



CSI Report 2012

A program of Boys and Girls Clubs of Winnipeg



Boys & Girls Clubs
of Winnipeg
A good place to be



CSI
Community
School
Investigators

Summer Learning Enrichment Program

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

Boys and Girls Clubs of Canada - Nycomed • Canadian Tire Jumpstart • Centre for Aboriginal Human Resource Development • Friends of CSI • Graham C. Lount Family Foundation • Kenny Family Foundation • Pembina Trails School Division • Province of Manitoba • Children and Youth Opportunities (Healthy Child and Bright Futures) • Manitoba Education, Citizenship and Youth (Ministry of Education) • The Tallman Foundation • The Winnipeg Foundation • Thomas Sill Foundation • True North Foundation • United Way of Winnipeg • Service Canada • Winnipeg Rotary Club • Winnipeg School Division • And a host of individual donors

Acknowledgements



The CSI program’s success is a direct result of the following people and organizations’ continued support and commitment to CSI:

- All of the funders who commit funds to the program to ensure participants are able to attend the program at no cost to families.
- The staff and volunteers at Boys and Girls Clubs of Winnipeg for their dedication, hard work and enthusiasm which continues to make this program a success.
- The Winnipeg School Division, the Board of Trustees, the Superintendents of the Inner City and North District and their Departments, the Principals and their staff at the school sites, as well as the Research and Evaluation Team, the Human Resource and Payroll Department, the Transportation Department and the Maintenance Department for their continuing support of the program.
- The Pembina Trails School Division, the Board of Trustees, the superintendent, the Transportation Department, and the Maintenance Department, as well as the principals and their staff at the school sites for their commitment to the program’s success.
- S.E.E.D. Winnipeg Inc. (Supporting Employment and Economic Development) for facilitating workshops for parents of children who attended the program at the Winnipeg School Division sites and their role in administering the \$400 Bright Futures post-secondary bursary.
- C.E.D.A. (Community Education Development Association) for recruiting and hiring 16 local youth to work in the CSI program and for their ongoing support with CSI.

- The University of Winnipeg in the following areas:
 - o The Physics Department for facilitating the hands-on science day at the university and facilitating training workshops on chess for instructors.
 - o The Faculty of Education for the use of a training and interview space and assistance with staff recruitment, as well as coordinating “Build-It Science” activities at every site.
- The University of Manitoba in the following areas:
 - o The Engineering Access Program for providing workshop training and materials including “Science in a Crate.”
 - o The Faculty of Education for their help with staff recruitment and for the use of interview space.
- The City of Winnipeg’s Community Recreation Department for providing swimming passes for all of our children to go swimming twice throughout the program at their local pools and the Winnipeg Library Services for their training workshop and services at the various libraries and access to their travelling library.
- Jazz on Wheels for providing all participants with a taste of jazz music at multi-site celebrations.
- Joe McLellan for teaching our children about Aboriginal culture through storytelling and traditional teachings.
- Asham Stompers and Folklorama for bringing our children together for show-stopping cultural performances.
- Frontier College for providing workshop training and “Reading Tents” for all sites.
- VOICES, the Manitoba Youth in Care Network, for teaching our children about their rights.
- Winnipeg Police Service for their continued support in providing a safe environment for our children.
- The community partners that opened their doors for our children during the program.
- All of the parents who supported the program and attended the end of summer graduation ceremonies.
- All of the passionate and enthusiastic CSI staff that made this summer an educational and inspiring experience for the children.
- Most importantly, thank you to the amazing children who participated in the CSI program this summer. Your wisdom, laughter, and inquisitive nature never cease to inspire us.

A heartfelt thank you to everyone for their generosity!





Executive Summary

The CSI: Community School Investigators' Summer Learning Enrichment Program completed its eighth year of operation and included children from fifteen schools at fourteen sites. One new site was added in 2012, Westgrove School in Pembina Trails School Division. Through the continued expansion of the CSI Program to new sites, including those outside traditional inner city geographical boundaries, the CSI program has been able to extend its services to reach more children who face economic and social barriers. The program was initiated as a pilot project in the summer of 2005 at Dufferin School and John M King School. This year the program took place at Champlain, David Livingstone, Dufferin School at which Pinkham students also attended, John M King, King Edward, Machray, Niji Mahkwa, Norquay, Ryerson, Shaughnessy Park, Sister MacNamara, Victoria Albert, Westgrove, and William Whyte schools.

