

2017-2018 End of Year Report CENTER: Fosston High School
COORDINATOR: Mary Hanson
DUE: to Lenore-June 27th, 2018
DUE: to MDE-June 29th, 2018

The End of Year Report summarizes grant activities aligned with the 21CCLC grant objectives and goals for the 2017-2018 grant period. The purpose of the End of Year Report is to review and ensure satisfactory progress against the grant's goals, to address any problems or issues heading into the next school year, and to build rapport between MDE and the grantees. The End of Year Report covers topics including but not limited to: challenges faced by the grantee, modifications made to the grant program, program outcomes, grantee policies and procedures, grantee governance, and training and technical assistance needs. MDE 21CCLC team also use the End of Year Report to verify information in the 21APR data system, and for understanding capacity building, training, and technical assistance needs. MDE 21CCLC team review submitted grant progress reports and follow-up with the each grantee on a conference call with questions or concerns. End of Year Reports provide a check on progress against the grant's goals while providing time to address any problems or issues before the end of the program year. The report is due June 29th, 2018. Failure to submit the report on time may result in postponed fiscal reimbursements.

Name of Grant Recipient Organization: Fosston High School

Name of Joint Partner Organization, if applicable: Tamarac Senior Living Center

Center Number: 743

Name of person(s) completing this report: Mary Hanson

Email of lead person completing this report: mhanson@fosston.k12.mn.us

Let's see how you did on Objective 1!

Objective 1: 21st Century Community Learning Centers will offer high quality well-rounded education opportunities that help students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society.

Quality Improvement and Academic Program Goal

Goal 1.1: 100% of Centers will offer high quality opportunities for academic enrichment, including providing tutorial services to help students to meet the challenging Minnesota and local academic standards.

- Please list the academic programs (STEM, Reading or Literacy, Tutoring, Homework Help or ELL Support) offered at your **center** during the spring session (January - end of school year). Remember, these will need to be included in 21APR Spring 2018 data.

Tutoring, Homework Help: Students were offered Homework Help every morning, Monday through Friday from 7-8 am, supervised by a licensed teacher. Students were invited to participate in the Homework Help sessions by all teachers, who utilized a document generated each day from the main office that indicated students who had outstanding homework in academic courses, or who were failing courses. Teachers would touch base with students the day before, or even that morning, reminding them and inviting them to the Homework Help Center. In addition, tutoring was offered each day after school for one-half hour during the After School Club time.

- Briefly describe how you document the education programs are aligned with Minnesota and local academic standards.

We keep track of the type of homework and tutoring help the students are receiving in a binder to ensure they are aligned with the MN and local academic standards. In addition, we have created a new daily lesson plan, that will ensure we are reminded daily to consider how this academic enrichment activity is connected to the school day, the MN Standards, and our goals stated in the Grant application.

What changes resulted from your mid-year continuous program improvement action plan?

Action Item 1:

We solidified our After School Programming later in the school year, as this had been one of our struggles during the fall.

Action Item 2:

We implemented a better way to notify and invite students who were struggling in academic areas to our before-school tutoring sessions.

Action Item 3:

We took away a weight-lifting program because it was not being properly aligned with MN Standards, and, upon refining and conferencing with the Grant Coordinator, added it to our summer programming with her approval.

How will you use data to prepare for the next school year?

We will use our data to better understand the students who chose to engage in our programming and to better fit their individual needs with our fall offerings. We will also be able to confirm that our tutoring program was effective by showing student improvement in different academic areas, including but not limited to math and language arts, as well as customize learning opportunities for individual students. We will also be able to set clear and realistic goals for our students as we work with them.

Enrichment Program Goal

Goal 1.2: 100% of Centers will offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students.

Please list the enrichment programs (Entrepreneurship, Arts & Music, Physical Activity, Service Learning, Mentoring) offered at your **center** during the **spring** session (January - end of school year). Remember, these will need to be included in 21APR Spring 2018 Data

Our main enrichment programming this spring involved the Arts and Music. We implemented an arts program connecting the city of St. Paul and Fosston High School with a painting project. We also had some special activities, including American Indian Dream Catcher session, a spring wreath-making session, and American Indian rap artist, who performed as well as worked with students on writing music of their own.

Briefly describe how you document the enrichment programs compliment the participants' school day program (i.e. Worlds Best Workforce Plan, Continuous Improvement Plan, Wellness Plan, PBIS, standards)

We record the standards being met by these enrichment programs. In addition, we have created a new daily lesson plan, that will ensure we are reminded daily to consider how enrichment activity is connected to the school day, the MN Standards, and our goals stated in the Grant application.

