



NOBLES COUNTY INTEGRATION COLLABORATIVE

Adrian Ellsworth Fulda Heron Lake-Okabena Round Lake-Brewster Worthington

1450 College Way, Worthington, MN 56187 * 507-376-3300 * www.isd518.net/ncic

The mission of the Nobles County Integration Collaborative, a consortium of adjacent school districts, is to promote student success and community acceptance of cultural differences by providing opportunities for students, families and staff from diverse backgrounds to learn from and with one another.

FY 2015 Year-end Report

For

District #6085-50

Nobles County Integration Collaborative

117 11th Avenue

Worthington, MN 56187

Submitted by:

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October 2015



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This report will share information regarding the work of the Nobles County Integration Collaborative (NCIC) during fiscal year 2015. It provides detailed information regarding NCIC leadership, program offerings, program enrollments and program evaluations.

Leadership and Oversight

Nobles County Integration Collaborative strives to gain input from the Collaborative Council and area residents regarding program direction. Volunteers and staff work together to implement quality programs. The Joint Powers Board and staff work together to ensure fiscal responsibility and transparency. The Collaborative Council and Joint Powers Board met on the first Monday of alternating months throughout the year (August, October, December, February, April and June).

The members of the 2014-2015 Collaborative Council and Joint Powers Board are shown in the table below.

JPB	Name	Last Name	City	State	Zip Code	Phone #	Email	Term Exp.	District
	Luther	Onken	Fulda	MN	56131	507-425-2514	lonken@fps.mntm.org	Facilitator	Admin
1	Lisa	Kruger	Adrian	MN	56110	507-483-2937	lkruger23@gmail.com	appointed	Adrian
2	Angie	Boyenga	Ellsworth	MN	56129	712-470-1613	boyenga@mvtvwireless.com	appointed	Ellsworth
3	Stan	Kramer	Fulda	MN	56131	507-425-2946	bskkkk@swwnet.com	appointed	Fulda
4	Jeanie	Rasche	Heron Lake	MN	56137	507-381-7262	raschei@centurytel.net	appointed	HL-O
5	Diane	Larson	Round Lake	MN	56167	507-945-8420	diane@ellcom.us	appointed	RL-B
6	Stephen	Schnieder	Worthington	MN	56187	507-376-3837	sschnieder@co.nobles.mn.us	appointed	Worthington
7	Lakeyta	Potter	Worthington	MN	56187	507-727-1134	lakeyta.potter@isd518.net	16-Jan	CC Rep
8	Rhonda	Groen	Ellsworth	MN	56129	507-967-2475	rsgroen@yahoo.com	16-Jan	CC Rep
9	Jorge	Lopez	Worthington	MN	56187	507-372-4583	jlopez@swmnhp.org	16-Jan	CC Rep
CC	Name	Last Name	City	State	Zip	Phone #	Email	Term Exp.	District
1	John	Willey	Ellsworth	MN	56129	507-967-2242	john.willey@ellsworth.mntm.org	Ellsworth	Admin
2	Roger	Graff	Adrian	MN	56110	507-483-2266	r.graff@isd511.net	Adrian	Admin
3	Ray	Hassing	Brewster	MN	56119	507-842-5951	r.hassing@rlb.mntm.org	Round Lake-Brewster	Admin
4	Luther	Onken	Fulda	MN	56131	507-425-2514	lonken@fps.mntm.org	Fulda	Admin
5	Sharon	Johnson	Worthington	MN	56187	507-372-1200	sharon.johnson@isd518.net	Worthington	Admin
6	Paul	Bang	Okabena	MN	56161	507-853-4507	pbang@isd330.org	HL-O	Admin
7	Loy	Woelber	Okabena	MN	56161	507-843-4507	lwoelber@mntm.org	HL-O	Admin
8	Morde	Cai Apolo	Worthington	MN	56187	507-343-0190	mordecai.apolo@yahoo.com	16-Jan	At-Large
9	Chelsea	Wintz	Round Lake	MN	56167	507-360-0427	chelsea.wintz@isd518.net	16-Jan	At-Large
10	Semere	Abrha	Worthington	MN	56187	507-360-8123	semere_byn@yahoo.com	16-Jan	At-Large
11	America	Voss	Worthington	MN	56187	507-370-2417	America_vergara@hotmail.com	17-Jan	At-Large
12	Jay	Vargas	Worthington	MN	56187	956-451-7117	jay.vargas@mnwest.edu	16-Jan	At-Large
13	Jorge	Lopez	Worthington	MN	56187	507-372-4583	jlopez@swmnhp.org	16-Jan	At-Large
14	Scott	Barber	Worthington	MN	56187	507-350-0051	scottbarber@graceonline.net	16-Jan	At-Large
15	Jerry	Perkins	Worthington	MN	56187	507-376-4792	itperkins@frontiernet.net	17-Jan	At-Large
16	Lakeyta	Potter	Worthington	MN	56187	507-727-1134	lakeyta.potter@isd518.net	16-Jan	At-Large
17	Luis	Vargas	Worthington	MN	56187	507-341-0403	rluisvargasdw@gmail.com	16-Jan	At-Large
18	Selvin	Puac	Worthington	MN	56187	507-952-2302	rodri030@umn.edu	17-Jan	At-Large
19	Tim	Christensen	Luverne	MN	56156	507-483-2232	t.christensen@isd511.net		Adrian Comm
20	Marilyn	Hartzler	Brewster	MN	56119	507-842-9901	mhartzler@live.com		Brewster Comm
21	Rhonda	Groen	Ellsworth	MN	56129	507-967-2475	rsgroen@yahoo.com		Ellsworth Comm
22	Jason	Appel	Fulda	MN	56131	507-360-1480	jason513@centurytel.net		Fulda Comm
23	Robyn	Gunther	Heron Lake	MN	56137	507-329-7866	robyn.gunther@isd330.org		HL-O Comm
24	Trevor	Wintz	Round Lake	MN	56167	507-360-0427			RL Comm
25	Loany	Flores	Worthington	MN	56187	507-295-6092	loanyflores@gmail.com		Worthington Comm



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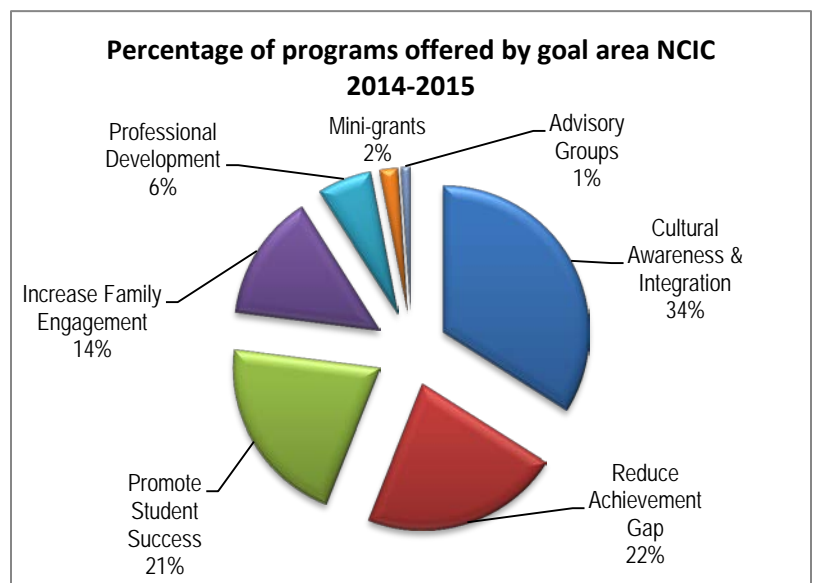
Program Goals/Outcomes