The CSI program was developed based on research that was conducted in 2004 by the Manitoba Centre for Health Policy on the impact of poverty on children's education and the Social Planning Council of Winnipeg's study on summer learning loss and the learning gap that occurs when children are not engaged in educational and experiential activities over the summer months.

The CSI program is in its third year of operation under the auspices of the Boys and Girls Clubs of Winnipeg, in partnership with a number of organizations.

History of CSI



“At CSI I learned that owls can’t move their eyes, only their head.”

- CSI participant

As a follow-up to research conducted in 2004 by the Manitoba Centre for Health Policy, the Social Planning Council of Winnipeg created a Poverty Barometer brochure on Summer Learning Loss and held a forum on poverty and education and the impact summer learning loss has on many children living in the inner city. In response to the data collected in these two sources, the CSI Summer Learning Enrichment program was established to provide enriching experiences for children living in the inner city. During the first five years of operation, CSI ran under the auspices of the Social Planning Council of Winnipeg.

As of January 1, 2010, the CSI program is now managed by the Boys and Girls Clubs of Winnipeg and partners with a number of organizations including the Winnipeg School Division, the University of Winnipeg, the University of Manitoba, the Centre for Aboriginal Human Resource Development, the Community Education Development Association, and Pembina Trails School Division to make the CSI program successful. The program has expanded from 2 sites with 120 students to 14 sites with 911 students since its inception in 2005.

Program Rationale & Goals



94%

of parents feel that CSI
has helped their child(ren)
socially

Children living in families with low income are at risk of losing academic ground over the course of the summer as a result of summer learning loss. Summer learning loss occurs when a child forgets a significant amount of the previous year's learning over long holidays, such as summer vacation. Children from low income families are particularly at risk for losses in learning, especially in reading skills and math abilities. Also, many children who are learning English as an Additional Language (EAL) miss valuable opportunities during the summer months to utilize conversational and academic English. Children from low income families and inner city neighbourhoods, especially with Aboriginal and immigrant status are at increased risk and have fewer opportunities to participate in enriching programs over the summer.

Program fees, location, availability, and content of offered programs can serve as powerful barriers to participation. In order to enhance educational opportunities and prevent summer learning loss, children need to be exposed to enriching learning opportunities year round. This means creating and supporting summer learning opportunities for children that will complement and enrich the learning experiences provided in classrooms during the regular school year.

Parental and community involvement is also an essential element to improve educational opportunities for children. Through family literacy activities, the leadership development of young people living in the community, and the provision of stimulating and engaging learning experiences for children in the summer, school communities are strengthened.

Program Structure

Each day during the CSI program, children participate in numerous activities designed to strengthen their math, reading, problem solving, language acquisition, and writing skills. The instructors develop thematic learning sequences to enhance both the children's individual and collective skills and abilities.

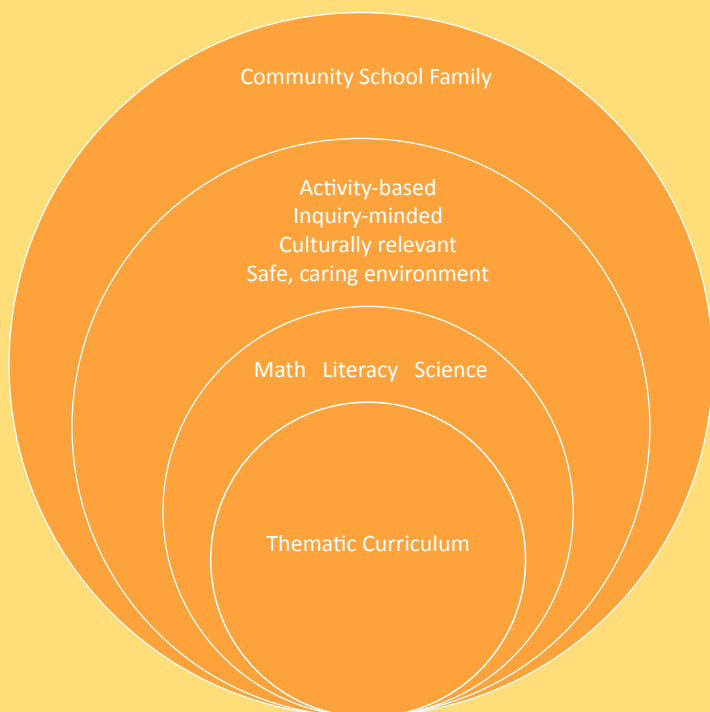
The 2012 CSI program was structured in the following way:

