the STEAM elements of their curriculum.
- Staff participated in two virtual trainings through Jays Care Foundation. One covered 2SLGBTQIA+ allyship and the basics of gender identity, pronouns, orientation, and respectful dialogue in the classroom. The other was on identifying personal biases.
- 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 communities. Following their presentation, Team Leaders and Instructors participated in a Bear Clan patrol, handing out water and food to community members and getting to know the communities they would be serving.
- BGC Winnipeg's own Voices: Manitoba's Youth in Care Network came to talk to staff about supporting youth in care.
- Lise Brown from Momenta walked staff through BGC Winnipeg's behaviour management model and how to recognize common causes behind children's less desirable behaviour.
- Elder Jaime Grasby spoke to staff about the importance of Truth and Reconciliation and its connection to education. She also fielded staffs' questions about Indigenous ceremonies and smudging.

Classroom Assistants did a day of training before entering their respective sites in July. The session included ice breaker activities to help teens get to know their colleagues at their sites, workshops on behaviour management, training on planning and facilitating Instant Challenges, as well as training on professionalism and what to expect from a given day at CSI.

# STEAM EDUCATION

STEAM activities gave the kids an opportunity to take risks and test out various prototypes that they designed with their peers. The activities were generally successful with the students and almost all of them responded well to this hands-on learning style.

90% of Teacher Coordinators, Team Leaders, and Instructors who responded to the staff surveys believe that STEAM was somewhat beneficial or highly beneficial to participants' academic and social-emotional development.

One piece of feedback CSI staff received from Winnipeg School Division teachers was that kids overwhelmingly struggled with collaboration and working in groups during the school year. This is unsurprising, given the continued impacts of COVID-19 on kids' academic and social-emotional development. With this feedback in mind, and to assess the participants' comfort level with STEAM education, an assessment tool was created targeting collaboration and communication skills in particular.

*“As a team, we sought to develop skills with our students in how to self-advocate, articulate ideas, listen, and create. Each student was immersed in opportunities to participate, ask questions, and explore their interests.”*

*– CSI Team Leader*

*“The students participated in a lot of experiments and the group work brought the students closer together and helped improve their problem-solving skills.”*

*– CSI Teacher Coordinator*





# JUMPSTART DAY

On July 27, approximately 460 kids from CSI were at Sinclair Park Community Centre to participate in a day of physical activity.

Throughout the day kids participated in activities led by Fit Kids Healthy Kids and volunteers. Activities included Mission Impossible, Bump Tag, Rock Paper Scissors, Motion Zone, parachutes, inflatables, as well as a BBQ lunch prepared by the CSI Food Coordinator and Site Cooks. In the program surveys, Jumpstart Day was very often one of the things listed when kids were asked to name one of the best parts of CSI this year.

The Honorable Rochelle Squires, Minister of Families and United Way CEO Michael Richardson started the event off by bringing greetings to the kids. They both shared with the kids the ways that physical activities can make a positive impact on their lives.

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!



# THANK YOU!

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

## DONORS

- Canadian Tire Jumpstart Charities
- CEDA Pathways
- Centre for Aboriginal Human Resource Development
- Government of Canada – Canada Summer Jobs Program
- Kenny Family Foundation
- Lount Foundation
- Manitoba Arts Council
- Province of Manitoba
  - Manitoba Education & Training – Bright Futures
  - Municipal Affairs - Urban Green Team
- Thomas Sill Foundation
- United Way of Winnipeg
- Winnipeg School Division
- And a host of individual donors

## COMMUNITY PARTNERS

- Assiniboine Credit Union
- Assiniboine Park Zoo
- Athletics Manitoba
- Bear Clan
- Canadian Parks and Wilderness Society
- City of Winnipeg's Community Recreation Department
- Dr. Dawn Sutherland
- Fit Kids Healthy Kids
- Hot Sauce Dinner Committee
- Jays Care Foundation
- Leigh-Anne Kehler
- Manitoba Ferret Association
- Manitoba Museum
- Momenta
- S.E.E.D. Winnipeg Inc.
- Sergeant Tommy Prince Place
- Share the Magic
- Sinclair Park Community Centre
- Sysco
- University of Winnipeg
- Winnipeg Fire Department
- Winnipeg Fringe Theatre Festival
- Winnipeg Public Library
- Z-Fitness with Leah

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