

NOTE: THE NUMBER OF STUDENTS PARTICIPATING IN THE 21CCLC PROGRAM-AT LEAST 50% OF THOSE STUDENTS MUST BE FREE & REDUCED LUNCH ELIGIBLE . IF NOT-WE NEED TO SHOW INVITATIONS HAVE BEEN SENT AND WERE DECLINED. DOCUMENTATION NECESSARY.

## 2017-2018 Midyear Program Report Summary

Grant Recipient: Stephen-Argyle Central School District

Joint Partner: Tamarac Senior Living Center

Center Name: [Stephen-Argyle Central Elementary](#)- [Waubun Elementary/High School](#)  
[Win-E-Mac School District](#) [Stephen-Argyle Central Jr/Sr High School](#)  
[Fosston Elementary Public School](#) [Fosston Jr/Sr. High School](#)

**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.**

**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.**

What academic programs did participating students have access to each week during the Fall?  
(Will need to be included in 21APR Fall 2017 data)

[Homework help](#)  
[Accelerated Reading](#)  
[Exel Math](#)

[Homework Help, Social Emotional Learning, Fitness, STEM, Intergenerational Connection/Service Learning.](#)

[Students in grades K-12 have had access to homework/academic help daily. This helps reinforce the academics put forth by their teachers. Each week they have also been given](#)

opportunities to grow in the Arts, Literature, STEM activities as well as through hands on Math lessons.

Tutoring - Before and after school

Homework help

Independent Reading

Arts & Drama - Choir visit to Tamarac Living Center

Interactive enrichment activities (games, checkers) between staff and students

Fosston started the 21st Century programming December 4th, 2017(before school and December 11th, 2017 (afterschool). After school academic programming includes homework help, art, physical fitness, independent reading/ AR quiz comprehension checking. Before school programming includes physical fitness, art, homework help, and independent reading/ AR quiz comprehension.

**Academic Tutoring every weekday morning from 7:00 am to 8:00 am on a voluntary basis for students with an academic teacher on duty.**

Briefly describe how the center's education programs aligned with Minnesota and local academic standards. What quality assessment tool did the center implement? WE NEED TO IDENTIFY THE MN STANDARD THAT ALIGNS WITH THE PROGRAM OFFERING THAT IS SHARED

Teachers followed curriculum planned out by classroom teachers that follows the MN academic standards.

YPQA was used as the assessment tool.

Our Homework Help is directly related to standards in that it is an extension of the classroom. Our STEM activities are tied to Science, Technology, Engineering and Math standards. Our use of Pathfinders is helping our college and career ready goals. Our SEL activities also play a great role in the college and career ready goals as well as help with the district's focus on establishing a personalized learning play.

We used the Youth Quality Program Assessment brought forth to us at the M3 Huddle training.

Our program follows in line with the curriculum put forth by the students teachers and instructors, therefore following in line with Minnesota and local academic standards.

Quality success was assessed by surveys returned by students parents/guardians showing their growth as a student in the 21stCCLC program.

Homework at tutoring sessions were assigned from classwork that follow MN academic standards.

YPQA was used as the assessment tool.

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The center addressed the academic needs of the students in each of the CORE classes offered at Fosston High School, which are closely aligned to the MN Academic Standards. Students received help in any core area with missing assignments, activities, or to study for upcoming exams

YPQA (implementation in progress)

When and where did the organization attend M<sub>3</sub>?

January 26, 2018 in Bemidji, MN

January 26, 2018 in Bemidji.

I was unable to attend the M<sub>3</sub> in Bemidji, due to being under the weather with influenza. Information from the huddle was shared with me afterwards.

January 26, 2018 in Bemidji, MN

The coordinators attended the M<sub>3</sub> Huddle in Bemidji. MN on January 26, 2018.

The team attended the M<sub>3</sub> Huddle on Friday, January 26, 2018 in Bemidji, MN

What are three action items from the resulting continuous improvement action plan?

