

2017-2018 End of Year Report CENTER: Magelssen Elementary--Fosston

COORDINATOR: Deb Pfiefer and Mary Jacobson

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: Stephen-Argyle Central

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

Center Number: 744

Name of person(s) completing this report: Deb Pfiefer and Mary Jacobson

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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.

Academic Standards (K-12)

<https://education.mn.gov/MDE/dse/stds/>

- 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.

January--During the Olympics we made and raced bobsleds, we researched and tracked medal winners of 13 countries, we painted flags for those 13 countries, we made torches and had races, we simulated cross country skiing by doing a race in our stocking feet, and to conclude our study of the Olympics, we had our own "Minute to Win It" Olympic Event. We incorporated Math Skills by figuring the distance between cities that the torch was passed between as well as other Olympic related math problems.

3.1.2 Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real-world and mathematical problems using arithmetic.

1.1.1.3 Count, with and without objects, forward and backward from any given number up to 120.

5.1.1.4 Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multidigit whole numbers. Use various strategies, including the inverse relationships between operations, the use of

technology, and the context of the problem to assess the reasonableness of results.

February--We studied crystal growth as a Science project. We used math by weighing and measuring ingredients and calculating the growth of the crystals. We grew crystals on a heart shaped pipe cleaner for Art. Upper elementary students read and researched gem growth and how they are formed in nature. We elaborated on friendship, caring and kindness during the month of February. We also studied snowflakes and talked about Snowflake Bentley and how he discovered that no two snowflakes are alike. We learned that snowflakes are formed on a particle of dust.

6.2.1.2.1 Identify evidence of physical changes, including changing phase or shape, and dissolving in other materials.

March--We talked about healthy foods and did some taste testing. Our overall theme was green for the month of March. We did some estimating and counting activities. We did shamrock related story problems. We found the mean, median, mode and average of numbers on shamrock shapes. We did a hundreds chart coloring activity that turned out to be a pot of gold at the end of a rainbow.

5.4.1.1 Know and use the definitions of the mean, median and range of a set of data. Know how to use a spreadsheet to find the mean, median and range of a data set. Understand that the mean is a "leveling out" of data.

- Calculate mean, median, mode, and range (5-X.1)
- Mean, median, mode, and range: find the missing number (5-X.2)
- Interpret charts to find mean, median, mode, and range (5-X.3)

1.1.1.2 Read, write and represent whole numbers up to 120. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.

April--Our theme was Spring. We did a growth and development study about chicks and eggs. We sequenced the life cycle of a chick, a frog and a caterpillar. From April 30th until May 6th we participated in "Screen Free Week" activities.

MN.IV.B. Life Science: Organisms: The student will observe plant and animal life cycles.

IV.B.1. The student will observe and describe how plants and animals grow and change. 108

May--Our theme was Spring again and flowers. We talked about primary and secondary colors and made different types of flowers. We mixed colored dye and used coffee filters to create one type of flower. We also used tissue paper and pipe cleaners, and construction paper to make other types of flowers.

0.1.1.5.1 5. Visual Arts 1. Identify the elements of visual art including color, line, shape, texture and space.

0.4.1.1.2 2. Identify the external parts of a variety of plants and animals including humans. For example: Heads, legs, eyes and ears on humans and animals, flowers, stems and roots on many plants

*Once every week, the students participated in a Grossology lesson which is Science based.

2 Scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.

- **2.1.1.2.1 Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.**
- **3.1.1.2.1 Generate questions that can be answered when scientific knowledge is combined with knowledge gained from one's own observations or investigations.**

*We offered homework and tutoring services daily throughout the year.

3.1.2.3 Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.

3.L.3.10.2.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

RL.2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

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

--Classroom teachers align homework assignments with the standards.

--AR quizzes are taken at individual student reading levels which align with grade level comprehension standards.

--Math facts are reviewed and practiced at each grade level (addition, subtraction, multiplication and division) This aligns with grade level standards.

GetBUSY has created a Lesson Plan Template that we are using this summer and will continue to use during Year 2.

This new Lesson Planning Guide reminds us daily to review and consider how the lesson at hand connects to the school day and with the MN standards.

Our core curriculum @ Fosston Elementary is in alignment with Minnesota State Standards. We have purchased academic enrichment activities/programs that follow these standards as well as use differentiated instructional practices and modifications to meet the needs of your students in the afterschool program.

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

Action Item 1: Session flow--schedule of daily activities

*We tried having fitness activities on a weekly basis rather than a daily basis. After two weeks, we observed that things did not run as smoothly. Students didn't seem as focused and were unable to stay on task. Therefore, we resumed our daily fitness portion of the day. We also implemented a Grossology segment one time per week. Grossology is a favorite with the students. We were more consistent with our scheduling of STEM, Art, Grossology, Fitness and homework/tutoring sessions so the kids knew what to expect. We realized after our program started that it was expanding at a rapid rate and we had to regroup and focus on student's needs and also numbers. While the program was growing and the community was supportive, the actual 21CCLC budget did not have the

funds to support those numbers. We were over budget ,salary wise, on the Dec./Jan.Feb. FRF. Consequently, we had to downsize and refocus on first serving the students at risk and expanding from there. In relation to budget and students needs, we are now in a more manageable and affordable situation. This adjustment also took care of your session flow issue. Less students helped with transition time between activities.