- This year the program took place at 14 sites; Champlain, David Livingstone, Dufferin School, John M King, King Edward, Machray, Niji Mahkwa, Norquay, Ryerson, Shaughnessy Park, Sister MacNamara, Victoria Albert, Westgrove, and William Whyte schools. Pinkham School also participated as part of the Dufferin site.
- At each school site there were between 60 to 65 children registered in the program. The Dufferin site increased the number of children registered in the program to 80 participants in order to accommodate all of the interested children from the two schools (Dufferin and Pinkham). This year we had a total of 911 children registered in the program.
- The program ran for 5 weeks in the summer from July 4 to August 8.
- A team of 5 university students (6 university students at Dufferin), the majority of whom are in the Faculties of Education at the University of Winnipeg and the University of Manitoba, were hired to be the instructors at each site. This year we had a total of 71 university students working in the program. One team member at each site was designated as the team leader.
- The university students were trained for 13 days in May.
- During the month of June, the university students worked in the schools to which they were assigned for the summer. They helped in classrooms, went on field trips, recruited children for the program, planned, and interacted with community partners and parents. This gave them an opportunity to meet the children, understand the community, and learn the school culture, so that the transition from school to the CSI program went as smoothly as possible.
- Four high school students (5 high school students at Dufferin) were hired for each site in June. Their roles were that of assistants to the university students. They were hired from the local communities. This opportunity not only provided them with jobs and job skills, but also provided the children with mentors from their own communities. They worked for 6 weeks in the program. There were 57 high school students hired this year.
- A food coordinator was hired at each site from the local community. Food Coordinators were responsible for the preparation of breakfast and lunch throughout the program for participants. Fourteen food coordinators worked for CSI in the summer for 6 weeks.
- A teacher from each school was hired for 6 weeks to be the on-site supervisor. They were familiar with school cultures, communities, and school curriculum, and acted as mentors for the university instructors. Eighteen (18) teacher coordinators worked with CSI, with the Teacher Coordinator role being designated a shared position at four of the sites.

- Volunteers were another important component of the CSI Program this summer. Boys and Girls Clubs oversaw the recruitment, training, and placements of 58 volunteers who contributed 4,343 hours. Of these 58 volunteers, 17 were Junior Volunteers. This was the first year that Junior Volunteers were an official part of the CSI program.
- Two project assistants were hired to assist in the implementation, support, and administration of the program across all 14 sites.
- The role of the Manager of Education Programs was to oversee the entire program, including program development, hiring, training, and evaluation.
- All program operations were under the direction of the Boys and Girls Clubs of Winnipeg.
- Many community partners and individuals were integral to making the program a success.

Curriculum and Training 2012

To achieve success in any program, thorough and extensive training for staff is imperative. In early 2012, staff were hired to work in the CSI program. This included university students, teacher coordinators, food coordinators, and high school students to work at each site. The university students attended a 13 day training period during the month of May where they learned the following curricular tenets shown in the diagram to the right.



