

Grantee: OAKRIDGE NEIGHBORHOOD
21st CCLC Local Evaluation Form 2021-2022

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 12-16 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring.

The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name 21st CCLC Local Evaluation Form 2021-2022**>. The form must be completed and submitted in Word format.

(Note: Instructions and clarifications are shown in RED.)

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	Information
Date Form Submitted	February 6, 2023
Grantee Name	Oakridge Neighborhood
Program Director Name	John Spinks
Program Director E-mail	jspinks@oakridgeneighborhood.org
Program Director Phone	515-783-9431
Evaluator Name	Margaret Jensen Connet
Evaluator E-mail	mjconnet@gmail.com
Evaluator Phone	515-249-4849
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)</i>
Cohort 12	
Cohort 13	
Cohort 14	
Cohort 15	The Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).
Cohort 16	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 17, you will report your data next year (We always report the previous year's data in the local evaluations).

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	X
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

Program Implementation

- Needs Assessment Process

The mission of Oakridge Neighborhood is: “The Oakridge community creates pathways to success for adults, children and families by providing affordable housing and culturally diverse education and employability programs.”

Oakridge Neighborhood is Iowa’s largest low income housing project, serving the needs of a globally diverse population that includes individuals from 16 countries where 25 languages are spoken. Sixty percent of Oakridge residents are immigrants or refugees. Seventy-eight percent of children residing in the Oakridge Neighborhood are from a single parent household with an average annual income of \$18,608. Oakridge partners with Edmunds Elementary, Callanan Middle and Roosevelt High School, the feeder pattern schools serving the students that reside in and around Oakridge Neighborhood as well as Holy Family and Joshua Christian Academy. Both Edmunds and Callanan are Title I schools that receive additional federal funds to help low-income students meet challenging state academic standards.

Oakridge Neighborhood conducted a review of Des Moines Public Schools data and existing Oakridge and United Way data specific to the Oakridge youth attending Edmunds Elementary, Callanan Middle School and Roosevelt High School. Oakridge staff surveyed both youth and parents to determine expanded programming options that would be most desirable; Saturday programming options, and needs of parents including adult and family literacy and parent engagement. To ensure a full understanding of student needs and the necessity for expanded after-school/out of school programming, Oakridge staff met with school district officials, principals and partners who affirmed the need for additional after-school/out of school programming, identified program design options and collaborative

opportunities and expressed their support for and interest in the Oakridge 21st Century Community Learning Center (21st CCLC) program.

The needs assessment conducted with schools, students, parents and the community regarding after-school programming combined with academic achievement data underscored the high need for the 21st CCLC program. Disaggregated data revealed a pronounced achievement gap and the persistent need for programming to address the needs of students with Limited English Proficiency (LEP) and African American students, the primary participants in the Oakridge 21st CCLC. Des Moines Public School's reading and math proficient rates are lower among LEP students than all students. The Oakridge 21st CCLC program serves all students with a concentration on serving LEP and African American students grades K-12.

Oakridge Neighborhood staff assessed the needs for the continuation of the existing program and program expansion. Outreach to key stakeholder groups including school principals, site coordinators, parents, students and partners was conducted through one on one sessions, interest surveys and participant small group discussions. The identification of needs, joint goals, enhanced enrichment opportunities and overall program structure was pursued with each of the groups. Input from students and parents is vital to the development of a successful program and staff spent extended time in evaluation of the current program design while also meeting the academic and enrichment needs of students and their families with a focus on taking the program to the next level.

Feedback from parents indicated interest in expanded after-school and summer programming including programming for adults, high school, middle school and elementary youth as well as the need for adult LEP and employment programs. Adult survey respondents (76%) indicated they would welcome help in becoming more engaged in their child's education. Research shows that when parents are engaged in their child's learning, students improve their engagement, behaviors, and academic performance. Throughout the year, 21st CCLC staff continue to seek student and parent feedback and input to guide program design, including changes, enhancements, or other program adjustments required to support the needs of students and their families.

- Key People Involved

Key people involved in the 21st CCLC after school program are the program director, education coordinator, three site coordinators, eight teachers, six success navigators, 53 community partners and many parents. The Program Director is responsible for the day to day operations and management of the 21st Century Community Learning Center Programs, staff oversight and monitoring program goals and objectives. The Education Coordinator is responsible for overseeing the academic and behavioral components of the program. The Site Coordinators are responsible for the daily operations of the program; ensure high-

quality program services, good communications with families, manage program recruitment and enrollment activities and monitor all activities ensuring all grant requirements are successfully achieved. The Youth Success Navigators are responsible for planning, implementing and facilitating K-12 youth programs and activities with a focus on personal, educational, recreational and social-emotional development; provide a safe environment, guidance and role-modeling for youth to help them become productive individuals in society; and identify current or potential problems and assist in problem resolution. The teachers are certified teachers and provide direct individual and small group instruction for students in the program. There are two teachers for grades K-2, two teachers for grades 3-5, and four teachers for grades 6-12. Each teacher averages 1.5 to 2 hours per day for 2-3 days per week. United Way of Central Iowa provides services, funding and support. The grant has allowed Oakridge Neighborhood Services to hire certified teachers to work in the after-school program and several of the teachers are also on staff at either Edmunds Elementary or Callanan Middle schools where the children attend. This provides continuity both in curriculum and communication between the schools and the 21st CCLC program at Oakridge Neighborhood.