Describe the **center's** student advisory programming. (Will need to be included in 21APR Spring data Character Development, Leadership Program)

Although we spoke with many students on a casual basis, we have not implemented a student advisory group yet.

Please list the other Character Development programs (Drug Prevention, Counseling Programs, Violence Prevention and Truancy Prevention) offered at your **center** during the spring session (January - end of school year), if applicable. Remember, these will need to be included in 21APR Spring 2018 data.

We offered an Every Monday Matters program during the spring on Monday mornings with our school Guidance Counselor.

Please list the middle/high school students' college and career readiness programs offered at your **center** during spring session (January - end of school year), if

applicable. These programs can also be listed in the other categories. Remember, these will need to be included in 21APR Spring data.

We did not have any programming specific to college and career readiness, although we consider our enrichment and academic programming applicable to college and career readiness in general (work habits, personal organization, etc.)

Participant Goal

Goal 1.3: 100% of Centers will reach their recruitment goals. (Regular participation moved to Goal 2, per ESSA requirements.)

Did you reach your goal of participating students?

YES

NO

What worked to help you reach your goal? -----

What steps are you taking for next year to help you reach your goal?

We started our programming well into the school year (December) because of our delay in getting the grant activities initiated at Fosston. Next fall, with our staffing and programming already in place, we will be able to start the school year right away with planned activities. I feel we now have a much better handle on what activities work within our school, and how to best meet the needs of the students. We will continue to strive for more meaningful and consistent After-School programming as well. I am confident our goals can be met next year.

Center Hours Goal

Goal 1.4: 100% of Centers will offer 3 days of programming per week for a minimum 420 unduplicated hours of programming, including a minimum four (4) weeks per summer, and at least 300 hours per regular school year.

How many unduplicated hours of programming was offered at this center from fall through spring?

217.5

Did you reach the hours goal from your approved work plan for fall through spring?

YES

X NO

What worked to help you reach your goal?

What steps are you taking for next year to help you reach your goal?

Again, part of our issue at Fosston was that we started our programming well into the school year (late December) because of our delay in getting the grant activities initiated at Fosston; therefore, we really didn't get movement on our activities until second semester.

Collective Impact Goal

Goal 1.5: 100% of Centers shall proactively, to the extent possible, build meaningful partnerships to

coordinate programs and activities with organizations and programs that are in the same geographic area, that serve similar purposes and target the same students and families.

Did the (Center's) Grant Advisory/Stakeholder Committee meet at least once in January through March?

YES

NO

Did the (Center's) Grant Advisory/Stakeholder Committee meet at least once in April through June?

YES

NO

Please describe the center's partnerships between the joint partners, feeder schools of participating students, other community-based organizations, and Tribal organizations, if applicable.

We worked closely with our feeder school, utilizing our school principal, fellow teachers, and other staff in a cooperative effort to make this grant succeed. We had good cooperation with classroom teachers as they readily stepped up to offer special programming after school.

We also worked with our elementary school center to plan for the summer musical production. We are in partnership with the regional northwest Minnesota Arts Council, through which we received a grant to produce a summer musical theater production of "Shrek." The elementary school center will be working with us in this production, along with the Fosston Community Library Community Arts Association, a board that plays an active role in bringing arts concerts, performances, and exhibits to our community.

Please describe the center's outreach to other agencies that serve your target students and families.

21CCLC GetBUSY submitted a proposal to the CHS Foundation to help our Centers with the expense of providing supplies, meals, snacks, door prizes, and refreshments during Family Engagement events. We were awarded \$4,000.00 at the CHS Corporate level (Seeds of Stewardship) with a guaranteed match from 3 local CHS facilities which resulted in a total contribution of \$8,000 (\$2,000 per Center). Local CHS stakeholders include: CHS Ag Services in Warren (oversees 22 local CHS cooperatives), CHS Mahnomen, and Northland Grain, Warren. As our four school districts continue to collaborate, we realize the sharing of local resources helps our rural schools meet educational goals and objectives. It allows us access to programs and services that our individual districts would not be able to afford and offer on their own.

What was the total project cost to the 21CCLC grant to operate this community learning center this year?

\$46,606.90

What was the total project cost to operate this community learning center this year? This includes other grants, donations and in-kind contributions (remember that if you claim indirect grant funding expenses, do not include those items as in-kind).

\$48,606.90

Describe how the center provides equitable access to private school students, if applicable.