1. Program Enrichment activities to begin ASAP
2. Social/Emotional Learning will be incorporated into the program

### 3. STEM activities to begin ASAP

Establish engagement activities for students.

Establish a formal check out process.

Break groups into smaller more manageable groups.

Due to the absence from the M3 huddle, this information was shared with me after. Thus, this action is a current work in process.

1. Program Enrichment activities needs to begin ASAP.
2. Social/Emotional Learning will be added to the program.
3. Morning attendance needs to be discussed, along with extended after school hours.

1) Session flow- schedule of daily activities

2) Develop a meaningful parent/student survey- length of program (ending time), what academic area(s) to focus on (reading, math, spelling, science, ??).

3) Community involvement

Item 1: Create a more meaningful student survey in order to examine more student choices in enrichment activities with a multi-cultural theme.

Item 2: Improve attendance at Academic ICU by identifying what time periods would be more desirable for students to be able to attend.

Item 3: Examine AR (STAR) scores of high school students to see how we the high school center can better utilize the corresponding data to show academic improvement.

MDE SUGGESTED WE SET ATTENDANCE AND PROGRAM HOUR GOALS FOR CONTINUOUS PROGRAM IMPROVEMENT AS WE WORK TOWARD OUR GOALS IN THE GRANT. WE NEED TO SHOW IMPROVEMENT IF WE WANT TO KEEP THE GRANT. WE MAY NOT MEET THE ACTUAL ATTENDANCE AND HOURS GOAL, BUT WE NEED TO SHOW EFFORT AND ACTION IS BEING TAKEN TO REACH THOSE GOALS.

**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. (GPRA)**

What enrichment programs did participating students have access to each week during the Fall? (Will need to be included in 21APR Fall 2017 data)

WE MUST ALIGN THE ENRICHMENT PROGRAM TO THE MN STANDARDS. WE NEED TO STATE HOW IT CONNECTS TO THE SCHOOL DAY AND IT MUST BE DOCUMENTED IN YOUR LESSON PLANS.

Our after school program did not begin until October, and our Site Coordinator was not found until early November. Because of our late start, we have focused primarily on academic assistance. Our enrichment activities will be implemented in January and February.

STEM Activities: Building a Hovercraft, creating a support system for books using gumdrops and toothpicks, who can make the longest chain (using masking tape and paper), cookie making and taking to Senior Citizen center.

Apart from the quality homework/academic portion of the program, we offer additional programs to reinforce and enrich our students. We offer once a week computer coding program for grades 5-12, and we offer a LEGO Club for grades K-6 as a STEM and team building program which meets once a month. As a service project students also contributed assistance to the schools Giving Tree program during the Holiday season.

Our after school program did not begin until October, and I (Center Coordinator) was not hired until mid-November. Because of our late start, we have focused primarily on academic assistance. Our enrichment programs will be implemented in January and February.

Programing that started December 11, 2017 includes:

After School- STEM/STEAM, art, physical fitness, and science related program (Grossology).

Programing that started December 4, 2017 includes:

Before school- physical fitness games and relays that focus on game rules, teamwork, sportsmanship, and cooperation, additional time for independent reading, homework help and creative art.

Students were able to participate in various enrichment programs, including but not limited to: 1. Fitness program in weight room, 2. Art programs: Painting paper crafts, woodcrafts

Describe the center's student advisory process. (Will need to be included in 21APR Leadership Program data)

Site coordinators have met with administration and our grant coordinator to collect input for future activities and enrichment for our students.

SEL lessons in Relationship Skills, Self-Management, Self-Awareness and Social Awareness.

Feedback is welcomed by students at all times. A student representative from the student council is part of the Advisory Committee for our 21stCCLC.

Site coordinators have met with administrators and student government groups to solicit input for future activities and enrichment for our students.

A parent meeting was held on January 11, 2018 and at that time we asked for volunteers to be on the advisory board. Four parents volunteered to be on the advisory board. Teachers have been asked to volunteer to be on the board and select students have been contacted.