The Nobles County Integration Collaborative (NCIC) has five stated goal areas in its Integration Plan. These five goal areas are:

1. **Increase Cultural Awareness and Integration:** To provide a wide variety of opportunities to increase cultural awareness and integration, make schools more welcoming, and bring together diverse people in pursuit of common goals.
2. **Reduce Achievement Gaps:** Implement strategies and interventions that increase achievement of protected class students and reduce achievement gaps.
3. **Promote Student Success:** Foster student success and learning through innovation out-of-school time initiatives designed to remove barriers, increase access to opportunities, develop life skills, and emphasize the importance of education in life.
4. **Increase Family Engagement:** Increase the involvement of parents and family members in the education of their children and increase the support provided to families who do not have previous experiences with U.S. systems.
5. **Provide Professional Development:** Provide staff development opportunities for school personnel and other adult residents that increase cultural competence and focus on increasing the achievement of students of color and low-income students.

Program distribution by Goal Area

The graph to the right shows that Cultural Awareness and Integration (34%) and Promoting Student Success (22%) and Reduce Achievement Gap (21%) have the highest percentage. Cultural Awareness and Integration used to be the main focus, but since the focus has shifted to Reduce Achievement gap and the area of Promoting Student Success. The area of Reduce Achievement gap during FY15 is 22%, a slight increase compared to last fiscal year of 16%. Please note that there is a balance between the classes offered across all goal areas. The Nobles County Integration Collaborative Council works to ensure a balanced approach to meeting its mission of cultural integration and student success in its annual programming. *During fiscal year 2015, Nobles County*



During fiscal year 2015, Nobles County



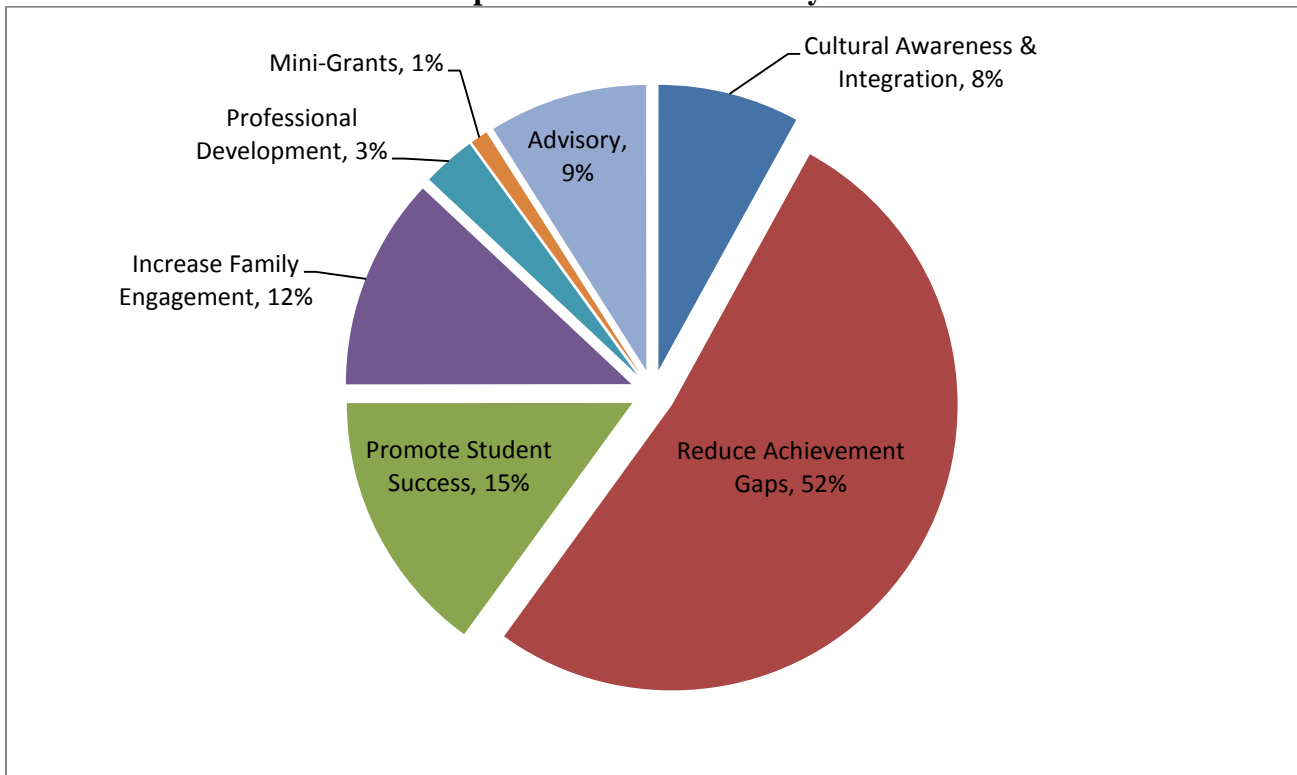
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Integration Collaborative coordinated 141 programs, compared to 136 programs held in the previous fiscal year. The number of programs slightly increased this year.

FY 15: Expenditure Distribution by Goal Area



Enrollment Information

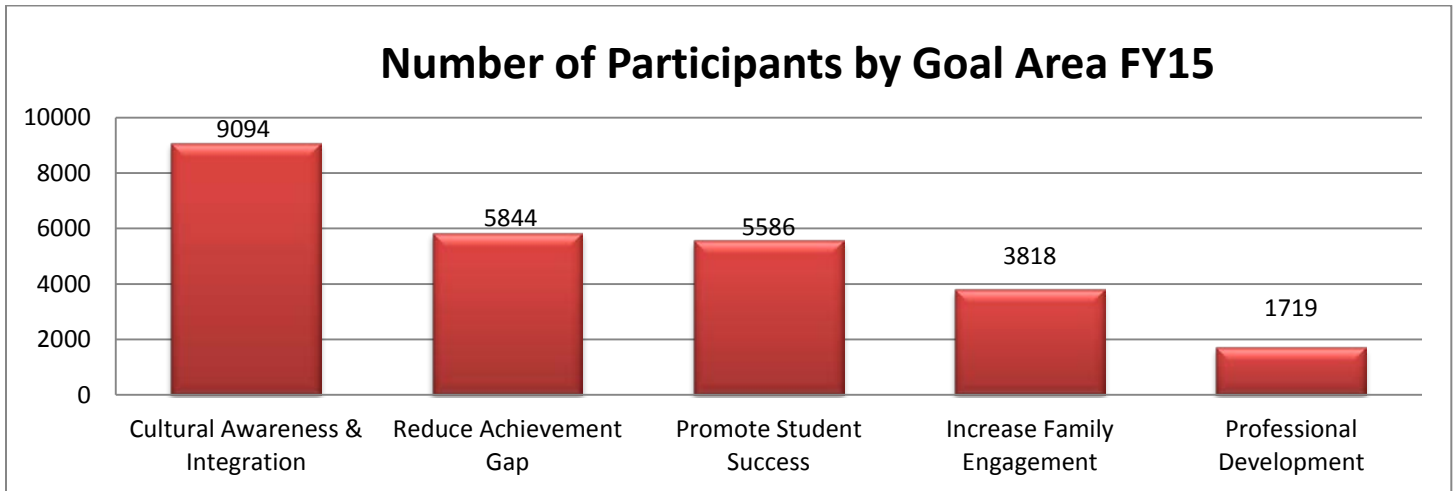
The number of participants in each goal area varies. The largest number of participants has consistently been in the Cultural Awareness/Integration goal area because so many of the programs are open to the public or serve an entire grade level from all member school districts. The public opportunities attract large audiences and are a good way for us to connect with people and draw them in to more intensive educational programs related to cultural integration and intercultural development. The number of programs and participants per goal area for 2014-2015 is shown in the table and graph below. Some participation numbers were estimated because registration or tickets were not required.