- Development of Objectives

United Way has established three main areas of focus in the community; improved health, education and income. The focus for the Oakridge 21stCCLC program is on the education area. The United Way dashboard of data is used to establish goals and objectives for how children and families are served. The needs of the families are identified through management teams, surveys, and communication with the schools. Educational services focus on both students and parents. Helping parents improve their English skills in reading and writing leads to better employment opportunities and more involvement in their child's life. Building on the needs assessment, local objectives were developed to reflect program days and hours, student grades, behavior and attendance in school, and programs for parents.

Program Description

- Program days and hours

For the 2021-2022 school year, the Oakridge Neighborhood 21st CCLC transitioned back to regular program days and hours after the disruption caused by Covid 19 in the 2019-2020 and 2020-2021 school years. Once the school buildings were back to full time in person learning, the Oakridge Neighborhood 21st CCLC after-school program returned to operating a minimum of 15 hours a week Monday through Friday after school and alternate Saturdays

during the academic year. Summer programming was provided Monday through Friday from 7:30 – 5:30 for nine weeks in Summer 2021.

- List of activities

There are two programs, OASIS (*Oakridge Achievers Successful in School*) for elementary students in grades K-5 and BE REAL (Building and Enhancing Relationships Enriching Academics and Learning) for students in grades 6-12. There are three centers: The Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).

21st CCLC programming includes the use of evidenced-based academic support, educational enrichment, parent engagement, and family literacy activities, and focuses on improving academic outcomes and performance in the core areas of reading, math and science. All Oakridge 21st CCLC programming is aligned with classroom instruction using evidenced-based academic supports and interventions with licensed teachers retained to provide the academic components of the program. Activities provided by program staff and community partners include academic tutoring, literacy, math, enrichment, Science, Technology, Engineering, Arts and Mathematics (STEAM), physical fitness, nutrition education, art/music/drama, drug/violence prevention, financial literacy, family engagement, college and career planning, and service learning. Through the program youth are given the opportunity to build relationships with caring adults, enhance skills, exercise leadership and develop their personal assets and competencies.

The program partners with Edmunds Elementary School, Callanan Middle School and Roosevelt High School, the neighborhood elementary and regional middle and high schools serving the students that reside in and around Oakridge Neighborhood, as well as Holy Family School and Joshua Christian Academy, which also serves a number of Oakridge students. With 21st CCLC funds, Oakridge Neighborhood has increased the rigor of after school/out-of-school academic supports, the frequency of student contacts, provided an expanded portfolio of educational enrichment activities, and has increased the emphasis on parental engagement and family literacy. This rigorous programming is facilitated through an intensive model aimed at meeting the academic and educational enrichment needs of students experiencing high poverty and language barriers. The Oakridge 21st CCLC expanded the after school out of school programming to offer extended learning opportunities for students in high school and expanded the middle school program to include summer programming. The programs are a combination of math, reading, social emotional learning instruction, snacks, physical activities, enrichment activities and field trips. All sites provide a snack and academic tutoring followed by a recreation/enrichment time. In addition, program

staff are a presence in the school buildings during the school day; checking in on students and checking on their grades, attendance, missing assignments and behavior issues every week. The Adult and Family program provides a multitude of services for families, including job placement, case management, emergency food access, technology access, English As A Second language and citizenship classes, workplace training, health clinics, money management and financial literacy classes, driver education and computer loan library.

The main purpose of small group instruction for BE REAL is to work on special school projects and build success in math, reading, social studies, science and social emotional learning. Students completed computer work assigned by the school. They worked on a rotation of 30-minute intervals or more if needed. Tutoring sessions were led by teachers and peers. Certified teachers worked with groups of five to eight students and assisted students with special school projects. Students were encouraged to participate and work with staff on planning enrichment activities for after-school programming.

OASIS is the educationally based after school program for students grades K-5 which focuses on increased math and reading proficiency, increased school attendance, decreased suspensions (in and out-of-school) and decreased system involvement. This is accomplished through literacy/reading and math classes, individualized homework assistance, and school visits, plus one-to-one and group tutoring sessions. Students are provided instruction by certified teachers, as well as enrichment activities and other social and emotional supports by academic intervention specialists. Oakridge also connects grade schoolers' STEM (science, technology, engineering, and math) education with STEAM (science, technology, engineering, art and math), adding arts curriculum and experiences. Students are given the opportunity to participate in a variety of fine arts programming through hands-on activities, workshops, field trips and artists-in-residence.

Since a majority of the families reside in the campus where the 21st CCLC operates, the Oakridge Neighborhood staff is able to directly visit homes and contact parents about the participation of their children in the 21st CCLC program. Regarding Callanan Middle School and Edmunds Elementary School Parent Teacher Conferences for last year, 100% of parents participated at Edmunds and 80% of parents participated at Callanan. Oakridge Neighborhood Services staff and teachers often act as facilitators between parents and school staff in promoting positive interactions involving students.