A 21st CCLC Advisory Committee has been formed, consisting of the Center Coordinators, a parent, two regular education teachers, the building principal, and two students. This committee is a source for ideas and feedback as we are continuing to develop new programming, as well as improve existing programs

Describe middle/high school students' college and career readiness programs (if applicable). (Will need to be included in 21APR data)

N/A

Use of Pathfinders curriculum:

Pathfinders is a premier Imagine Kit. Filled with 50 different occupations, this goes far beyond common careers such as teacher, firefighter, doctor, and lawyer and exposes students to other fun challenging, and often academically advanced career opportunities. Pathfinders begins with simpler careers and progresses to more complex occupations with high-level vocabulary concepts. The complexity of each lesson in the Pathfinders kit is indicated by a level designation to allow instructors to easily determine the targeted group for the activity. This kit is designed first and foremost for students grades 3-8 but can be adapted for younger students using some simple modifications Here is how MindWorks suggests modifying individual lessons to expose younger students to a variety of exciting careers.

Apart from sharing career goals and ideas during daily activities, such as our coding program, there currently is no college and career readiness program in place.

Again, because our program was late in getting started, our primary focus has been academic assistance. Our career readiness programs are a work in progress.

NA

Students can participate in "Every Monday Matters" program on Mondays after school, led by high school Guidance Counselor Becky Schluter. In addition, a licensed teacher has received the materials for Pathways, and will be implementing this career readiness program.

**Goal 1.3: 100% of Centers will reach their recruitment goals with at least 70% regularly attending participants (students attend at least 30 program days during the school year).**

Please complete Mid-year PTF.

LOOK AT THE GOAL IN THE SPRING. ARE WE DOING WHAT WE SAID WE WERE GOING TO DO? IF WE WANT TO KEEP THE GRANT WE NEED TO SHOW IMPROVEMENT. WE MAY NOT MEET THE GOAL-BUT WE NEED TO SHOW WE ARE IMPROVING.

According to our midyear tracking form, only 13 out of our 26 students are on track to attend at least 30 program days during the school year. (50%)

We currently have an average of 40 students per day that attend after school programming. After school programming runs from 3:00-4:30 P.M. Before school programming runs from 7:15-8:00 A.M. with an average attendance of 30 per day.

**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. (MDE)**

How many hours of programming was offered during fall 2017? ( YOUR ACTUAL START DATE UNTIL THE HOLIDAY BREAK)

118 hours

Hours of operation for Fall 2017:

October □ 2 ½ x 2 days of operation □ 5 hours

November □ 2 ½ x 17 days of operation □ 42 ½ hours

December □ 2 ½ x 30 days of operation □ 30 hours

January □ 2 ½ x 17 days of operation □ 42 ½ hours Total: 120 hours

There were 108 hours of programming offered in the fall 2017.

103 hours

21st Century was not running in the summer 2017 and during fall 2017 term we were in session from December 4-15. We offered 10 hours of before school programming and 10 hours of after school programming during that time. 20 hours total

20 hours

MDE WANTS TO KNOW WHAT THE NEXT PLAN IS TO MAKE UP THE HOURS LOST IN THE FALL.

**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. (CFR Title 34 §76.580)**

Did the Grant Advisory/Stakeholder Committee meet during the fall quarter?

Yes

Invitation:

- Students
- Parents
- Teachers
- Community Leaders

It has been very difficult to pull all of the members together due to varying schedules, however the committee was able to meet as a team once thus far. Our goal moving forward is to be more diligent in our meetings and making sure that our community members are in attendance.

No, the Grant Advisory/Stakeholder Committee did not meet during the fall quarter.

Yes

The Grant Advisory/ Stakeholder Committee has been meeting on various days during fall quarter.

Yes

Please describe the center's partnerships between the grant recipient, joint partner, feeder schools of participating students and other community-based organizations.