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The program participants during 2014-2015 was 26,853, including both students and staff. In this number there is some duplication of individual people who participated in multiple programs. We do not have the capacity to track unduplicated enrollments at this time.

Even though NCIC has shifted its focus more toward the Reducing the Achievement Gap goal area, the highest number of enrollments was in the Cultural Awareness/Integration goal area. Similar to last year, the increase was largely due to the attendance at the International Festival.

Enrollment Comparison between Racially Isolated District and Adjacent Member Districts

In the Nobles County Integration Collaborative area, Worthington, the racially isolated school district is the largest district. Brewster's school district is now identified as a racially isolated district due to their increased in enrollment of diverse students. The K-12 enrollments for fiscal year 2015 are shown in the table below.

K-12 Enrollment by District

Adrian	Round Lake-Brewster	Ellsworth	Fulda	Heron Lake-Okabena	Worthington
571	172	144	341	309	2,908

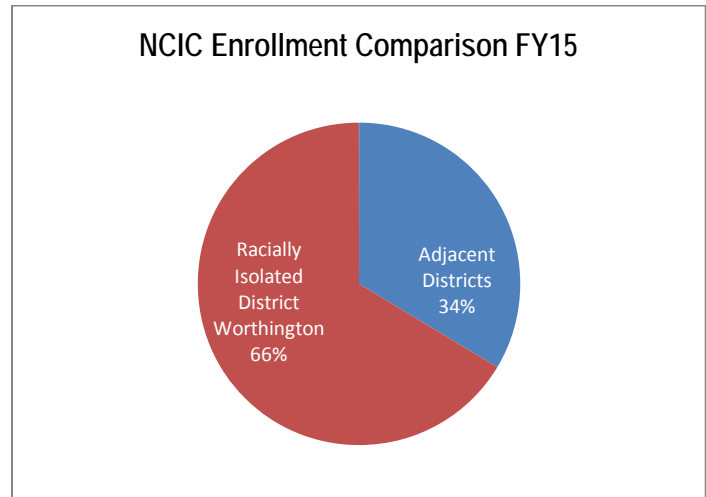
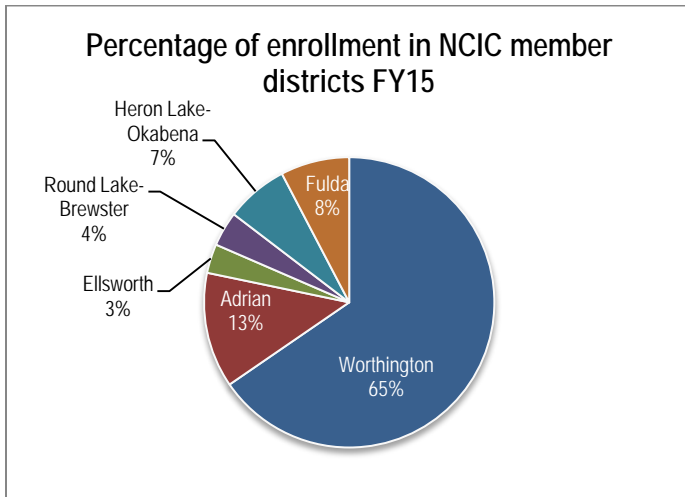
Each year, NCIC tracks the enrollments in its programs to compare the percentage of participation by individuals from the racially isolated district (Worthington) compared to the enrollments by the adjacent member districts (Adrian, Round Lake-Brewster, Ellsworth, Fulda and Heron Lake-Okabena). Ideally, we would like to see the participation in NCIC programs be proportionate to K-12 enrollments in the member districts.



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As you look at the graphs you can see that 35% of the total the K-12 enrollments are from adjacent districts, while Worthington, the racially isolated district, comprises 65% of the total enrollments. For the enrollments in NCIC programs during fiscal year 2015, 34% of the enrollments were from adjacent districts and 66% were from the racially isolated district. As you look at the charts, you can see that the NCIC enrollment percentages have a 1% difference from the overall school district enrollment percentages. Looking at this data shows that NCIC should continue to seek increased participation by residents in the adjacent districts. However, the focus of NCIC has shifted toward closing the Achievement Gaps, it is not surprising that the enrollments from the racially isolated district (Worthington) constitute a higher percentage of the overall NCIC enrollments, because there is a significantly higher number of students who are struggling academically in Worthington, compared to the smaller adjacent districts.

5-year Enrollment Data

Overall, the participation in programs sponsored by NCIC continues to increase. The table below shows the number of programs and enrollments for the last five years. The increase was steady over four years. Some enrollment slightly decreased from FY11 due to the fact that NCIC was only granted one AmeriCorps Promise Fellow and the state shut down.

Program Year	# of Programs	# of Enrollments
2009-2010	85	16,365
2010-2011	93	24,438
2011-2012	116	20,880
2013-2014	136	26,235
2014-2015	141	26,853



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Overall, the program participation in programs offered through NCIC has been very strong. We are pleased with the way that the schools collaborate on grade level programs. We appreciate that we have many positive community partners who work with us to maximize resources and avoid duplication of effort. Some of our key partners during FY 15 were: Minnesota West Community & Technical College, University of Minnesota Extension Service and Youth Work Institute, Nobles County Library, Blandin Foundation: Minnesota Intelligent Rural Communities grant, Worthington Area Chamber of Commerce, and the Cultural Awareness Organization, We Care Daycare, Kids R It and Minnesota Alliance With Youth. There probably others that I have inadvertently missed; if so, we apologize to them because we truly appreciate community support and collaboration!

FY 15 Highlights

El Sistema: Imagine



NCIC initiated a multi-district music program called El Sistema Imagine this year. Music instructors and students from multiple member districts participated in this after-school program throughout the school year. Additionally, NCIC, in conjunction with the MN Opera, hosted Opera Camp. All NCIC member districts were invited to be a part of this program. The opera was based on a children's book, "Five Nice Mice," participants had an opportunity to create

their own original opera and which they staged, and performed at NCIC's annual meeting, different schools, the International Festival. All together there were 25 students and 6 staff that participated.

Out-of-School-Time Programs

Throughout the school year NCIC coordinates a variety of weekly programs for secondary students. These programs focus on academic achievement, civic engagement, college & career readiness, cultural competency and leadership development. Students from these programs had the opportunity to participate in a service learning program in the spring as well. NCIC partnered up with Students Today Leaders Forever (STLF), an organization based out of Minneapolis, MN. This group is led by an optimistic group of students who engage in servant leadership to create positive life experiences. As the participants traveled from Worthington, MN to Chicago, IL, they engaged in community service projects and visited colleges. Every night the participants did reflections on the activities. Students were exposed to different cities, diverse people, and a wide range of issues within each community. Participants took what they learned and committed to action within themselves, in their lives, and with their own communities. 36 students and 3 staff participated.