The program is open to children who live in the Oakridge Neighborhood campus or the adjacent neighborhoods. Approximately 90% of elementary children attend Edmunds Elementary, next door to the apartment campus, with the remaining 10% attending other Des Moines Public Schools and surrounding school district's elementary schools. A few students attend several non-public K-8 schools nearby. Middle school students attend

Callanan Middle School and high school students attend Roosevelt High School, the closest secondary schools to Oakridge. If a family moves out of the area, they are still allowed to participate.

Students continued to do art projects to express what they have been reading. Students were also engaged in board games which included increasing skills in reading, counting, sequencing, math, socialization and problem solving skills. A weekly chess club of third through fifth graders met with staff who taught the strategies of chess and discuss the rules. There were chess competitions where students competed for recognition. They focused on social behaviors and various strategies to win the game. Oakridge Young Educated Artists (OYEA) started as a playwright and acting group where the students write, direct and perform their own plays transformed into a hip hop group where students write and perform original music and dance.

Turning their attention to entrepreneurship, the students participated in an agency fundraiser entitled “Jazz, Jewels and Jeans” for which attendees donate items for a live auction and food. Students designed and made sweatshirts as a result of the program’s social emotional learning and branding program. Students sold the sweatshirts they designed at the fundraiser. In addition, some students mingled with the attendees and sold grab bags with costume jewelry and other trinkets which taught them how to interact with adults and talk about the 21st CCLC program.

The middle and high school students participating in the program are transported to and from school either on DMPS or DART buses. As weather permits, Edmunds students are chaperoned and walked to campus. In inclement weather the Oakridge bus and vans are the transportation source. Those same sources of transportation are used for Holy Family and Joshua Christian Academy youth. All bus and van drivers have the appropriate licenses for the type of transportation provided and the organization carries liability insurance as required by law.

In the Summer of 2021 the program was able to return to many of the activities previously conducted before the Covid 19 pandemic. Students were provided quality and engaging enrichment activities to support health and wellness, arts and culture, and life experiences and growth opportunities often not available to children living in poverty. Students were very excited that swimming was once again offered in the summer program, as they really missed going to city swimming pools in 2020. The students had a booth at the annual Art Fair in downtown Des Moines where they had a button making station. Students in BE REAL went fishing. STEAM on the Ridge was once again provided in person after the hiatus of 2020 and many partners from the past came back to offer hands on activities such as making smoothies using the energy generated from a bicycle with Iowa State University, making

bottle rockets and launching them, building robots that students used to battle each other with John Deere, and Zumba class.

- Location of centers

There are three centers: The Variety Center on Oakridge Neighborhood Campus (students in grades K-2), Edmunds Elementary School (students in grades 3-5), and Oakridge Community Center on Oakridge Neighborhood Campus (students in grades 6-12).

- Attendance requirements

Program attendance requirements had previously been developed from a recommendation from United Way that students attend at least three days a week to achieve success in school and in the community. Program attendance requirements were waived after the onset of the pandemic to allow for flexibility to meet the needs of the students. As the program transitions back to regular programming, the focus going forward will be on providing incentives such as field trips for students who attend three days or more.

- Governance (board, director, etc.)

The Oakridge 21st CCLC Program is operated by Oakridge Neighborhood Services which is a 501c3 non-profit agency governed by a Board of Directors and an Executive Director.

Program Highlights:

- The Oakridge Youth Education and Engagement team was awarded two awards at the Iowa Afterschool Alliance Impact Afterschool Conference in September, 2021. The team was presented with the Collaboration Award in recognition of the community and school partnerships that have been forged to further student success. Collaboration with partners has been key to providing academic, enrichment and social emotional support to students. Partnerships have expanded from 10 partners seven years ago at the beginning of the program to 53 in 2021-2022 that have contributed goods and services valued at \$504,205. The program partners with other agencies to learn what services they can provide and offer. In addition, Oakridge staff serve as mentors to other agencies.
- Youth toured Hoyt Sherman Place to learn about the "behind the scenes" work that is involved in live performances, attended a performance of "The Nutcracker" ballet staged by Ballet Des Moines and participated in costume design and lighting/tech workshops hosted by Polk County 4-H. They also attended an exclusive showing of "The Nutcracker" at Stephens Auditorium in Ames. Ballet Des Moines is committed to bringing dance to communities that might not otherwise get an opportunity to engage in the art. As part of their efforts, they have forged a long-term relationship with Oakridge Neighborhood and

engaged participants in the 21st CCLC program to present a dance workshop. Oakridge students will be cast in “The Nutcracker” in the future.