The specific training sessions included:

- Program Orientation
- Community Development
- Team Building Activities
- Introduction to Chess Workshop
- Restitution and Restorative Practices
- CSI Policies and Procedures
- Classroom Management
- Play It Fair Toolkit
- First Aid/CPR
- Non-Violent Crisis Intervention Training
- Aboriginal Math Links and Science in a Crate
- Information sharing and mentoring by returning staff
- Effective Planning and Student Engagement
- Winnipeg Public Library Services
- Working with Volunteers
- Aboriginal Education
- Qualities of an Effective Inner-City Teacher
- Language Facilitation
- Thematic Approach to Curriculum
- Using a Strength Based Approach to Working with Children
- Literacy Activities
- Special Education and Differentiation
- Language Arts Curriculum
- Math Curriculum

A Typical Day at CSI

- 8:30 a.m.** Staff arrive
- 9:00 a.m.** Staff walk to pick up children
(Walking School Bus)
- 9:30 a.m.** Breakfast program – children and staff eat together
- 10:00 a.m.** Literacy, Numeracy and Science Activities (2 hours)
-
- 12:00 p.m.** Lunch program – children and staff eat together
-
- 12:30 p.m.** Recess
- 1:00 p.m.** Community walks, sports, field trips, guest artists, swimming, etc. (2 hrs)
- 3:00 p.m.** Staff walk children home
(Walking School Bus)
- 3:30 p.m.** Staff reflection, clean-up and preparation for next day
- 4:00 p.m.** Staff depart



Program Highlights

- 911 elementary children attended the program.
- At our 12 inner-city sites, 83% (656 out of 793) of participants attended the program 70% percent of the time or more. These children qualified for the \$400 Bright Futures bursary for post-secondary education. All 68 children (100%) at Champlain School qualified for this bursary! This is the first school since the inception of the Bright Futures Bursary in 2009 to have 100% of their children receive a bursary, an exciting milestone!
- One new site was added in 2012 – Westgrove School in Pembina Trails School Division.
- Across all sites, 28% of participants (256) had perfect attendance, while 18% (163) only missed one day of the program.
- 71 university students were hired; the majority from the Faculties of Education at the University of Winnipeg and the University of Manitoba, of whom 14 were of Aboriginal heritage.
- 57 local high school students were hired, of whom 21 were Aboriginal youth and 30 were visible minority youth.
- The spin-off effects of CSI continued to be evident this year as 3 former participants were hired as High School Assistants; 2 former High School Assistants were hired as University Instructors; and 4 former University Instructors were hired as Teacher Coordinators.

- Volunteers continued to make a huge impact on the CSI program, with 58 volunteers contributing 4,343 hours. Out of these 58 volunteers, 17 were junior volunteers between the ages of 12-15 years of age who contributed 2,010 hours of volunteer service!
- The children were provided with daily, nutritious breakfasts and lunches.
- The Winnipeg Police Service continued to support the CSI program by providing safety talks with the children, assisting with incidents as needed and ensuring the overall safety of the children.
- The City of Winnipeg supplied passes for the children to swim at the city pools. Each site was able to go swimming twice during the program.
- The Winnipeg School Division and its math and language arts consultants facilitated a workshop for the university students during their training period.
- Frontier College hosted “Reading Tents” along with activity-based literacy games at each site.
- The children engaged in enriching experiences that included field trips to the Children’s Museum, the Assiniboine Park Zoo, Lower Fort Garry, The Forks, Aviation Museum, Fringe Festival and many others.
- The University of Winnipeg’s Physics Department facilitated a science day at the university where the children participated in different hands-on science experiments themed around physics, biology, and chemistry.
- The children had the opportunity to learn about Aboriginal culture through storytelling and traditional teachings led by Joe McLellan.
- Build it Science engaged children in hands on science activities and Kids Rights equipped our children with knowledge about their rights.
- Children took part in several multi-site events, including a high energy show featuring Asham Stompers and Folklorama performers as well as a jazz music festival hosted by Jazz on Wheels.
- 800 children received a brand new pair of running shoes thanks to the generous support of the Canadian Tire Jumpstart Foundation.
- On the last day of CSI, parents celebrated with their children at the graduation ceremony. Each child was recognized with a certificate for their outstanding efforts, participation and accomplishments during the CSI program.