Action Item 2: Develop a meaningful parent/student survey

*We did not develop a written survey, but interacted with parents at pick up time. Target questions were related to things such as the length of the program and which academic area they felt their student needed to focus on.

Action Item 3: Community Involvement

*Attempts were made to visit area nursing home/assisted living places, but were turned down due to flu and illness concerns. Cards were made and pictures were drawn and colored and sent. No visits were made.

*We raked lawns for the elderly.

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

Prior to students starting in the fall, we will review last Spring's scores. Throughout the school year we will compare fall, winter and spring STAR 360 (grades 2-6) and Early Literacy (grades K-1) scores to determine growth in students abilities.

*We would like to build on some of the activities that were done in the past. We would also like to invite some elderly people to our center since visiting them didn't work out for us this year.

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

*STEM: *Grossology--study of Science related things that students interpret as being gross, such as human gas, insects and bugs, snakes etc. This was a highlight of the week for students.

*PHYSICAL ACTIVITY: We introduced new games to students which involved cooperative play and teamwork skills. (examples--"The Human Knot", "Pass the Hula Hoop", various relay games etc.)

*COMMUNITY SERVICE LEARNING: We raked leaves for the elderly.

*ARTS AND MUSIC: We did several art/craft projects that involved many different mediums. (examples--chalk, oil pastels, ink, pencils, colored pencils, markers, paint, tissue paper, construction paper, cotton balls, pipe cleaners etc.)

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).

*Whenever possible, we discuss possible job opportunities related to what we are doing. For example, during our Olympic activities we discussed coaching or athletic

trainer possibilities. When we read books we talked about being a publisher, author, illustrator or proofreader opportunities.

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

*On average, we met once per month to discuss our needs and wishes. Our advisory board consists of students, parents, teachers and an administrator. We also met regularly with small groups of students to ask about their interests and concerns.

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 did not discuss this at the elementary level.

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.

*None at the elementary level.

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 in mid-December this year, and plan to begin in September this coming year. We plan to target academically struggling students. We plan to build stronger relationships with these students and their parents.

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?

*215.5

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

YES

NO

What worked to help you reach your goal?

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

*In June, we had a summer enrollment of 25 students. Each day we have had between 18 and 21 students attending. With smaller numbers, we are able to make closer connections with the students and have the opportunity to be more closely involved with their families. Coming up in July, we have the opportunity to partner with high school students to do a Summer Theatrical Performance of "Shrek". This is done in partnership with the NW MN Arts Council as well. During the month of June, we learned that our positive connections resulted in excellent attendance. We hope to continue with manageable numbers and be able to foster those student and family connections.

*We did not start until mid-December this past year, but plan to start our program in September of this coming year.

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.

* We held Advisory Committee Meetings on the following dates:

January 11, 2018

February 14, 2018

March 13, 2018

June 11, 2018

--We had teachers, the principal, parents and students in attendance.

-- Some of the topics of discussion were start/end times, activities, homework, transportation, the budget and a possibility of a Lego Club.

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 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 Mahanomen, 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

+CHS \$2,000= the Total Project Cost.

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

*We do not have any private schools in our district. We do have one home schooled student that has chosen to attend our program. An article was written and published in the local newspaper, "The Thirteen Towns", describing what the Grant involved and the names of the people that should be contacted with any questions. Our Superintendent and Principals spoke during the "Food for Thought" segment of our local (and neighboring communities) radio programming. They talked about the Grant and current programming, who to contact about participation and any other questions.

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.

*Our tentative plan is to give our families glow sticks and walk our F.I.T. trail. We will return to the school and write about what they like about After School Club on a lightbulb.

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?

*One

Please describe how the center provided **opportunities** for **family engagement** through family events or adult educational services. (**Number__123__** of family members participating in programs needs to be included in 21APR Spring data)

*57 adults and 66 students attended our Family Engagement Night.

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

(Include Number_____ of family members,_____ of volunteers, and_____ advisory members as it needs to be included in 21APR Spring data)

*We continued to survey parents about needs and concerns at pick up time. We invited parents to attend our end of the year activities. We had parents and students on our advisory committee. We had a regular two times per week volunteer to help with various programming activities.

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

Were you able to implement your entire work plan?

YES
 NO
 OTHER

If you would like to revise your work plan, please email mde.21CCLC@state.mn.us to request a revision form. It must be submitted and approved before you submit your 2018-2019 budget.

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)

*No other evaluation processes were used.

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 Fosston Elementary did not complete the SAYO-Y or the SAYO-S.

We completed 6 students out of the 27 students that had access codes.

*We, the Center Coordinators, were not aware that this could be done during school hours. Due to students becoming involved in other spring school functions, participation of grades 4 through 6 attendance dropped. We were under the impression that this could only be done during our after school programming. Otherwise it would have been completed.

OTHER (explain) Repeated tries to access SharePoint failed, so our Feb.

Participant Tracking Form was late.

The reports were often submitted through the Grant Coordinator if SharePoint was not accessible.

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

*This is our first year of working under this grant. We are unaware of any compliance findings.

If you had compliance findings, were they resolved within 30 days?

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.**