Not applicable

If the center served a feeder school with 50% or greater Native American student enrollment and/or received a Title VI(A) grant over \$40,000, you must describe how the

center consulted with appropriate officials from local tribes or tribal organizations for meaningful consultation and planning. For more information, see MDE guidance.
Not applicable

If the center serves a feeder school with a nonpublic school within the boundary, you must describe how the center consulted with appropriate officials from the nonpublic school for meaningful consultation and planning. For more information, see MDE guidance.
Not applicable

Describe how the center plans to participate in a registered Lights on Afterschool event on or near October 25, 2018.

We will be working with local law enforcement agencies to participate in a Lights On Afterschool Event this coming fall. This event has been going on in Fosston for the last few years, so it will be a natural fit that we get involved in this event with the 21stCCLC grant. We will be advertising this event as a joint activity between local law enforcement, the city of Fosston, and the 21st CCLC. Other details have yet to be worked out.

Family Engagement Goal

Goal 1.6: 100% of Centers will offer families of participating students' opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational services.

How many family engagement events did your center host from fall 2017 through the end of the school year?

We hosted one larger event in February of 2018.

Please describe how the center provided **opportunities** for **family engagement** through family events or adult educational services. **75** family members participated in program that evening.

It was a Spotlight on Excellence night, which families could attend. Students, along with classroom teachers, exhibited classroom and extracurricular activities that had been taking place, including science experiments, CPR demonstrations, works of art, and Life Story books, and other projects. Students gave speeches, the pep band performed, there was a meal offered by the Fosston Music Boosters, Robotics students demonstrated. Students could register for classes for next year with the Guidance Counselor.

Please **describe** how the center provided **opportunities** for families to have meaningful roles in **programming decision making** and **implementation**.

The center had input from students and teachers as to what each subject area would like to contribute to the evening. Teachers and the advisory committee members helped students prepare exhibits and performances.

Please review your grant application before continuing. Go ahead, we'll wait...

Where you able to implement your entire work plan?

- YES
- NO
- OTHER

What about Objective 2?

Objective 2: Participants of 21st Century Community Learning Center programs will demonstrate educational and social benefits from well-rounded education opportunities.

Goal 2.1(a): Students regularly participating in the center programs will show continuous improvement in achievement through Minnesota standard test scores.

MDE will use Participant Tracking Form to determine progress toward goal.

Goal 2.1(b): Students regularly participating in the center programs will show continuous improvement in achievement through improved attendance during the school day.

MDE will use Participant Tracking Form to determine progress toward goal.

Goal 2.1(c): Students regularly participating in the center programs will show continuous improvement in achievement through regular program attendance (30+ days).

MDE will use Participant Tracking Form to determine progress toward goal.

Goal 2.1(d): Students regularly participating in the center programs will show continuous improvement

in achievement through on-time advancement to the next grade level.

MDE will use Participant Tracking Form to determine progress toward goal.

Goal 2.1(e): Students regularly participating in the center programs will demonstrate educational benefits through improved academic skills.

MDE will use SAYO-S and SAYO-Y to determine progress toward goal.

Goal 2.1(f): Students regularly participating in the center programs will demonstrate social benefits through improved social and emotional skills.

MDE will use SAYO-S and SAYO-Y to determine progress toward goal.

Goal 2.2: Regular attendees in the center programs will report positive experiences.

MDE will use SAYO-Y to determine progress toward goal.

If you completed other evaluation processes this year, did you upload a copy of the evaluation report to SharePoint?

Yes

No

Other - Write In (Required)

And how did you do on Objective 3?

Objective 3: 21st Century Community Learning Center grant recipients will demonstrate operational efficiency of the program.

Goal 3.1: Grant recipients submit complete and accurate fiscal forms in a timely manner.

Did you submit your fiscal forms accurately and on time?

YES

NO

OTHER (explain)

Goal 3.2: Grant recipients submit complete and accurate data on 21st Century program performance measures in a timely manner.

Did you submit your Mid-year Report, 21APR, Participant Tracking Forms and SAYO accurately and on time?

YES

NO

OTHER (explain)

Goal 3.3: Grant recipients resolve compliance findings in a monitoring visit report in a timely manner.

Did your grant have compliance findings this year?

YES

NO

If you had compliance findings, were they resolved within 30 days? Not Applicable

YES

NO

OTHER (must explain)

Thank you for completing your End of Year Report.

This data will be combined with the

- **Participant Tracking Form**
- **SAYO, and**
- **other data to complete a 21CCLC Grant Performance Review.**