Community Partnerships

CSI could not exist without our valuable community partners. Some of these community partnerships included (in alphabetical order):

- Asham Stompers
- Build it Science (University of Winnipeg)
- C.E.D.A. Community Education Development Association
- Folklorama
- Frontier College
- Graffiti Art Gallery
- Jazz on Wheels
- Joe McLellan, Aboriginal Storyteller
- The City of Winnipeg’s Community Recreation Department (Swimming Passes)
- Manitoba Indigenous Cultural Education Centre
- Manitoba Youth in Care Network (VOICES)
- S.E.E.D. Winnipeg Inc.
- The Social Planning Council of Winnipeg
- The University of Manitoba
- The University of Winnipeg
- Wahbung Abinoonjiag
- West End Cultural Centre
- Winnipeg Fire Department
- Winnipeg Police Service
- Winnipeg Public Library
- Winnipeg Regional Health Authority

2012 Assessment



Purpose of the Assessment

1. To learn about the impact the CSI Summer Learning Enrichment Program is having on children from 15 schools at 14 sites.
2. To learn about how well the CSI Summer Learning Enrichment Program is addressing summer learning loss.
3. To provide the CSI Summer Learning Enrichment Program partners an opportunity to reflect upon and gain a greater understanding of the strengths and challenges of the CSI Summer Learning Enrichment Program.
4. To continue to build on the program's strengths.

Assessment Methods

1. Survey data was gathered from the teacher coordinators, food coordinators, university students, and high school students.
2. Attendance records of the children have been maintained.
3. University students completed a daily fidelity survey on the amount of time they incorporated math and literacy into the program.
4. Parents and children submitted comments on the program.

CSI Findings Goal #1

To engage children, considered at risk of summer learning loss in enriching learning opportunities throughout the summer

Findings:

- The CSI program ran from July 4 to August 8 for a five week period during the summer at 14 school sites including students from fifteen schools: Champlain, David Livingstone, Dufferin (Pinkham), John M King, King Edward, Machray, Niji Mahkwa, Norquay, Ryerson, Shaughnessy Park, Sister MacNamara, Victoria Albert, Westgrove, and William Whyte schools.
- 911 elementary children attended the program.
- At our 12 inner-city sites, 83% (656 out of 793) of participants attended the program 70% percent of the time or more. These children qualified for the \$400 Bright Futures bursary for post-secondary education. All 68 children (100%) at Champlain School earned this bursary!
- Across all sites, 28% of participants (256) had perfect attendance, while 18% (163) only missed one day of the program.
- 93% (596/642) of children felt CSI was fun, and 86% (543/635) said they tried something new at CSI.
- Daily breakfasts and lunches were provided for the children in the CSI program. Staff were encouraged to eat with the children to model proper table manners and promote community within the group.
- For two hours each morning, children participated in hands-on numeracy, literacy and science activities geared to maintain or improve the skills they acquired during the school year.
- Each afternoon, children participated in other enriching activities that included field trips, guest artists, community and recreational activities.

Activities included:

- Kids Rights Workshops delivered by members of the Manitoba Youth in Care Network
- Asham Stompers and Folklorama performances
- Field trips to University of Winnipeg, Lower Fort Garry, Oak Hammock Marsh, etc.
- Two swimming trips, provided by the City of Winnipeg
- Chess
- Hands-on science activities with Build-It Science volunteers

99%

of parents (153/156) would like their children to participate in the program again next summer.

CSI Findings Goal #2

To improve educational outcomes for children living in poverty

Findings:

- The Winnipeg School Division, Healthy Child Manitoba and Boys and Girls Clubs continue to evaluate the summer program's long-term impact on educational attainment. Feedback received from teachers and student surveys is encouraging. Many students who attended the program maintained their literacy and numeracy skills throughout the summer, and some students improved in these skills.
- University students attended workshops in June with consultants from the Winnipeg School Division. The focus of the workshops was related to math and language arts. Information presented in the workshops helped to guide the university students in their planning.
- Teachers from the CSI schools have commented that the children who attended CSI in the summer have a much smoother transition back to school. Less time is spent relearning proper school behaviour which allows more time for academics.
- Each university student recorded the amount of time they spent on educational activities through daily fidelity surveys. The purpose of the surveys was to ensure appropriate amounts of time were being spent on math and literacy skills.
- Daily attendance of the children was recorded. 46% of children (419/911) missed one day or less of the program across all 14 sites.
- 76% (483/638) of children in the program report that CSI helps to improve their reading and writing skills, while 75% (482/641) share that CSI helps to improve their math skills.
- Family support is essential in order to improve educational outcomes for children. Families have supported the CSI program by attending parent meetings before the program began and workshops facilitated by S.E.E.D. Winnipeg where they learned about their child's RESP and the potential for Canada Learning Bonds. Families also attended end of program celebrations where children received certificates for their completion of the program.
- Community support is also important for student success. Schools, universities, and social service organizations collaborated with the CSI program to provide children with new educational opportunities. These experiences instil in our children the importance of education and impart the possibility of acquiring a post-secondary education.
- Schools are looking at the value that CSI has for their students. Several schools compare the students CAP scores in the fall to those from the previous spring and school year. The results point to the fact that almost all children who attend CSI maintain their levels of learning over the summer and, in many cases, they increase those levels.

97%

of parents (145/150) feel that their family had a positive experience at CSI this summer.

CSI Findings Goal #3

To enhance the skills and employment experiences of local youth

Findings:

- 57 high school students were hired to work with the CSI program as teacher assistants and mentors to the children in the program. Four teacher assistants were assigned to each site and five teacher assistants worked at the Dufferin site to accommodate the increased number of participants.
- 16 of these students were recruited and hired by CEDA from local high schools.
- 12 of the high school students were volunteers during the school year as Teen Mentors with the Boys and Girls Clubs of Winnipeg's Power Up! academic support program.
- Of the 57 high school students, 21 were of Aboriginal heritage and served as positive role models for our children of Aboriginal heritage. 30 out of the 57 high school students were visible minorities and served as role models for our CSI participants who come from diverse ethnic backgrounds.
- For the majority of the high school students this was their first employment experience.
- On the first day of work, high school students received training about work expectations and also participated in team building activities. Students benefited from daily supervision and on the job training.
- 96% (45/47) of high school students reported that CSI has provided them with valuable work experiences and/or improved their work related skills and qualifications.

“This program has provided me with so much experience that would be helpful in every working environment. Working as a team with teachers and interacting with kids has helped me with my communication skills. Learning to take initiative and leadership roles was truly a valuable experience.”

- High school assistant

“I think it is their enjoyment while having CSI that is the most important for me. They love what they are doing and the thought that they are excited to go to CSI makes me feel happy and satisfied too.”

- CSI parent

CSI Findings Goal #4

To provide opportunities for students from Faculties of Education to work with children in inner-city communities

Findings:

- 71 university students were hired to work as instructors with the CSI program this summer. Five instructors were assigned to each site and six instructors worked at the Dufferin site to accommodate the increased number of participants.
- Of the 71 university students, 14 were of Aboriginal ethnicity.
- 27 university students returned to work for another year at CSI this past summer, 26 as instructors and one as the project assistant.
- 9 instructors worked as mentors in the Boys and Girls Clubs of Winnipeg Power Up! academic support program leading up to their employment with the CSI program, and many instructors have continued their work in the inner city after the completion of the program.
- 94% of instructors (66/70) felt that working with the CSI program this summer has improved their teaching abilities, while 94% (66/70) would be interested in working in the inner city as a result of working for the CSI program.

“Some things I learned at CSI are to be respectful, use kind words, and have fun!”

- CSI participant



Lessons Learned 2011

Implementation 2012

The CSI program continues to benefit from using lessons learned from previous years to shape and further develop the program.

