

# Implementing “Check and Connect” in an American Indian K-12 Education Program

Successes  
Struggles  
And  
Straight-up Mistakes

## St. Louis County Schools

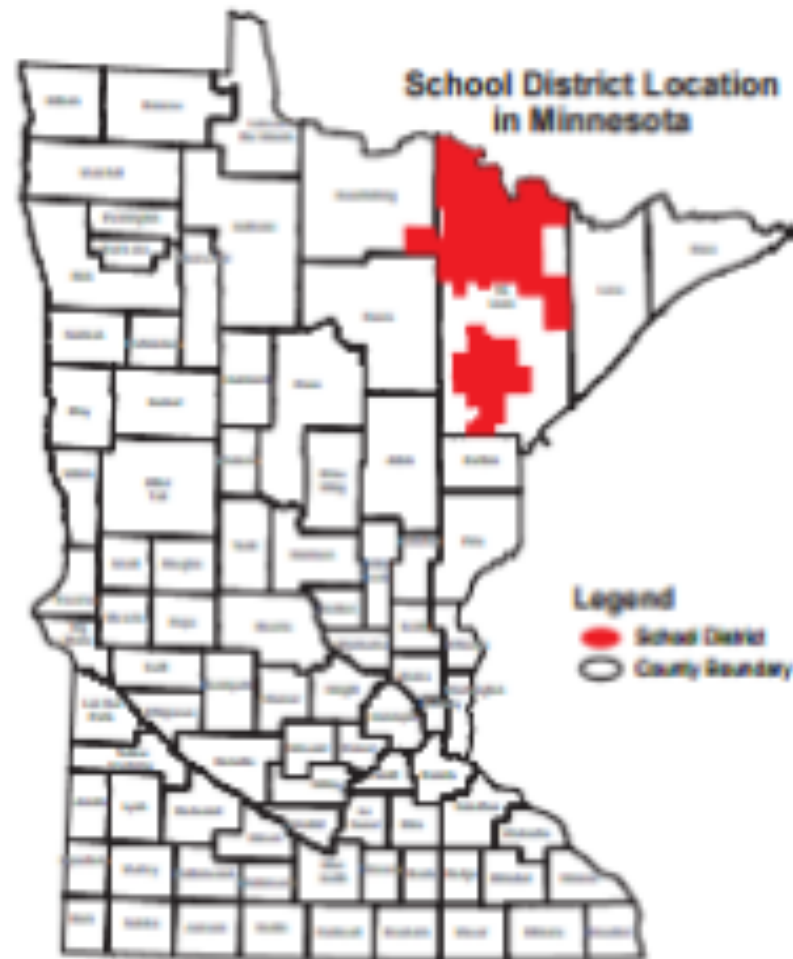
Babbitt/Embarrass-North East Range

Cherry

North Woods

South Ridge

Tower Elementary



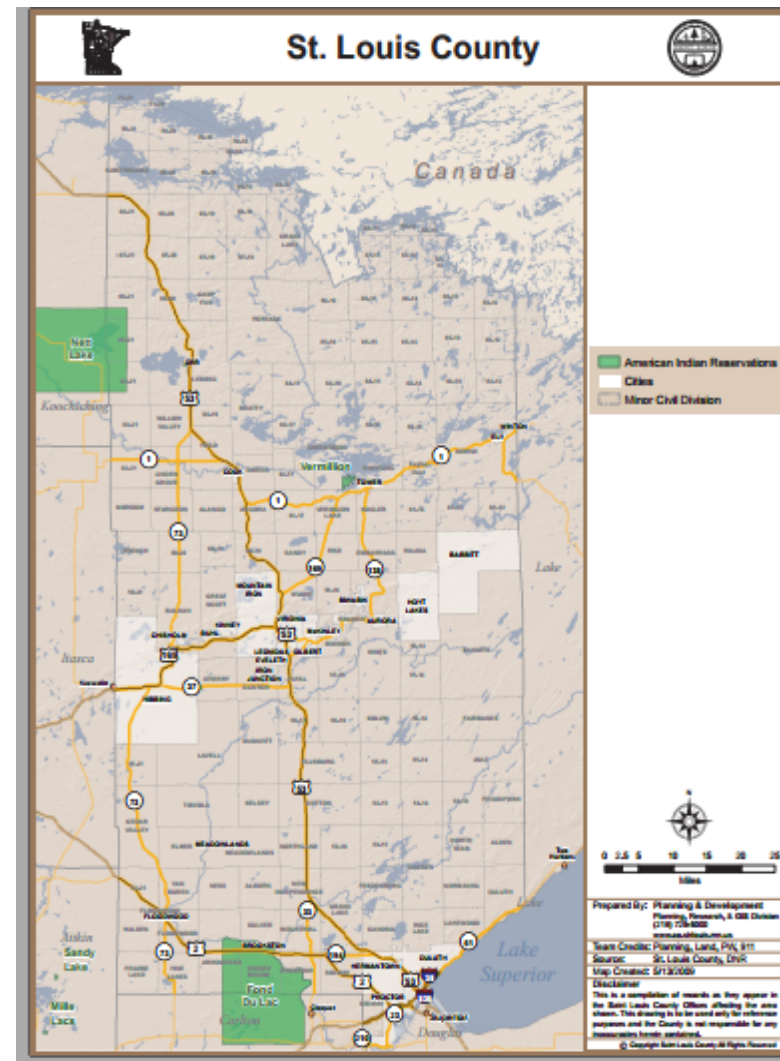
Within the boundaries of the district:

We serve three reservation communities that are part of two distinct reservations;

Nett Lake/Bois Forte

Vermilion/Bois Forte

Brookston/Fond du Lac



# Six years ago;

St. Louis County Schools was completely reorganized:

- ▶ Schools were closed: AlBrook, Cotton, Cook, Orr and the Tower Secondary
- ▶ Schools were remodeled: Babbitt/North East Range, Cherry and the Tower Elementary
- ▶ New schools were built: North Woods (Cook and Orr), South Ridge (AlBrook and Cotton)

All of our local reservation schools were closed, (Orr and AlBrook); or made into a Pre-K/6 Elementary School, (Tower)



# Transitions:

- ▶ Students
- ▶ Parents
- ▶ Staff
- ▶ Communities

Students seemed to have the easiest time making the transition.

# What did Indian Education Services need do?

- ❑ Reorganize ourselves to meet the new demographic makeup of the buildings
  - ▶ Focus ourselves to be able to work effectively
- ❑ No racial incidents
- ❑ Everyone needs to graduate
- ❑ Search for something that will work.

# What did I need?

- ▶ I needed something that works
- ▶ I needed something that could identify students who needed help
- ▶ I needed something that would focus my staff around issues other than a crisis, or a drama
- ▶ I needed parents, building teaching, administration, PERA staff and Indian Education staff to become familiar with each other and to begin building trust
- ▶ I needed to see an increase in American Indian test scores in reading and math
- ▶ I needed to help my staff see success



# Success for the Future:

- ▶ A competitive grant from the State of Minnesota
- ▶ The RFP used the RTI (Response to Intervention) vocabulary of Tiered interventions
- ▶ Because part of the research I needed to do for the proposal, I came across Check and Connect it became part of the proposal
  - ▶ St. Louis County has had good graduation rates for a number of years
  - ▶ Our test scores are not so good
  - ▶ There is a lot of “who is to blame” going on
  - ▶ No one wants to take ownership
  - ▶ Students are not being successful
  - ▶ Attendance rates are dropping