Adrian

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Adrian on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	35.0	31.8	16.7	25.1	31.5	25.0	24.0	23.0	18.0	-3.5
American Indian										
Asian					36.3					
Hispanic	35.0	31.8	16.7	25.1	27.0	25.0	24.0	23.0	18.0	-8.0
Black										
FRP students	22.0	31.6	20.2	19.8	25.0	13.2	12.2	11.2	5.0	+3.0
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	31.2	23.6	15.3	22.2	19.2	17.2	14.0	-15.9
American Indian								
Asian								
Hispanic	31.2	23.6	15.3	22.2	19.2	17.2	14.0	-15.9
Black								
FRP students	25.8	26.6	20.2	15.8	13.8	12.8	7.0	-5.6
ELL								

Achievement Goal for Adrian:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Adrian School District on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading GAP DECREASE:

Name of District	Type	FROM (in 2012-13)	TO (in 2016-17)	2014-2015	Progress
Adrian	Adjacent				
<i>Non-FRP</i>		X	X	X	
<i>FRP</i>		19.8	12.8	20.2	slight gap increase

by **INCREASING** the proficiency rate of the groups as follows:

Name of District	Code	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Adrian	Adjacent				
<i>Non-FRP</i>		62.8	76.8	67.3	Positive progress
<i>FRP</i>		43.0	64.0	47.1	Positive progress

Goal 1: Achievement Ellsworth

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Ellsworth on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase in the following ways:

Proficiency Increases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	63.4	56.3	57.0	49.4	73.7	74.4	78.4	80.4	17.0	+10.3
Protected Class Students										
American Indian										
Asian										
Hispanic										
Black										
White	63.4	56.3	57.0	49.4	73.7	74.4	78.4	80.4	17.0	+10.3
FRP students	61.1	47.6	50.0	38.1	67.6	72.1	74.1	76.1	15.0	+6.5
Non-FRP	65.7	65.0	64	60.7	79.8	76.0	78.0	80.0	14.0	+14.1
ELL										

Proficiency Increases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	58.5	66.2	61.8	63.5	67.5	71.5	13.0	+3.3
Protected Class Students								
American Indian								
Asian								
Hispanic								
Black								
White	58.5	65.8	61.4	63.5	67.5	71.5	13.0	+2.9
FRP students	48.5	57.5	57.1	60.5	64.5	68.5	20.0	+8.6
Non-FRP	68.5	74.9	66.5	73.3	76.3	79.3	14.0	-2.0
ELL								

Ellsworth

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Ellsworth on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students										
American Indian										
Asian										
Hispanic										
Black										
FRP students	4.6	17.4	14.0	22.6	12.2	3.9	3.9	3.9		+7.6
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students								
American Indian								
Asian								
Hispanic								
Black								
FRP students	20.0	17.4	9.4	12.8	11.8	10.8	6.0	-10.6
ELL								

Achievement Goal Ellsworth District:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Ellsworth School District on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading GAP DECREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Ellsworth	Adjacent				
<i>Non-FRP</i>		X	X	X	
<i>FRP</i>		16.8	10.8	9.4	Positive Progress

by **INCREASING** the proficiency rate of the groups as follows:

Reading Proficiency INCREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Ellsworth	Adjacent				
<i>Non-FRP</i>		65.3	79.3	66.5	Slight improvement
<i>FRP</i>		48.5	68.5	57.1	Positive Progress

Goal 1: Achievement Fulda

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Fulda on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase in the following ways:

Proficiency Increases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	49.2	53.0	50.0	49.4	48.5	64.2	69.2	72.2	23.0	-0.7
Protected Class Students					30.8					
American Indian										
Asian										
Hispanic					30.8					
Black										
White	49.4	55.0	52.2	51.4	51.1	64.4	69.4	72.4	23.0	+1.7
FRP students	46.4	35.2	38.2	42.4	40.0	61.4	64.4	67.4	21.0	-6.4
Non-FRP	52.0	70.8	61.8	56.4	57.0	66.4	69.4	72.4	22.0	+5.0
ELL										

Proficiency Increases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	59.7	62.8	56.6	64.7	67.7	70.7	11.0	-3.1
Protected Class Students			53.8					
American Indian								
Asian								
Hispanic			53.8					
Black								
White	60.0	63.3	57.0	63.0	66.0	69.0	9.0	-3.0
FRP students	44.4	56.1	52.2	49.4	54.4	59.4	15.0	+7.8
Non-FRP	75.0	69.5	61.0	70.3	73.3	76.3	9.0	-14.0
ELL								

Fulda

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Fulda on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students					20.3					
American Indian										
Asian										
Hispanic					20.3					
Black										
FRP students	5.6	35.6	23.6	14.0	17.0	5.0	5.0	5.0		+11.4
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students			3.2					
American Indian								
Asian								
Hispanic			3.2					
Black								
FRP students	30.6	13.4	8.8	20.9	18.9	16.9	6.0	-21.8
ELL								

Achievement Goal Fulda District:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Fulda District on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading **GAP DECREASE:**

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Fulda	Adjacent				
<i>Non-FRP</i>			X	X	
<i>FRP</i>		22.9	16.9	8.8	Positive Progress

by **INCREASING** the proficiency rate of the groups as follows:

Reading Proficiency INCREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Fulda	Adjacent				
<i>Non-FRP</i>		67.3	76.3	61.0	Decline
<i>FRP</i>		44.4	59.4	52.2	Positive Progress

Goal 1: Achievement Heron Lake-Okabena

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Heron Lake-Okabena on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase in the following ways:

Proficiency Increases: **MATH**

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	41.9	41.5	48.0	39.3	38.6	57.9	60.9	63.9	22.0	-3.3
Protected Class Students	11.1	12.5	19.0	16.7	13.6	31.1	35.1	40.1	29.0	+2.5
American Indian										
Asian										
Hispanic	11.1	12.5	19.0	16.7	13.6	31.1	35.1	40.1	29.0	+2.5
Black										
White	48.4	47.7	52.3	42.1	43.8	62.4	65.4	68.4	20.0	-4.6
FRP students	21.1	19.4	28.1	17.5	19.6	41.1	46.1	51.1	30.1	-1.5
Non-FRP	62.7	63.6	67.9	61.1	57.6	64.4	67.4	70.4	18.0	-1.6
ELL				13.3	6.3					

Proficiency Increases: **READING**

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	43.6	45.6	52.0	55.6	60.6	64.6	21.0	+8.5
Protected Class Students	22.2	33.3	28.6	40.2	47.2	54.2	32.0	+6.4
American Indian								
Asian								
Hispanic	22.2	33.3	28.6	40.2	47.2	54.2	32.0	+6.4
Black								
White	46.1	47.5	55.5	58.1	63.1	67.1	21.0	+9.4
FRP students	20.6	27.9	30.4	38.6	45.6	52.6	32.0	+9.8
Non-FRP	66.6	63.3	73.6	65.9	69.9	73.9	17.0	+7.0
ELL		29.4	31.3					

Heron Lake-Okabena

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Heron Lake/Okabena on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Total Change
Protected Class Students	37.3	35.2	33.3	25.4	30.2	31.3	30.3	28.3		-7.1
American Indian										
Asian										
Hispanic	37.3	35.2	33.3	25.4	30.2	31.3	30.3	28.3		-7.1
Black										
FRP students	41.6	44.2	39.8	43.6	38.0	23.3	21.3	19.3		-3.6
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Total Change
Protected Class Students	23.9	14.2	26.9	17.9	15.9	12.9	11.0	+3.0
American Indian								
Asian								
Hispanic	23.9	14.2	26.9	17.9	15.9	12.9	11.0	+3.0
Black								
FRP students	46.0	35.4	43.2	27.3	24.3	21.3	15.0	-2.8
ELL								