Site coordinators and administration met with our joint partner, (Tamarac Living Center) staff on three separate occasions to discuss program possibilities.

We have been involved with the White Earth Home Health Services in their Nutrition and Elder Care departments.

There is a strong connection between the grant recipient and our feeder school, Win-E-Mac. A solid support system with ample feedback has been established between the two. Win-E-Mac School District and Pioneer Care Center are currently in the works establishing their relationship to extend programs and activities between the two.

Site coordinators and administrators met with our joint partner (Tamarac Living Center) staff on three separate occasions to discuss program possibilities.

We have reached out to the volunteer coordinator at Essentia Health Services but at this time they are requesting no outside non family visitors due to possible flu outbreaks.

The Center did not begin Grant activities until December; thus, partnerships with community-based organizations and other stakeholders are still being established. One such organization is the Essentia Living Center, where we are planning on creating gardens with residents of the Nursing Homes.

Describe how the center provides equitable access to non-public students. Describe how the center participated in a registered *Lights on Afterschool* event.

Our approach to non-public students has been to publicize activities and opportunities through our local newspaper and school website. These events include the Chili Feed (which included Parent info sessions), and our Literacy Night. We also shared general information about the grant opportunities.

Lights on Afterschool was also publicized at our site.

We have sent recruitment flyers to all students in the district (public and non public), advertised on Facebook and we do not turn students away. We have not participated in a Lights on Afterschool event, however our program will be part of the Waubun Spring Showcase during March.

There currently is no involvement from non-public students within the community. Due to being unaware of the event, there was no Lights on Afterschool at our site in the Fall 2017.

Our approach to non-public students has been to publicize activities and opportunities through our local newspaper. These events include the Chili Feed (which included Parent info sessions), and our music performance at the Tamarac Living Center. We also shared general information about the grant opportunities.

*Lights on Afterschool* was publicized at our site. However, no one from the jr/sr high school took advantage of this opportunity.

When a student that was attending after school programming started homeschool /online classes parents were informed that their child even tho no longer enrolled in public school could continue to attend after school programs offered by the 21st Century Grant.

Superintendent and principals have talked about the 21st Century before and after school program opportunities and are available to all on the local radio station Food For Thought Program and monthly Superintendents/Principal reports.

We were not in attendance during the time frame of Lights on After- school. A possible idea for a Lights on Afterschool event -- Fit trail walk with glow sticks and hand out brochures explain before and afterschool programming..

Our superintendent and principals have spoken on radio shows and to various civic organizations to inform the public by 'word of mouth' about the opportunities available to non-public students.

**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. (ESSA)**

Please describe how the center provided opportunities for family engagement. (Will need to be included in 21APR data)

Elementary students put on the Chili Cook-off activity. Parents were invited to the Parents Sessions.

We have had no family engagement activities thus far. We will be having a spring showcase in March which will provide an excellent opportunity for us to display the program and its activities to other students, parents and the community at large.

The center provided no family engagement nights in the fall of 2017. A family engagement event is in the works for the spring of 2017.

Jr/Sr. High students took part in the Chili Cook-off activity in our school district to assist as volunteers. Our parents were welcomed to the Parent Sessions, which included info on mental health and academic enrichment opportunities.

At our parent meeting the idea of a family night was discussed. Parents brought up the idea of a family game night event in which families bring in and share their favorite game and then those who wish will donate a game to the after school program. This idea is currently a work in progress.

We have scheduled a Night of Excellence for February 26th to engage families in various programs going on at the school, including the 21stCCLC

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

**Goal 2.1: Students regularly participating in the center programs will show continuous improvement in achievement through measures that include Minnesota standard test scores.**

NA, Reviewed at end of year

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

NA, Reviewed at end of year

**Goal 2.3: Regular attending middle and high school students become college and career ready (if applicable).**

NA, Reviewed at end of year

**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.**

NA, Reviewed at end of year

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

NA, Reviewed at end of year

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

NA, Reviewed at end of year