# The Success for the Future proposal was funded, North Woods Staff Attended Check and Connect Training

- ▶ Attended the pre-conference and the Check and Connect Training, with five Indian Ed. Staff personnel from North Woods and the ISD #2142 Q-Comp Coordinator and our Curriculum Director.
- ▶ Some of the dialog at the training focuses around staff that had Check and Connect as their job
  - ▶ My staff started to feel that this was an addition to their regular jobs
  - ▶ I saw this as an excellent way to build relationships and should be a natural progression to their jobs
- ▶ The District wide staff that was at the training felt we should only pilot the program at North Woods before expanding it to all of our other schools

# Implementing the Pilot:

## Selection of students:

- ▶ Selection was based on the requirements suggested in the training
- ▶ Identified too many students for the intervention
- ▶ Then tried to reduce the size
- ▶ RTI says, if your Tiered II intervention is more than 20% of your students, change your requirements

## Time

- ▶ Scheduled a time to do check and connect interviews
- ▶ Everyone was to do them on the same day
- ▶ When do we meet with students
- ▶ For how long
- ▶ What day is best
- ▶ Frequency
- ▶ Was seen as an addition to Indian Education staff's regular job

# Implementation cont.

## Data Collection:

- Gathering the same data
- Time to input data
- What to measure
- Interpret data

## Fidelity

- Consistency of data collections
- Consistency of forms
- Personal value of measures
- Consistency of contact

# Year 2 expanding the pilot

- ▶ Check and Connect was expanded to all schools in St. Louis County Schools
- ▶ All staff was trained
- ▶ Students were selected
  - ▶ This time too few students

# FDLTCC 4-12-Science Immersion Camps

- ▶ These camps have been a pipeline to student enrollment in post secondary institutions.
- ▶ Teams up area students, with their teachers, along with University researchers and reservation DNR
- ▶ When a relationship between an educational program and school setting exits, can a check and connect format be useful?

### GIDAA STEM Camp Youth Monthly Form – Elementary School

Please complete this form on Saturday night with each youth during the Camp weekend. Record youth first and last name, grade, and color group for youth along with Camp color group teacher's name. Ask open ended questions to help youth describe their progress in the core subjects and their experiences at school.

Youth Name \_\_\_\_\_ Grade \_\_\_\_\_  
Teacher \_\_\_\_\_ Color Group \_\_\_\_\_

School _____						
Core Subjects	October	November	January	February	March	
Math:						
English/ Language Arts:						
Science:						
Social Studies:						
	October	November	January	February	March	
Friday Evening						
Saturday Morning						
Saturday Afternoon						
Saturday Eve/Sun Morning						

### GIDAA STEM Camp Youth Monthly Form – Middle School and High School

Please complete this form on Saturday night with each youth during the Camp weekend. Record youth first and last name, grade, and color group for youth along with Camp color group teacher's name. Include notes to explain entries from portal or to explain why portal was not reviewed.

Youth Name \_\_\_\_\_ Grade \_\_\_\_\_  
Teacher \_\_\_\_\_ Color Group \_\_\_\_\_

SCHOOL _____						
SCHOOL						
Academic						
Core Subjects	October Date:	November Date:	January Date:	February Date:	March Date:	Notes :
Math: Current % in class						
English/Language Arts: Current % in class						
Science: Current % in class						
Social Studies: Current % in class						
Number of Missing Assignments						
Cumulative Percentages in Core Classes: Session 1: Math _____ English _____ Social Studies _____ Science _____ Session 2: Math _____ English _____ Social Studies _____ Science _____ Session 3: Math _____ English _____ Social Studies _____ Science _____						
Behavior (if present, enter total number recorded in portal)						
	October	November	January	February	March	Notes:
Tardy						
Skip class						
Unexcused absence						
Excused absence						
Behavior incident/referral						
Detention						
Suspension						
Reward/Recognition						
GIDAA CAMP attendance (enter hours of participation)						
	October	November	January	February	March	Notes:
Friday Evening						
Saturday Morning						
Saturday Afternoon						
Saturday Eve/Sun Morning						