Achievement Goal Heron Lake-Okabena:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Nobles County Collaborative on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading **GAP DECREASE:**

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Heron Lake-Okabena	Adjacent				
<i>Non-FRP</i>		X	X	X	
<i>FRP</i>		36.3	21.3	43.2	Gap Increased

by **INCREASING** the proficiency rate of the groups as follows:

Reading Proficiency INCREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Heron Lake-Okabena	Adjacent				
<i>Non-FRP</i>		56.9	73.9	73.6	Positive Progress
<i>FRP</i>		20.6	52.6	30.4	Positive Progress

Goal 1: Achievement Round Lake/Brewster

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Round Lake/Brewster on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase in the following ways:

Proficiency Increases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	63.7	70.5	59.7	60.0	59.0	74.7	76.7	78.7	15.0	-4.7
Protected Class Students	30.0	40.9	46.4	52.4	50.0	50.0	53.0	56.0	26.0	+20.0
American Indian										
Asian										
Hispanic	30.0	40.9	46.4	52.4	50.0	50.0	53.0	56.0	26.0	+20.0
Black										
White	65.0	72.7	63.1	57.7	51.1	75.0	77.0	79.0	14.0	-13.9
FRP students	52.7	54.7	49.6	53.4	48.1	64.7	67.7	70.7	18.0	-4.6
Non-FRP	74.7	86.3	69.8	66.6	69.9	77.8	79.8	81.8	13.0	-4.8
ELL				39.3	33.3					

Proficiency Increases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	55.9	44.0	54.6	64.9	68.9	72.9	17.0	-1.3
Protected Class Students	28.0	42.9	42.9	46.0	53.0	58.0	28.0	+14.9
American Indian								
Asian								
Hispanic	28.0	42.9	52.6	46.0	53.0	58.0	30.0	+24.6
Black								
White	59.2	44.2	57.4	68.2	72.2	75.2	16.0	-1.8
FRP students	43.0	40.3	48.8	55.0	60.0	64.0	21.0	+5.8
Non-FRP	68.8	47.7	60.4	60.8	64.8	68.8	18.0	-8.4
ELL		25.0	33.3					

Round Lake-Brewster

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Round Lake/Brewster on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	35.0	31.8	16.7	5.3	1.1	25.0	24.0	23.0	12.0	-33.9
American Indian										
Asian										
Hispanic	35.0	31.8	16.7	5.3	1.1	25.0	24.0	23.0	12.0	-33.9
Black										
FRP students	16.1	3.2	15.4	13.2	21.8	13.1	12.1	11.1	5.0	+5.7
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	31.2	1.3	4.8	22.2	19.2	17.2	14.0	-26.4
American Indian								
Asian								
Hispanic	31.2	1.3	4.8	22.2	19.2	17.2	14.0	-26.4
Black								
FRP students	7.8	7.4	11.6	5.8	4.8	4.8	3.0	+3.8
ELL								

Achievement Goal Round Lake/Brewster:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Round Lake/Brewster District on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading GAP DECREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Round Lake	Racially Identified				
<i>Non-FRP</i>		X	X	X	
<i>FRP</i>		7.8	4.8	11.6	Gap Increased

by **INCREASING** the proficiency rate of the groups as follows:

Reading Proficiency INCREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	2014-2015	Progress
Round Lake	Racially Identified				
<i>Non-FRP</i>		50.8	68.8	60.4	Positive Progress
<i>FRP</i>		43.0	64.0	48.8	Positive Progress

Goal 1: Achievement Worthington

The proficiency rate for all students enrolled the full academic year in grades 3-8, 10 and 11 at Worthington on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will increase in the following ways

Proficiency Increases: **MATH**

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	38.8	44.4	44.0	42.7	42.6	59.8	62.8	65.8	27.0	+3.8
Protected Class Students	25.1	34.3	34.5	34.6	35.8	45.1	49.4	53.1	28.0	+10.7
American Indian										
Asian	30.7	34.3	32.7	33.9	34.0	50.7	53.7	56.7	26.0	+3.3
Hispanic	26.3	33.6	32.5	30.7	33.2	46.3	51.3	54.3	28.0	+6.9
Black	18.3	35.1	38.2	39.3	40.2	38.3	43.3	48.3	30.0	+21.9
White	56.7	61.0	63.5	63.4	59.8	68.7	71.7	73.7	17.0	+3.1
FRP students	29.0	34.4	34.7	33.8	34.6	49.0	54.0	59.0	30.0	+5.6
Non-FRP	48.6	54.4	53.3	51.6	50.6	64.7	67.7	70.7	18.0	+2.0
ELL				15.2	18.4					

Proficiency Increases: **READING**

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Increase Needed	Actual Change
All Students	42.3	41.7	46.3	49.3	56.3	61.3	19.0	+4.0
Protected Class Students	32.4	34.0	37.5	X	X	X	X	+5.1
American Indian								
Asian	31.7	27.2	39.2	45.7	52.7	57.7	26.0	+7.5
Hispanic	27.2	30.7	34.7	45.2	52.2	57.2	30.0	+7.5
Black	38.2	44.3	38.7	52.2	57.2	62.2	24.0	+0.5
White	66.2	62.3	67.5	73.2	76.2	79.2	13.0	+1.3
FRP students	31.6	32.0	37.5	38.6	45.6	52.6	21.0	+5.9
Non-FRP	53.0	51.4	55.1	72.4	75.4	78.4	14.0	+2.1
ELL		6.3	11.7					

Worthington

The proficiency GAP for all students enrolled the full academic year in grades 3-8, 10 and 11 at Worthington on all state mathematics and reading accountability tests (MCA, MOD, and MTAS) will *decrease* in the following ways:

Gap Decreases: MATH

Student group	Baseline 2010-11	2011-12	2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	31.6	26.7	29.0	28.8	24.0	23.6	22.3	20.6	11.0	-7.6
American Indian										
Asian	26.0	26.7	30.8	29.5	25.8	18.0	23.5	17.0	9.0	-0.2
Hispanic	30.4	27.4	31.0	32.7	26.6	22.4	20.4	19.4	11.0	-3.8
Black	38.4	25.9	25.3	24.1	19.6	30.4	28.4	25.4	13.0	-18.8
FRP students	23.7	28.8	28.1	17.8	16.0	15.7	13.7	11.7	12.0	-7.7
ELL										

Gap Decreases: READING

Student group	Baseline: 2012-13	2013-14	2014-15	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	Total Decrease	Actual Change
Protected Class Students	33.8	28.3	30.0	25.5	22.2	20.2	13.6	-3.8
American Indian								
Asian	34.5	35.1	28.3	27.5	23.5	21.5	13.0	-6.2
Hispanic	39.0	31.6	32.8	28.0	24.0	22.0	22.0	-6.2
Black	28.0	18.0	28.8	21.0	19.0	17.0	11.0	+0.8
FRP students	32.8	19.4	17.6	33.8	29.8	25.8	7.0	-15.2
ELL								

Achievement Goal Worthington:

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, & 10 within the Worthington School District on all state **Reading** accountability tests (MCA, MOD, MTAS) will **DECREASE FROM**