Lessons Learned 2011	Implementation 2012
<p>The three new CSI sites, established during the summer of 2011, were extremely successful. High attendance of participants was maintained throughout the program and each site had strong support from the parents and community. Many sites also have waiting lists for the program, and demand is as strong as ever. It is evident that the need for the CSI program continues.</p>	<ul style="list-style-type: none"> • One new site, Westgrove School was added to the CSI program in the Pembina Trails School Division. The addition of Westgrove School, our 2nd school outside Winnipeg School Division, reinforces the reality that kids are living in poverty in many areas of our city and are in need of supports, such as CSI.
<p>The Bright Futures program which made a \$400 bursary available to each child who attended over 70% of the time has become a wonderful parental asset building project. Through this initiative, CSI parents have attended meetings to learn about RESPs and Canada Learning Bonds, as a way to help their children attain post-secondary education.</p> <p>It has also encouraged parents to send their children regularly to CSI, in order to enhance their children’s learning. As a by-product, many parents and children have been helped to get their birth certificates and S.I.N. numbers as identification. Parents are very appreciative of these efforts.</p>	<ul style="list-style-type: none"> • Once again, The Bright Futures program made a \$400 bursary available to all CSI participants that attended over 70% of the time. • This summer, 656 children qualified for the \$400 bursary for post-secondary education. This is a 6% increase in the number of children qualifying for a bursary from 2011. • Parents attended workshops where they learned about RESPs and Canada Learning Bonds. • WSD1 community support workers received a presentation on the bursaries to encourage them to promote the program with parents of children in CSI. • Families were assisted with applications for birth certificates and S.I.N. numbers. • Assiniboine Credit Union and S.E.E.D. Winnipeg are working together to open the RESPs for our eligible CSI families.
<p>CSI data entry of participant information and attendance rosters was more labour intensive than anticipated.</p>	<ul style="list-style-type: none"> • Boys and Girls Clubs of Winnipeg worked closely with S.E.E.D. Winnipeg in the data entry process. This helped to ensure we worked as efficiently as possible, streamlined our ability to share information, and avoided duplicating data entry where possible. • Boys and Girls Clubs is in the process of acquiring new database software which will allow for more efficient entry and processing of participant information and attendance.
<p>Maintaining sustainable funding is an ongoing priority.</p>	<ul style="list-style-type: none"> • The Province of Manitoba and its Departments continue to be CSI’s largest funder. • The United Way is also providing sustainable funding. • The fifth annual Hot Sauce Fundraiser put on by “The Friends of CSI” has provided financial security for continued programming.

Lessons Learned 2012

- Many sites have waiting lists for the program, and demand is as strong as ever. It is evident that the need for the CSI program continues. We need to look at the possibility of how we can better meet this growing demand.
- Through the help of S.E.E.D Winnipeg, with the data entry process, we were able to identify the children who had received a bursary within a week of the end of CSI. This helped S.E.E.D to connect with parents of these children in a more timely manner. We recognized that principals also play a key role in providing leadership to their schools in terms of promoting attendance at CSI and encouraging parents whose children have earned a bursary to attend the S.E.E.D workshops.
- The administration and supervision requirements of the CSI program continue to evolve and grow as the program increases in size. In an ongoing capacity, Boys and Girls Clubs of Winnipeg explores ways of meeting these demands in the most efficient and effective ways possible.
- Maintaining sustainable funding is an ongoing priority.

Ongoing Projects

- The CSI Evaluation Committee will continue to meet to plan further evaluation of the CSI program.
- The CSI Community Advisory Committee will meet in the fall to discuss priorities and criteria for growth of the program.
- S.E.E.D. Winnipeg will contact the families of the 656 children that qualified for the \$400 bursary. Information will be given as to the next steps to open the children's RESPs.
- Presentations regarding the CSI Program and employment opportunities will take place in the fall at the Faculties of Education at the University of Manitoba and University of Winnipeg. Recruitment of university instructors will start in January.

“The activities I like best at CSI are EVERYTHING!!!”

- CSI participant

What a great year!



“I feel like it was a great opportunity to actually make a difference, rather than just talk about it. We were living it.”

- Teacher Coordinator



“Kids are the future and I don’t think that our society has enough faith in the children of the inner city. I learned through CSI that these kids have so much potential, they just need the opportunities to excel.”

- CSI Instructor



“My daughter is not as shy and my kids have started to get along with others and each other more.”

- CSI Parent



“CSI is the light in the community. Having CSI in the area means that people are giving their community a chance. It shows them that they too are special as a result. It motivates them to be resilient.”

- Teacher Coordinator





Boys & Girls Clubs of Winnipeg

A good place to be

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