



# **NOBLES COUNTY INTEGRATION COLLABORATIVE**

**ADRIAN BREWSTER ELLSWORTH FULDA ROUND LAKE WORTHINGTON**

117 11<sup>th</sup> Avenue, Worthington, MN 56187 \* 507-376-3300 \* [www.isd518.net/ncic](http://www.isd518.net/ncic)

## **Multi-district Integration Plan for**

**Nobles County Integration Collaborative**

**Including seven member districts:**

***Adrian, Brewster, Ellsworth,  
Fulda, Heron Lake-Okabena,  
Round Lake, and Worthington, MN***

***Plan dates:***

***July 1, 2012 – June 30, 2016***

**Nobles County Integration Collaborative**

**District #6085-50**

**Sharon Johnson, Linda Lund**

**117 11<sup>th</sup> Avenue**

**Worthington, MN 56187**

**507-376-3300**

### **Integration Collaborative Members**

ISD 518 – Worthington - Racially Isolated District  
ISD 511 - Adrian - Adjacent District  
ISD 513 – Brewster - Racially Isolated  
ISD 514 - Ellsworth - Adjacent District  
ISD 505 – Fulda - Adjacent District  
ISD 330 - Heron Lake-Okabena - Adjacent District  
ISD 516 – Round Lake - Adjacent District

### **Administrators**

John Landgaard  
Roger Graff  
Cornelius Smit/Ray Hassing  
John Widvey/George Berndt  
Luther Onken  
Ann Wendorff  
Cornelius Smit/Ray Hassing

### **Background Information**

The 4-year Integration Plan is written to comply with Integration Revenue Statute (Minn. Stat. 124D.86 and the School Desegregation/Integration Rule (Minn. Rule 3535.0110-.0180). This Integration Plan will address the Statutory Integration Goals in *Minn. Stat. 124D.86 Subd. 1: Integration Revenue must be used for students to have: 1) increased and sustained interracial contacts and 2) improved educational opportunities designed to close the achievement gap.*

This Integration Plan will detail the goals and strategies that the Nobles County Integration Collaborative's seven member districts have agreed upon for the utilization of Integration Revenue beginning July 1, 2012.

Nobles County Integration Collaborative solicited input from program participants, educators, and community members to prepare this updated Multi-District Integration Plan. Input from community members was solicited for the development of this plan at meetings held on February 7, June 16, and December 5, 2011. Staff members utilized community input to develop a draft plan. Council members finalized the proposed Integration Plan with subcommittee meetings on January 27 and February 3, 2012. The Integration Plan was approved by the NCIC Collaborative Council and Joint Powers Board on February 6, 2012 and sent to each member district's school board for review and approval in February 2012. *The plan was revised again in April to include one additional school district: Heron Lake-Okabena. The revised Integration Plan was approved by the Joint Powers Board on May 7 and all member school districts at their May 2012 meetings.*

### **Multi-district Collaborative Leadership**

The Nobles County Integration Collaborative (NCIC) has two distinct boards that provide direction regarding the Multi-district Integration Plan. Additionally, staff members have been hired to implement the plan and facilitate the programs.

The governing body of NCIC is referred to as the Joint Powers Board. Its membership includes one representative School Board member from each district. These members are selected by the board of education in each member school district. In addition to these representatives, three members are also elected from the membership of the Collaborative Council to serve on the Joint Powers Board. Additionally, Superintendents may vote on the Joint Powers Board, if their district's school board representative is unable to attend the meeting. The Joint Powers Board is responsible for policy making as well as legal and financial decisions.

The Collaborative Council membership includes one community member appointed by the local school board in each of the seven member districts, plus the superintendent or an appointed school administrator from each district. An additional 11 at-large representatives are elected from under represented communities for a three year term. The Collaborative Council is responsible for recommending goals and program direction as well as assessment of program initiatives.

Independent School District 518 in Worthington serves as the fiscal host for NCIC. They also provide administrative oversight and serve as the employer of record for NCIC staff members.

### **Mission Statement**

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.