- Helping Students RISE (Responsible, Involved, Safe and Empathetic) describes efforts to help support Callanan Middle School with academic and social expectations. To advance that effort, the Oakridge 21st CCLC program held a middle school parent gathering on October 21, 2021, complete with skits, gift cards and more. The evening included a learning activity challenging middle school BE REAL students to RISE.
- Youth participated in a project spearheaded by the Oakridge Youth Department “In Proximity: Exploring My Hood” at Drake University, where they collaborated with a Sustainable Transportation class of college students on a neighborhood access assessment of Oakridge and its surrounding areas. Students learned about the history of the neighborhood, including the destruction of black owned businesses as a result of the freeway splitting Center Street.
- Students designed and made sweatshirts as a result of the program’s social emotional learning and branding program. Students were given the mantra “Immerse Yourself” to springboard from and the winning design shows the front of the sweatshirt which says “This is about you being your best self so that you can help out someone else” and the back reads “Peace is the answer”. Sweatshirts are sold for \$60 and proceeds are invested in supplies for future creative arts activities organized by the youth team.
- At the beginning of the program year, none of the K-2nd graders were able to write their name and by the end of the year they all could. All of the K-5th graders passed all of their classes in 2021-2022.
- The longevity of staff and low staff turnover is a key component of program success. All but one staff have remained serving in the program in the past several years. This is notable at a time when all sectors of employment have experienced huge turnovers of employees.
- A Youth Program Quality Assessment Report (YPQA) was issued on October 21, 2021 for the OASIS K-2 grades and Edmunds 3–5 grades for the Oakridge Neighborhood 21st CCLC Program. The instrument used to complete the appraisal was the Youth Program Quality Assessment (YPQA), a research-validated observation tool developed by High/Scope Educational Research Foundation. Data collection included on-site observation and a phone interview with an administrator of the program. The YPQA measures quality on four programmatic subscales and on three organization-level subscales. An analysis of the data reflects strong program quality of the Oakridge 21st CCLC, including scores on all four programmatic subscales well above the national average.
- The Oakridge Neighborhood team has been recognized as the winner in the nonprofit category of the Diversity, Equity & Inclusion Workplace Excellence Awards presented by the West Des Moines Chamber of Commerce. According to the Chamber; “DEI is a core value in this organization’s strategic plan, for the composition of its board and staff to

the programming. They don't just talk the talk, but walk the walk. They have an early childhood program that ensures low income and racially and ethnically diverse children have access to affordable care. They have a youth employment program that has been providing opportunities for 25 years that ensures there is a pipeline to employment for Black youth in our region. They offer an Adult and Family program that addresses the formidable challenges that many refugee and immigrants have had to overcome. Some of these services include workforce readiness classes, job coaching, English language support, job placement, and more. Their programs are creating opportunities for children to achieve and families to thrive. This organization's president also serves in leadership positions across the community that furthers the commitment to communities of color, low income, and other marginalized populations. The team also earned a 21st Century Community Learning Centers Star Award for going above and beyond to serve children in need in the last year, particularly as it related to their assistance in coordinating the distribution of food to families."

The Oakridge Neighborhood 21st CCLC program was featured in three articles appearing in the Des Moines Register during 2021-2022.

- One is about a local artist painting a mural on the side of an Oakridge building facing Center Street which is the second mural to honor Yore Jieng, a neighborhood youth who was killed by a stray bullet in 2016. Members of the community worked with the artist to design the mural, which captures the diversity of African cultures in the community. The link to the article can be found here:
<https://www.desmoinesregister.com/story/news/2021/08/04/des-moines-mural-honors-yore-jieng-oakridge-iowa-cold-case/8068665002/>
- The second story relates to Oakridge Young Educated Artists (OYEA) component of the after-school program. "What started as an OYEA playwright and acting group – where the kids write, direct and perform their own plays – transformed into a hip hop group during the summer of 2020". In March 2022 the students performed their original music and dance for a fundraiser at Woolly's in Des Moines. The link to the article can be found here: <https://www.desmoinesregister.com/story/news/2022/04/04/oakridge-young-educated-artists-oyea-hip-hop-performance/7152115001/>
- The third story relates to the Ballet Des Moines partnership with Oakridge to provide instruction with the students in the program mentioned earlier. The link to the article can be found here:
<https://www.desmoinesregister.com/story/news/2021/10/15/seeds-ballet-des-moines-dance-programs-empower-kids-break-barriers/6005838001/>

3. Demographic Data

Demographic Data Required Elements	Complete?
2021-2022 School Year Attendance Tables	X
• 2021-2022 School Year Attendance Summary Table	X
• 2021-2022 School Year Grade Level Table	X
• 2021-2022 School Year Sex Table	X
• 2021-2022 School Year Attendance Population Specific Table	X
• 2021-2022 School Year Attendance Race/Ethnicity Table	X
Summer of 2021 Attendance Tables	X
• Summer of 2021 Attendance Summary Table	X
• Summer of 2021 Grade Level Table	X
• Summer of 2021 Sex Table	X
• Summer of 2021 Population Specific Table	X
• Summer of 2021 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2021-2022 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2021 and the Spring of 2022. There are separate tables for the Summer of 2021. Leave blank any cohorts that do not apply.*