Reading **GAP DECREASE:**

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	Actual 2014-15	Progress
Worthington	Racially Isolated				
<i>Non-FRP</i>		X	X	X	
<i>FRP</i>		32.8	25.8	17.6	Positive Progress

by **INCREASING** the proficiency rate of the groups as follows:

Reading Proficiency INCREASE:

Name of District	Type	FROM (in 2012-13)	GOAL (in 2016-17)	Actual 2014-2015	Progress
Worthington	Racially Isolated				
<i>Non-FRP</i>		64.4	78.4	55.1	Decline
<i>FRP</i>		31.6	52.6	37.5	Positive Progress

Summary Data

NCIC Reading Proficiency and Gap Data: Protected Class and White Students

The proficiency rate for students enrolled the full academic year in grades 3-8, 10 and 11 in the Nobles County Integration Collaborative on all state reading accountability tests will increase in the following ways:

		Actual Data	Actual Data	AI Goals	AI Goals	AI Goals	
Name of District	Status	Baseline data	Year 2014-15	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
NCIC	Select						
<i>Adrian</i>	Protected	28.0	44.0	46.0	53.0	58.0	30.0
<i>Adrian</i>	White	59.2	59.3	68.2	72.2	75.2	16.0
<i>Ellsworth</i>	Protected	N/A	N/A	X	X	X	X
<i>Ellsworth</i>	White	58.5	61.4	63.5	67.5	71.5	13.0
<i>Fulda</i>	Protected	N/A	53.8	X	X	X	X
<i>Fulda</i>	White	60.0	57.0	63.0	66.0	69.0	9.0
<i>HL/O</i>	Protected	22.2	28.6	40.2	47.2	54.2	32.0
<i>HL/O</i>	White	46.1	55.5	58.1	63.1	67.1	21.0
<i>RL/B</i>	Protected	28.0	42.9	46.0	53.0	58.0	28.0
<i>RL/B</i>	White	59.2	57.4	68.2	72.2	75.2	16.0
<i>Worthington</i>	Protected	32.4	37.5	47.7	54.0	59.0	26.6
<i>Worthington</i>	White	66.2	67.5	73.2	76.2	79.2	13.0

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, and 10 in the Nobles County Integration Collaborative on all state reading accountability tests will decrease in the following ways:

Name of District	Status	Baseline data	Year 2014-15	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<i>Adrian</i>	A	31.2	15.3	22.2	19.2	17.2	14.0
<i>Ellsworth</i>	A	X	X	X	X	X	X
<i>Fulda</i>	A	X	3.2	X	X	X	X
<i>HL/O</i>	A	23.9	26.9	17.9	15.9	12.9	11.0
<i>RL/B</i>	RI/RIS	31.2	14.5	22.2	19.2	17.2	14.0
<i>Worthington</i>	RI/RIS	33.8	30.0	25.5	22.2	20.2	13.6

NCIC Reading Proficiency and Gap Data: Free & Reduced Lunch and Non-Free & Reduced Lunch Students

The proficiency rate for students enrolled the full academic year in grades 3-8, 10 and 11 in the Nobles County Integration Collaborative on all state reading accountability tests will increase in the following ways:

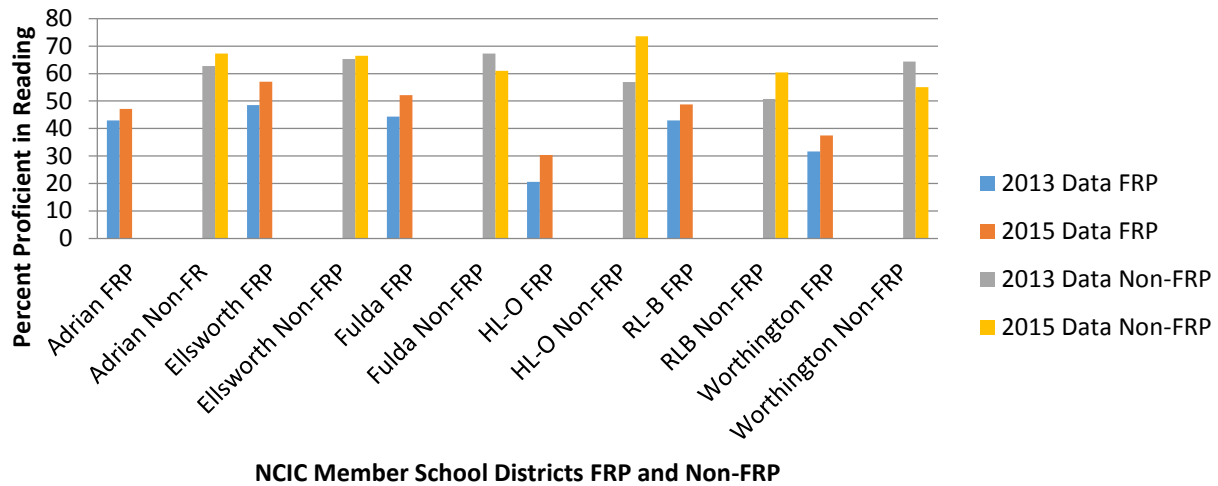
		Actual Data	Actual Data	Goals	Goals	Goals	
Name of District	Status	Baseline data	Year 2014-15	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
NCIC	Select						
<i>Adrian</i>	FRP	43.0	47.1	55.0	60.0	64.0	21.0
<i>Adrian</i>	Non-FR	62.8	67.3	70.8	73.8	76.8	14.0
<i>Ellsworth</i>	FRP	48.5	57.1	60.5	64.5	68.5	20.0
<i>Ellsworth</i>	Non-FR	65.3	66.5	73.3	76.3	79.3	14.0
<i>Fulda</i>	FRP	44.4	52.2	49.4	54.4	59.4	15.0
<i>Fulda</i>	Non-FR	67.3	61.0	70.3	73.3	76.3	9.0
<i>HL/O</i>	FRP	20.6	30.4	38.6	45.6	52.6	32.0
<i>HL/O</i>	Non-FR	56.9	73.6	65.9	69.9	73.9	17.0
<i>RL/B</i>	FRP	43.0	48.8	55.0	60.0	64.0	21.0
<i>RL/B</i>	Non-FR	50.8	60.4	60.8	64.8	68.8	18.0
<i>Worthington</i>	FRP	31.6	37.5	38.6	45.6	52.6	21.0
<i>Worthington</i>	Non-FR	64.4	55.1	72.4	75.4	78.4	14.0

The proficiency GAP between Non-FRP and the FRP students enrolled the full academic year in grades 3-8, and 10 in the Nobles County Integration Collaborative on all state reading accountability tests will decrease in the following ways:

Name of District	Status	Baseline data	Year 2014-15	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<i>Adrian</i>	A	19.8	20.2	15.8	13.8	12.8	7.0
<i>Ellsworth</i>	A	16.8	9.4	12.8	11.8	10.8	6.0
<i>Fulda</i>	A	22.9	8.8	20.9	18.9	16.9	6.0
<i>HL/O</i>	A	36.3	43.2	27.3	24.3	21.3	15.0
<i>RL/B</i>	RI/RIS	7.8	11.6	5.8	4.8	4.8	3.0
<i>Worthington</i>	RI/RIS	32.8	17.6	33.8	29.8	25.8	7.0