### **Foundational Beliefs**

- Caring relationships promote learning.
- Access to opportunities creates hope.
- A sense of belonging to a community promotes an individual's self worth.
- Interaction with different people, ideas, and experiences promotes learning.
- Intercultural experiences provide opportunities to build understanding and acceptance.
- Cultural competence is an essential component of education and life.
- Voluntary efforts create empowerment and ownership.
- Communities benefit from inter-district collaboration.
- Education has the power to change people's lives.
- Changing deeply held beliefs takes time and progress is difficult to measure.
- Collaboration maximizes resources and reduces duplication of effort.

### **Cross-district Integration issues identified in 2011**

#### **Integration Issues identified by immigrants and long-time residents during community meetings.**

Quantity of cultures represented and languages spoken in collaborative area  
Language barriers between immigrant families and organizations  
Language barriers between generations in immigrant families  
Significant academic achievement gaps between white students and racially diverse peers  
Steadily increasing poverty rate throughout county  
Insufficient decent, affordable housing  
Many Immigrants do not have personal transportation  
Immigrants are learning about U.S. systems including education system  
Gap in learning opportunities and engagement between white and racially diverse students  
New residents are not aware of extra-curricular activities and procedures for involvement  
Too few racially diverse professionals and role models in leadership positions in communities and schools  
Challenging to find and hire racially diverse professionals with credentials needed for positions like teaching  
Discomfort with the unknown  
Resistance to change  
Stereotypes accepted, rather than explored  
Racism, mostly subtle or institutionalized  
Tension between people who believe in Assimilation and those who believe in Cultural pluralism  
Cultural Integration and Intercultural Development are difficult to measure  
Becoming culturally proficient take a long time. Leaders tend to move on to other work...  
Misunderstanding or ignorance about immigration reasons & paths  
Misconception that all immigrants are criminals  
Misperception about races and cultures  
Disinterest in or weary of learning about new groups

### Common Themes in Integration Issues

There is an on-going need for increased cultural awareness, understanding and appreciation amongst parents, students, staff, and community members. Fear, misperception and ignorance sometimes prevent or reduce the positive outcomes sought through increased contact with members of other cultures. Concern about survival of the majority, among adults, sometimes influences attitudes and diminishes willingness to embrace other cultures. However, we are seeing significant positive gains in acceptance of diversity and desire to understand the various cultural groups who have moved to and are staying in our communities. The fact that diversity is no longer viewed as a temporary experience, but a long-term part of our communities has moved people to a greater openness toward learning and shared experiences.

### Summary of Integration Goals

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#### **Goal 1: Increase Cultural Awareness and Integration**

#### **Goal 2: Reduce Achievement Gaps**

#### **Goal 3: Promote Student Success**

#### **Goal 4: Increase Family Engagement**

#### **Goal 5: Provide Professional Development**

### Strategies for Meeting Goals

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#### **Goal 1: Increase Cultural Awareness and Integration**

Provide a variety of opportunities that increase cultural awareness and integration, make schools more welcoming, and bring diverse people together in pursuit of common goals.

- ✓ Provide intercultural, multi-district learning experiences which incorporate cultural awareness and integration themes.
- ✓ Coordinate multi-district grade-level and classroom partnerships and programs during the school day.
- ✓ Coordinate multi-district after-school programs which provide intercultural learning experiences.

#### **Goal 2: Reduce Achievement Gaps**

Implement strategies and interventions that increase achievement of protected class students and reduce achievement gaps.

- ✓ Provide additional academic support during the school day to students performing below grade level.
- ✓ Coordinate a summer literacy program for preschool or early elementary students.

#### **Goal 3: Promote Student Success**

Foster student success and learning through innovative out-of-school-time initiatives designed to remove barriers, increase access to opportunities, develop life skills, and emphasize the importance of education in life.

- ✓ Facilitate out-of-school-time programs that promote academic success, cultural competence, college and career preparation, and leadership skill development.
- ✓ Increase access and opportunities through integrated, experiential learning experiences.
- ✓ Engage students in service-learning and civic engagement opportunities to develop valuable life skills.