21st CCLC Program 2021-2022 School Year Attendance Summary Table						
<i>Reflects Number of Students</i>						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Less than a week <i>(Less than 15 Hours)</i>				0		
More than a week <i>(More than 15, Less than 45 Hours)</i>				4		
More than a Month <i>(More than 45, Less than 90 Hours)</i>				13		
More than two Months <i>(More than 90, Less than 180 Hours)</i>				31		
More than three Months <i>(More than 180, Less than 270 Hours)</i>				34		
More than four Months <i>(More than 270 Hours)</i>				92		
TOTALS				174		

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Grade Level</i> Table Reflects Total Number of Students						
<i>Days/Hours</i>	<i>Cohort 12</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Total</i>
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>				18		
<i>How many 1st Grade</i>				21		
<i>How many 2nd Grade</i>				21		
<i>How many 3rd Grade</i>				11		
<i>How many 4th Grade</i>				22		
<i>How many 5th Grade</i>				20		
<i>How many 6th Grade</i>				14		
<i>How many 7th Grade</i>				13		
<i>How many 8th Grade</i>				13		
<i>How many 9th Grade</i>				13		
<i>How many 10th Grade</i>				4		
<i>How many 11th Grade</i>				1		
<i>How many 12th Grade</i>				3		
TOTALS				174		

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Sex</i> Table Based on Total Attendance						
	<i>Cohort 12</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Total</i>
<i>Male</i>				94		
<i>Female</i>				80		
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
<i>Gender Data Not Provided</i>						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Population Specific Table</i>						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>Students who are English Learners (LEP)</i>				65		
<i>Students who are economically disadvantaged (FRPL)</i>				174		
<i>Students with disabilities</i>				39		
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>				88		

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 School Year Attendance <i>Race/Ethnicity Table</i>						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>				153		
<i>Hispanic or Latino</i>				3		
<i>Native Hawaiian or Pacific Islander</i>				1		
<i>White</i>				4		
<i>Two or more races</i>				13		
<i>Data not provided</i>						

Summer of 2021 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2021 ONLY. Leave blank any cohorts that do not apply.*

21st CCLC Program 2021-2022 Summer 2021 Attendance Summary Table Reflects Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Less than a week (Less than 15 Hours)				5		
More than a week (More than 15, Less than 45 Hours)				6		
More than a Month (More than 45, Less than 90 Hours)				13		
More than two Months (More than 90, Less than 180 Hours)				27		
More than three Months (More than 180, Less than 270 Hours)				33		
More than four Months (More than 270 Hours)				55		
TOTALS				139		

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance Grade Level Table Reflects Total Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
How many Prekindergarten						
How many Kindergarten				8		
How many 1st Grade				10		
How many 2nd Grade				16		
How many 3rd Grade				13		
How many 4th Grade				19		
How many 5th Grade				10		
How many 6th Grade				19		
How many 7th Grade				14		
How many 8th Grade				17		
How many 9th Grade				13		
How many 10th Grade						
How many 11th Grade						
How many 12th Grade						
TOTALS				139		

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Sex</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Male				67		
Female				72		
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)						
Gender Data Not Provided						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Population Specific</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Students who are English Learners (LEP)				33		
Students who are economically disadvantaged (FRPL)				139		
Students with disabilities				27		
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)				61		

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

<i>21st CCLC Program 2021-2022 Summer 2021 Attendance Race/Ethnicity Table</i>						
<i>Based on Total Attendance</i>						
	<i>Cohort 12</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>				114		
<i>Hispanic or Latino</i>				1		
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>				5		
<i>Two or more races</i>				19		
<i>Data not provided</i>						

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i>	X
<i>Explain WHY attendance met or did not meet grant goals.</i>	

General discussion on attendance including

- Percentage of 21st CCLC attendance compared to total population.

The 21st CCLC attendees comprise approximately 24 percent of the total population of Edmunds Elementary and Callanan Middle School.

- Percentage of attendees who are FRPL.

One hundred percent of attendees qualify for FRPL.

- Efforts to increase and keep attendance high.

Oakridge Neighborhood continues to upgrade the Wi-Fi system and encourages young people to come to the program sites if they may not have Internet access at home. The program provides free breakfast, lunch, snacks and t-shirts for the participants. The staff who run the program look like the student population served. Additional incentives for students to participate include hands-on activities and small group instruction related to literacy and STEAM activities, with certified teachers providing activities centered around major objectives taught in DMPS core curriculum.

Attendance for students in grades K-5 was high. Attendance for students in grades 6 – 12 started out low in the beginning of the school year and improved over the course of the year. Students were in the building even when they were in extracurricular activities like football, basketball, track, hair club and cooking club. Students who previously were not involved in extracurricular activities were engaged by other students. Many of the female students provide child care after school for their younger siblings which prohibited them from attending the program. Staff talked with those parents about the importance of the student attending the program which resulted in parents looking for other day care providers on campus to alleviate that barrier. Partnership opportunities such as Ballet Des Moines and National Society of Black Engineers (NSBE) Jr. and the activities such as branding with sweatshirts and starting pottery making are draws for the students. Different doors are used with different students. Some

come for the dodgeball competitive teams, gaming room competition, and March Madness viewing. The staff surveys the students to find out what they want to do and asks them to bring in other students. Students responded with the idea they would like to go camping which is being planned for 2022-2023. Field trips were conducted to the Art Center and Urban Air Trampoline. Field trips incorporate social emotional learning (SEL) including building social awareness with how they interact with each other. The policy is the student has to attend at least three days per week to go on the field trips so that provides an incentive for them to attend the program. Goals for next year include working on improving academic success, getting to school on time, improved grades and decreased suspensions. The program will plan an activity every month and utilize that as an incentive to attend.