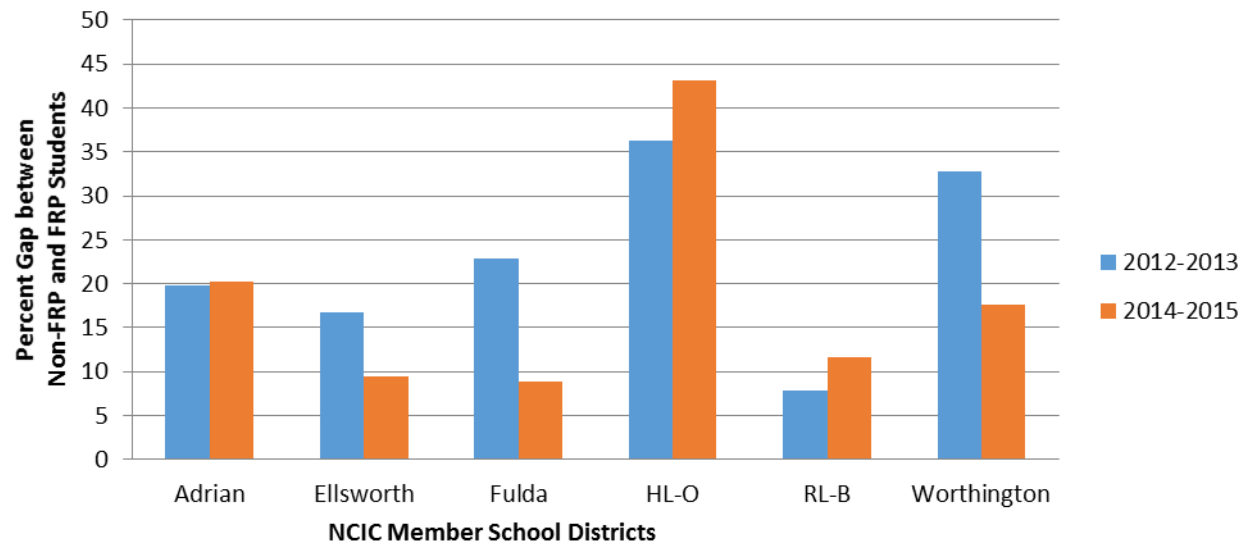
Reading Proficiency based on economic indicator FRP vs. Non-FRP

comparing baseline year 2012-2013 to current year 2014-2015



Reading Proficiency GAP based on economic indicator FRP vs. Non-FRP

comparing baseline year 2012-2013 to current year 2014-2015



Analysis: In a comparison of Free and Reduced Price (FRP) student test scores with Non-FRP student test scores, three member districts decreased the gap in the reading: Ellsworth, Fulda and Worthington. Adrian's gap remained nearly the same. In Heron Lake-Okabena and Round Lake-Brewster the gap increased.

SMART Goals for Nobles County Integration Collaborative and 2014-2015 Progress toward goals

Adrian

Academic Goals: The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 19.8% in 2013 to 12.8% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 57.2%; this is an increase of 1.3% from the baseline year of 2012-2013. The gap between FRP and Non-FRP decreased from 19.8% to 15.8% over the same time frame.

Integration Goal: The participation by Adrian students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 15 students in 2017.

2014-2015 Progress: Ten students from Adrian participated in the cross-district El Sistema program.

Ellsworth

Academic Goals: The percentage of students who are proficient in reading will increase from 58.5% in 2013 to 71.5% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 16.8% in 2013 to 10.8% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 61.8%; this is an increase of 3.30% from the baseline year of 2012-2013. The gap between FRP and Non-FRP decreased from 16.8% to 12.8% during the same time frame.

Integration Goal: The participation by Ellsworth students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 10 students in 2017.

2014-2015 Progress: Five students from Ellsworth participated in the cross-district El Sistema program.

Fulda

Academic Goals: The percentage of students who are proficient in reading will increase from 59.7% in 2013 to 70.7% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 22.9% in 2013 to 16.9% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 56.6%; this is a decrease of 3.1% from the baseline year of 2012-2013. The gap between FRP and Non-FRP decreased from 22.9% to 20.9% over the same time frame.

Integration Goal: The participation by Fulda students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 12 students in 2017.

2014-2015 Progress: Six students from Adrian participated in the cross-district El Sistema program.

Heron Lake/Okabena

Academic Goals: The percentage of students who are proficient in reading will increase from 41.9% in 2013 to 63.9% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 36.3% in 2013 to 21.3% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 52.0%; this is an increase of 8.4% from the baseline year of 2012-2013. The gap between FRP and Non-FRP increased from 36.3% to 43.2% over the same time frame.

Integration Goal: The participation by Heron Lake/Okabena students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 12 students in 2017.

2014-2015 Progress: No students from Heron Lake/Okabena participated in the cross-district El Sistema program.

Round Lake/Brewster

Academic Goals: The percentage of students who are proficient in reading will increase from 55.9% in 2013 to 72.9% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 7.8% in 2013 to 4.8% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 54.6%; this is a decrease of 1.3% from the baseline year of 2012-2013. The gap between FRP and Non-FRP increased from 7.8% to 11.6% over the same time frame.

Integration Goal: The participation by Round Lake/Brewster students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 10 students in 2017.

2014-2015 Progress: No students from Heron Lake/Okabena participated in the cross-district El Sistema program.

Worthington Public

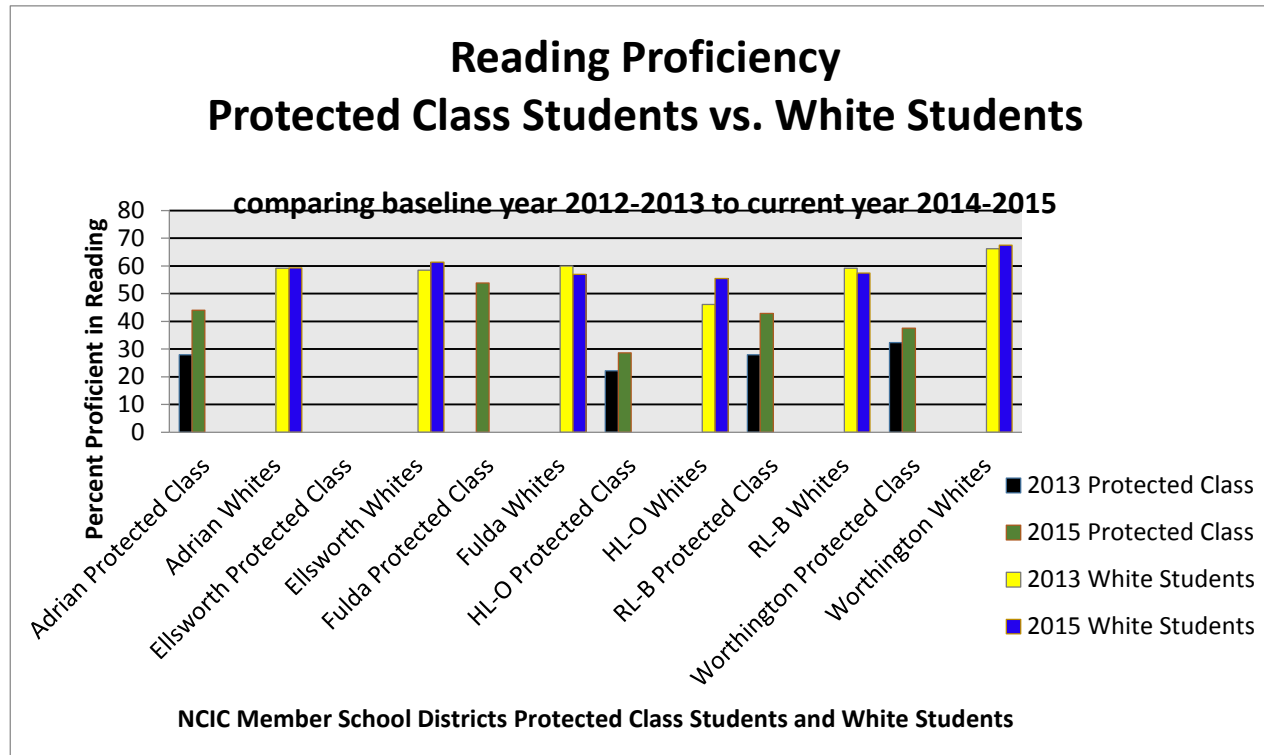
Academic Goals: The percentage of students who are proficient in reading will increase from 42.3% in 2013 to 61.3% in 2017 as measured by all state reading accountability tests. The gap between the FRP and Non-FRP will decrease from 32.8% in 2013 to 25.8% in 2017.