#### **Goal 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 experience with U.S. systems.

- ✓ Offer programs in multiple languages to increase parents' knowledge of the education system and ways to help their children be successful in school.
- ✓ Engage parents in the school system through learning and volunteer opportunities.
- ✓ Facilitate integrated parent/child learning opportunities.

- ✓ Implement strategies to help diverse parents overcome language and cultural barriers to help their children to be ready to learn and to experience academic success.

### **Goal 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 diverse learners.

- ✓ Offer staff development trainings for school personnel in member districts especially related to intercultural development, differentiated instruction and closing achievement gaps.
- ✓ Combine professional development for educators with community cultural awareness trainings for adults who live in the Integration Collaborative area.
- ✓ Collaborate with and encourage administrators in member districts to increase the number of racially diverse professionals working and volunteering in the member school districts.

### **Evaluation Plan**

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#### **On-going Evaluation**

Each program is evaluated by the Collaborative Council in relation to whether it continues to match the mission statement and goals of the Nobles County Integration Collaborative. Key questions asked include:

- Does the program engage students from both the racially isolated district and adjacent districts and increase interracial contact?
- Is this program designed to promote student success and/or close the achievement gap?

Any program that we cannot answer 'yes' to these questions is analyzed more closely so that it may either be revamped or eliminated.

#### **Enrollment Data**

The NCIC coordinator prepares a year-end report for the Collaborative Council to review and also for submission to Minnesota Department of Education. This report details the number of programs offered and the number of participants by goal area. It also reports the percentage of the budget spent on each goal area, and the percentage of enrollments by goal area. Quotes from program participants are also included.

#### **Engagement Data**

Over the years, NCIC has increased the amount of time and resources that it invests in out of school time programming for secondary students. We have adopted five key areas that all of our out-of-school time programs address with students: Academic Success, Civic Engagement, College & Career Exploration, Cultural Competence and Leadership Development. Students in these programs complete a variety of evaluation tools throughout the year. Some examples include grade point average graphs, volunteer hour logs, personal growth plans, reflective writings, leadership portfolios, and year-end surveys related to the five key areas.

#### **Academic Data**

NCIC tracks academic data for all cohort students. Data may be gathered about more students in the future as the focus of integration aid shifts toward closing achievement gaps. We currently track GPA by quarter, changes in cumulative GPA and graduation rates. In the future we will also track by district the percentage of students who take a college entrance exam and who go on to post-high school training immediately following graduation. We are hoping to develop a consistent plan across member districts for gathering data and assisting students with making decisions about their post-high school plans.

**Integration Budget**

The Joint Powers Board approves a proposed budget for a total budget amount each year in February. The school board from each member district approves their individual budget contribution. The NCIC proposed budget will be submitted to Minnesota Department of Education by March 15 each year. All districts contribute 100% of their Integration Aid to the Nobles County Integration Collaborative. Each district remains actively engaged in the Joint Powers Board and Collaborative Council to ensure that their individual district is obtaining quality services for the revenue contributed. Independent School District 518 serves as the fiscal agent for NCIC.

**Contact Information**

Any questions regarding the submission of this revised Integration Plan may be directed to Sharon Johnson, Coordinator, Nobles County Integration Collaborative, 117 11<sup>th</sup> Avenue, Worthington, MN 56187; by phone at 507-376-3300; or by e-mail at [linda.lund@isd518.net](mailto:linda.lund@isd518.net)

**Joint Powers Board**

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JPB Board Chair Signature

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Date

**Integration Collaborative Coordinator**

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NCIC Coordinator Signature

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Date

## **District Approval**

This page indicates the approval of this Integration Plan by each member school district's Board of Education and approval by the NCIC Joint Powers Board.

### **ISD 511 - Adrian**

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School Board Signature

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Date

### **ISD 513 – Brewster**

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School Board Signature

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Date

### **ISD 514 - Ellsworth**

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School Board Signature

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Date

### **ISD 505 – Fulda**

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School Board Signature

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Date

### **ISD 516 – Round Lake**

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School Board Signature

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Date

### **ISD 518 – Worthington**

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School Board Signature

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Date

### **ISD 330 - Heron Lake-Okabena**

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School Board Signature

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Date