- Recruitment efforts.

The program established new opportunities for students to be involved as a way to recruit new students. Outreach efforts to adults, parents and families include using the “What’s App” social media tool to send information to parents via smart phone. The Youth Department and the organization as a whole help with recruitment efforts. Food insecurity continued to be a big concern as the COVID-19 pandemic persisted therefore the program continued to provide food, household and school supplies. Families are drawn to the program because of the academic opportunities provided by certified teachers.

Program staff go door to door to reach out to the residents at Oakridge Neighborhood to invite students and parents to participate in the program. The site coordinator and the 21st CCLC director conduct home visits to build connections and establish one-on-one contact with parents. Flyers are distributed in the neighborhood. Parents with children in Oak Academy, the early child care program for children six weeks to five years of age, hear of the program from their older children. During new resident orientation related to housing, information is shared with families regarding services including child care and the 21st CCLC after-school program. School administrators and teachers refer students to the 21st CCLC program and encourage those students to participate.

- Discussion on how contact hours requirement is being met.

During the 2021-2022 school year the program continued to provide student learning support during the school day in the school buildings and in the after-school program five days a week. Saturday programming commenced again after being temporarily curtailed at the height of COVID-19. Summer programming was provided Monday through Friday from 7:30 – 5:30 for nine weeks in Summer 2021.

Partnerships Table. *Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a **monetary value** (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

21 st CCLC Program 2021-2022 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
United Way of Central Iowa	Full	3	Support and advisory personnel	\$330,000	3
Mercy College	Full	3	Volunteer	\$12,000	3
Unity Point	Full	3	Volunteer	\$5,000	3
John R Grubb YMCA	Partial	3	Volunteer	\$20,000	3
Iowa Public Television	Full	3, 5	Volunteer	\$3,000	2
Principal Financial Group	Partial	2	None	\$1,500	3
Des Moines University	Full	3, 6	Volunteer	\$4,000	1
Central College	Full	3, 6	Volunteer	\$4,500	3
Iowa State University	Full	3, 6	Volunteer	\$3,000	3
Simpson College	Full	3, 6	Volunteer	\$3,000	3
Drake University	Full	3, 6	Volunteer	\$3,000	3

Des Moines Area Community College	Full	3, 6	Volunteer	\$3,000	3
Grandview College	Full	3, 6	Volunteer	\$4,500	2
Des Moines Public Library	Full	3	Volunteer	\$120	3
Iowa State University 4-H Extension	Full	3, 5, 6	Volunteer	\$1,500	3
Iowa Department of Natural Resources	Full	3, 6	Volunteer	\$4,500	3
Volunteers in Service to America (VISTA)	Full	3	Volunteer	\$2,500	1
Des Moines Art Center	Partial	3	None	\$3,000	3
Des Moines Park and Recreation	Partial	3	Paid Staff	\$675	3
Des Moines Science Center	Partial	3	None	\$3,000	3
Des Moines Botanical Center	Partial	3	None	\$3,000	3
Blank Park Zoo	Partial	3	None	\$3,000	3
Capitol Hill Lutheran Church	Full	3, 4, 6	Volunteer	\$5,000	3
New Life Center	Full	3, 4, 6	Volunteer	\$2,500	3
Meals From the Heartland	Full	3	Volunteer	\$400	2
Kum and Go Convenience Stores	Full	4	Volunteer	\$9,360	3
Food Bank of Iowa	Vendor	4	None	\$0	3
Chick Fil'A	Partial	4	Volunteer	\$9,500	3
Wells Fargo	Partial	3, 4, 5, 6	Volunteer	\$2,000	3
Girl Scouts	Full	3, 6	Volunteer	\$3,000	2

Gateway Dance Theater	Partial	3	Volunteer	\$3,000	1
Pyramid Theater Company	Partial	3, 6	Volunteer	\$2,000	2
Merle Hay Bowling	Vendor	3	None	\$0	3
Skate North	Vendor	3	None	\$0	3
Des Moines Playhouse	Partial	3, 6	Volunteer	\$400	2
Main Frame Studios	Partial	3, 6	Volunteer	\$400	2
Youth Program Quality Assurance (YPQA)	Partial	3, 4	Program Staff	\$100	3
D.A.R.T. Van	Partial	5	None	\$6,000	3
Howells Pumpkin Patch	Vendor	3, 5	None	\$0	2
Des Moines Chapter of Links, Inc./National Society of Black Engineers	Full	3, 4, 5, 6	Volunteer	\$2,000	2
B Ross Kline Electric	Partial	3, 4	Volunteer	\$1,000	3
Hawkeye Elk Lodge #160	Partial	3, 4, 5	Volunteer	\$200	3
Rose Temple #33	Partial	3, 4, 5	Volunteer	\$500	
AMC Theaters	Vendor	3	None	\$0	3
Wildwood Hills Ranch	Full	3, 4, 6, 7	Paid Staff and Volunteer	\$6,000	2
Jeff Hill Basketball Camp	Full	3, 4, 5, 6	Volunteer	\$6,250	3
Urban Bike Food Ministry	Full	4, 6	Volunteer	\$5,000	3
Des Moines Public Schools	Full	1	Provide Data for Local Evaluation Form	\$500	3
Girls on the Run	Full	3	Volunteer	\$750	1
Bank of America	Full	2, 3	Volunteer	\$10,000	3