2014-2015 Progress: The percentage of all students proficient in reading in 2014-2015 was 46.3%; this is an increase of 4% from the baseline year of 2012-2013. The gap between FRP and Non-FRP decreased from 32.8% to 17.6% over the same time frame.

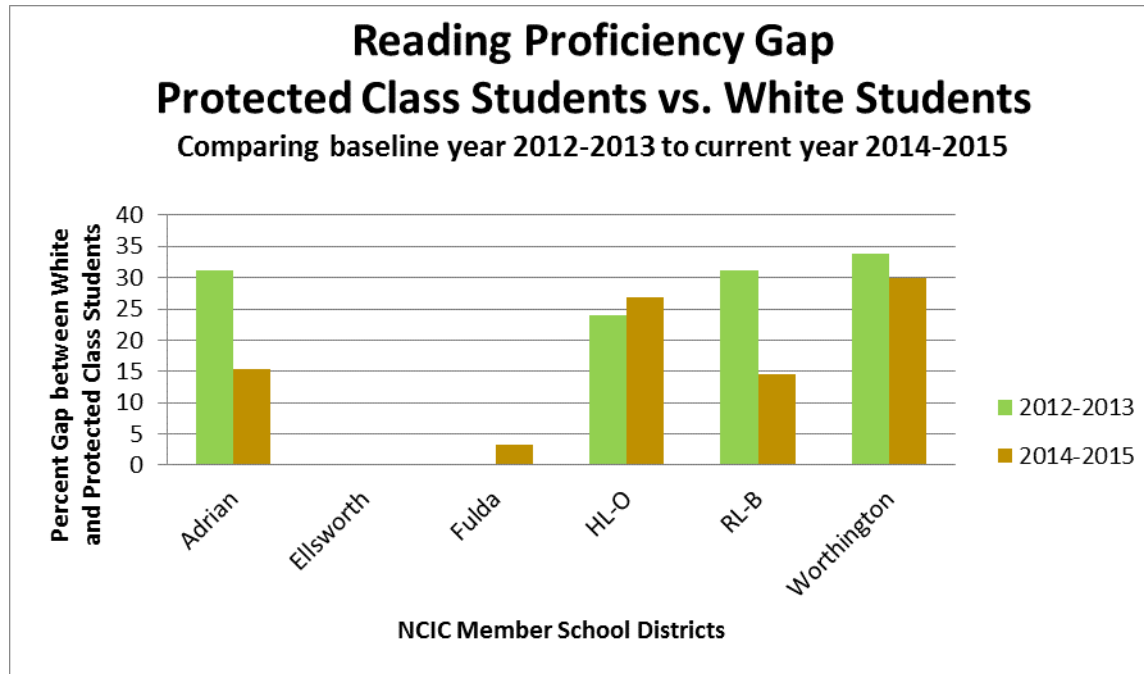
Integration Goals: The participation by Worthington students in an ongoing, cross district integrated program will increase from 0 students in 2013 to 70 students in 2017.

2014-2015 Progress: Thirty-five students from Worthington participated in the cross-district El Sistema program.

Additional Comparison graphs



Analysis: The protected class students improved their reading scores in Adrian, Heron Lake-Okabena, Round Lake-Brewster and Worthington. Ellsworth did not have enough protected class students to be recorded and Fulda had a score for 2014-15, but did not have enough students to be recorded during the baseline year.



Analysis: The gap between protected class students and white students decreased in Adrian, Round Lake-Brewster and Worthington. The gap increased slightly in Heron Lake-Okabena.

Strategies/Activities

The following strategies and activities are designed to help meet the academic and integration goals of the Collaborative:

Academic Achievement Activities:

1. Intervention -- Interventionists are hired in each of the member districts to provide targeted academic assistance for at risk students.*
2. Summer Family Literacy – The summer family literacy program is additional summer instruction for students struggling with literacy skills. It is facilitated by licensed teachers and involves students from Fulda, Round Lake-Brewster, Heron Lake-Okabena and Worthington.
3. READY! For Kindergarten – READY! is a program that targets parents of children age 0-5 and instructs them on developmental levels that are appropriate for their children and on how they, as parents, can help their children learn basic concepts that will prepare them to be academically on track for entering kindergarten.
4. Early Literacy -- Children who have received no prior pre-school experience are identified and enrolled in a weekly pre-school class. Students are provided instruction in basic concepts and in classroom behavior expectations.*
5. Out-of-School-Time Programs – Secondary students participate in out-of-school-time programs designed to increase academic success, civic engagement, college & career readiness, cultural proficiency, and leadership skills.
6. El Sistema – At risk students are identified and enrolled in a consistent, after school program that connects them with caring adults and ongoing academic help and music education. Although housed in Worthington, this program will involve students from all the member districts.*

Integration Activities:

1. Integrated Summer Camp(s) – This summer camp will be offered for one week in July. Enrollment is voluntary and open to elementary students from all member districts. This camp brings students from many cultures together and engages them in experiential learning opportunities. Inclusivity is a theme of the camp program. Transportation is provided so that students from the racially isolated and adjacent districts may participate.
2. Theatre Programs – Two grade levels are given the opportunity to attend a professional theater production with a theme related to cultural awareness, social justice or integration. All six member school districts send students from grades 6 & 8 to

a performance. Performances are given at Memorial Auditorium or Minnesota West Community & Technical College's Fine Arts Theater.

3. 4th Grade Classroom Partnerships – Each fourth-grade classroom has a partner classroom for the year. Fourth-grade students are paired with a pen pal in their partner class. Students will exchange letters, plus each class will meet together with its pen pal class at least twice during the school year. The teachers plan one cultural awareness event and one standards-based event.
4. 4th Grade Classroom Partnerships – Each fourth-grade classroom has a partner classroom for the year. Fourth-grade students are paired with a pen pal in their partner class. Students will exchange letters, plus each class will meet together with its pen pal class at least twice during the school year. The teachers plan one cultural awareness event and one standards-based event.
5. Retreats – All member districts send 5th and 7th grade students to a central location for a Kindness or Courage Retreat. . Students spend the day in integrated small groups of about 8 people. High school leaders from each district lead small-groups throughout the day. Follow-up materials are available for advisors to use with their students throughout the year.
6. El Sistema – At risk students are identified and enrolled in a summer school program that connects them with caring adults and ongoing academic help and music education. Although housed in Worthington, this program will involve students from all the member districts.*