# Quantitative Data

## ❑ Monthly Camper Progress

- Data pulled from Check and Connect Forms
- Issues:
  - A lot of the data recording is subjective
  - Inconsistent Data Reporting by teachers
  - A lot of missing data
  - No student portal access
    - ▶ Lack of password
    - ▶ Some schools don't have the technology
    - ▶ Elementary students aren't in the portal system



# Monthly Campers Progress

GIDAA Monthly Camper Progress 2014-2015 raw data - Excel

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Participant Code	Oct_Math	Oct_Eng	Oct_Sci	Oct_SocSt	Oct_#missAssign	Nov_Math	Nov_Eng	Nov_Sci	Nov_SocSt	Nov_#missAssign	Jan_Math	Jan_Eng	Jan_Sci	JanSocSt	Jan_#missAssign	Feb_Math	Feb_Eng
1		0.9	0.85	0.85		0	0.9	0.8	0.7	0.8	0	0.85	0.8	0.8	0.7	0	0.79	0.8
2		0.95	0.95	0.95	0.9	0												
3							0.8	0.8	0.8	0.8		0.8	0.8	0.7	0.7			
4							0.91	0.85	0.89	0.81	1	0.86	89.8	0.88	0.85	1		
5							0.8313	0.95	0.6666	0.5384	2	0.7883	0.6355	0.5456	0.6321	7	0.8595	0.8
6		0.6	0.8	0.6	0.6		0.56	0.72	0.519	0.56							0.77	0.7
7																		
8												0.9	0.9333	0.8936	0.9635	0	0.88	0.90
9												1	1	1	1	0		
10		0.9269	0.85	0.8533	0.9586	2												
11		0.7	0.9	0.8	0.85													
12		0.65	0.7	0.95	0.55	5												
13							0.75	0.65	0.75	0.7	0							
14							0.55	0.95	0.95	0.85							0.7613	0.8
15		0.88	0.85	0.85	0.78													
16							0.85	0.85	0.9	0.88							0.9	0.8
17		0.6	0.85	0.7			0.6514	0.7864	0.7818	0.811	3	0.705	0.82	0.4383	0.68	8	0.71	0.7
18		0.85	0.9	0.85	0.95		0.75	0.85	0.88	0.95		0.4521	0.9393	1	0.5041	11	0.65	0.8
19		0.8666	0.7317	0.8129	0.847	4	0.87	0.73	0.81	0.49	4	0.87	0.82	0.8	0.82	0	0.83	0.8
20		0.7807	0.8669	0.8577	0.7765													
21		0.78	0.95	0.95	0.85													
22		0.92	0.71	0.88	0.76	7												
23												0.75	0.88	1	0.85	4		
24																		
25																		

Monthly Progress | Presentation Rating

READY | 119%

# Final Thoughts

- ▶ Goal setting is key for American Indian students
- ▶ Take little steps when setting long term goals and make sure that you are modeling the short term achievable goals will provides you will more immediate results
- ▶ Building relationships is the goal of check and connect. Do not down play the importance of just sitting down with a student and talking things through.
- ▶ Model problem solving techniques.
- ▶ Do not collect data with no intention of using it.
- ▶ There is confusion between attributable influences. Sometimes, we think, what happens at home influences behaviors in school. But Check and Connect says, only look at what changes can be made that pertains to a students education, you cannot change the home.
- ▶ The advisory programs that schools are implementing would be great start for districts to train check and connect mentors.

I am not done yet.....

- ☐ Make sure that you have a mentor whether it is the virtual or real, someone who is or has implemented the program. You must have someone to talk things through with. You will not know all the answers.
- ☐ It is hard to make a relationship with students and parents who just want a text message or email.
- ☐ This is not an easy program, or one that gives frequent feel good moments, staff sometimes feel that they are not making an impact.

❑ Empathy vs sympathy vs problem solving, am I doing what is needed.

❑ Your staff does this everyday, it is not a separate or an addition to their regular jobs, it is a way to make their work more effective

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The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern, layered effect.

Lowana Greensky, Director  
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