Bankers Trust	Full	2, 3	Volunteer	\$10,000	3
Margaret Jensen Connet	Vendor	1	Outside Evaluator	\$0	3
Pro Iowa	Partial	3, 4	Volunteer	\$10,000	3
Iowa Work Force	Partial	7	Paid Staff	\$92,000	3

**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

Partnerships Discussion. Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• Total Partners by Type	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

General discussion on Partnerships including:

- Summary of partnerships table.

The Oakridge 21st CCLC maintained and had an increase in partnerships from 53 in 2020-2021 to 54 in 2021-2022. Also attached to the evaluation is the “Oakridge Neighborhood Iowa Partners List 2020-2021” with additional information about each partner and what they provide. Partners provide critical support to K – 12 students in the areas of academic, enrichment and social emotional support. Partners are important in providing support and services at little to no cost to the program. Partners such as Pyramid Theater, Iowa Public Television, Iowa Department of Natural Resources and Mercy College are all key partners and provide enrichment activities to enhance what the program staff provide. A critical component of partnerships since the outbreak of the COVID-19 pandemic was the vast amount of food and meals provided by partners to keep families fed after the pandemic left many with severe food insecurity.

- Total Partners by Type

Partner types included those providing the following services: academic tutoring, literacy, math, chess, enrichment, STEAM, physical fitness, nutrition education, art/music/drama, drug/violence prevention, financial literacy, family engagement, college and career and service learning.

- Efforts to recruit partners

When areas of unmet need are identified, the program seeks out appropriate services to meet the need. The Oakridge 21st CCLC program is now well established and often partners approach the program with offers to provide programming. If what they are offering fits with identified program needs, a determination is made whether there are common goals to serve youth in the program. In the early days of the 21st CCLC program, partners were sometimes brought in to fill in some down time. Now that the program is well established, partners are brought in to meet specific needs such as tutoring, reading support, and building relationships, and has resulted in enhanced program services provided in a consistent manner.

- Highlights of partnerships

Pro Iowa (the organization working with Kum and Go to build a new soccer stadium in Des Moines) and Musco Lighting partnered to build a pitched soccer pitch with concrete on the Oakridge Neighborhood Campus and also provided 150 soccer balls and water bottles.

Local realtors brought lunch in for students and staff in the Youth Department to meet and greet and start a partnership to explore needs of the program. They also donated coats.

Iowa Bicycle Coalition provided a "Safe Route to School" program manager, walking and biking safety tips for students, a bicycle rodeo, helmets for all students, and allowed students to ride donated bicycles. The Coalition provided planning and travel schedule for safe routes to school.

Ballet Des Moines is committed to bringing dance to communities that might not otherwise get an opportunity to engage in the art. As part of their efforts, they have forged a long-term relationship with Oakridge Neighborhood and engaged participants in the 21st CCLC program to present a dance workshop.

Girl Scouts of Greater Iowa collaborates with Oakridge Neighborhood, particularly Project OASIS, and this past year initiated an in-house girl scout troop (Troop 51540) that meets every other week throughout the academic calendar providing girls ranging

from K-8th grade with hands-on learning opportunities in STEM, outdoors, life skills and entrepreneurship.

The National Society of Black Engineers (NSBE) has partnered with LINKS Inc. to create a chapter of “NSBE Jr” which provides eight monthly sessions to promote college and career plans in STEAM. To expose students to various fields in STEAM, programming is provided that is geared toward STEAM including coding, conducting field trips to news stations, the Art Center, and the Science Center. The program is multi-purpose; to provide STEAM activities, mentoring, exposing youth to various career paths in the fields of STEAM, beginning the path to college, and enjoying snacks and meals. The group comes together once a month during the school year on Saturdays. Programming consists of hands-on activities, field trips, and presentations given by industry professionals and students currently in school and a part of the collegiate level NSBE program based out of Iowa State University. The sessions included bioscience, biotechnology, health science, electrical engineering, mechanical engineering, food and agriculture science, wildlife and nature, and animal science. Each session included the monthly focus, topic and theme; an activity that often included a guest speaker; a hands-on experience; and breakfast and snack. Because the majority of program participants are students of color it is critically important for them to see and meet scientists that look like them to instill a sense of aspiration for considering STEAM college and career goals.

Students participate in fundraisers to raise funds for trips to visit out of state Historic Black Colleges and Universities (HBCUs). Visits to four HBCUs were conducted on March 14 – 18, 2022. For a fundraiser in March 2022, students participated in a performance at a local venue where they collaborated with local artists and small businesses to perform poetry, singing and dancing. The event was called the “Black Futures Party” and allowed for social interaction, building a community-based program including how to work with other organizations, how to be respectful, to listen to what others have to offer, and how to network.

Iowa State University 4-H Extension is a community partner and with a \$6,000 grant they purchased several items for the students in the program to use, including sewing machines, cameras and I pads. They provide STEAM based programs once a month in the school year and many more in the summer and holidays. STEAM on the Ridge brings many vendors in the summer to set up hands on learning stations for the students to learn STEAM activities such as riding a bicycle to create energy to make smoothies, making and launching bottle rockets, and building robots.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
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Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Number and description of parent meetings and/or events and **Number** of parents at each meeting and/or event

Family & Workforce Programs Activity Report | January- December 2021

Total # of people Served for above period: 2,642

People served: 2,642

Unique People Served: 916

Job Placement: 141

- **Average hourly rate:** \$17.50
- **Highest hourly rate:** \$23.00

Case Management: 567

Emergency food access: 1,048

Technology access: 256

ESL and Citizenship: Citizen Classes: 22 participants completed citizenship program. 10 Citizen Attainment

Language services: 420

Number of People and Languages Served: 409 Arabic, 62 Dinka, 81 Nuer, 240 Kunama, 361 Swahili, 239 Somali, 127 Tigrinya, 181 English

Key Activities Provided:

- **Workplace Training 101** (Programs focuses on enhancing job readiness & retention skills)
 - 141 participants in Job Placement
 - 257 participants in Ready for Employment
 - 114 participants in Unemployment
- **Virtual Meeting Platforms Tutorial in partnership with DMPS:** 11 participants
- **COVID-19 Clinic:**
 - 242 Participants
- **OneSight Eye Clinic:**
 - 416 participants
- **Flu Shot Clinic:**
 - 61 participants
- **Polk County/CDC Community Survey**
 - 300 participants
- **Money Management & Financial Literacy Classes**

- 338 Completed Program
- **Driver's Education**
 - 4 participants
- **Computer Loan Library**
 - 21 families served

Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)

For every child who enrolls in the program, staff has a meeting with the parent to review program expectations. Contact is made with parents when the program sponsors large events such as Fall Festival.

The dense residential nature of the apartment complex of Oakridge is beneficial to communications with parents. Since the onset of COVID-19 caused school closures and then during the transition of reopening, the amount of communication with parents, while always high, increased due to Oakridge staff working closely with families to ensure students had access to a computer and Internet connection for online school. Registration information about how to enroll their child in the 21st CCLC program is publicized by flyers, social media, and door-to-door canvassing, word of mouth, and by school staff and administration. Recruitment continues throughout the year and students may join the program at any time if parents complete the paperwork.

Principals at both Edmunds and Callanan described situations in which they have relied on Oakridge Neighborhood Services staff to assist in connecting with parents of children in the 21st CCLC after-school program; staff serves the role of providing positive communication and being a trusted ally for both the parent and school. School staff appreciate the support Oakridge staff provide for children who experience higher than average behavior issues. Program staff are often able to de-escalate a student's behavior and get them back on track for being ready to learn.

Parents are asked to complete a survey to find how happy they are with the program and the impact the program has had on their child (children). A new parent survey was developed for 2021-2022 with guidelines from the Iowa After School Alliance. A total of 86 parents responded to some or all of the survey.

Results of the 2021-2022 Parent Survey:

1. Please rate how happy you are with the OASIS or BE REAL program, with 1 being very unhappy and 5 being very happy.	Rate 3: 6 parents (7%) Rate 4: 41 parents (48%) Rate 5: <u>39 parents</u> (45%) 86 respondents
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2. I find Staff to be courteous and friendly and the program site to be a safe place to be.	Yes: 78 (91%) No: <u>8 (9%)</u> 86 respondents
3. The program has allowed my child to be supported yet challenged.	Yes: 75 (87%) No: <u>11 (13%)</u> 86 respondents
4. The program teaches my child to make good decisions.	Yes: 63 (73%) No: <u>23 (27%)</u> 86 respondents
5. Since participating in the program, my child has improved in his/her education.	Yes: 60 (70%) No: <u>26 (30%)</u> 86 respondents
6. My child enjoys coming to the program, with 1 being strongly disagree and 5 being strongly agree	Rate 3: 10 parents (12%) Rate 4: 24 parents (28%) Rate 5: <u>52 parents (60%)</u> 86 respondents
7. My family needed help with food, housing, medical, or clothing and we received help.	Yes: 8 (29%) No: <u>20 (71%)</u> 28 Respondents

Survey results with parents showed 93% of parents reported being happy or very happy with the program and 91% of parents reported they find the staff to be courteous and friendly and the program site is a safe place to be. This is considered to be a positive response to the program. Further investigation is needed to determine why 71% of parents responded that they did not get help with food, housing, medical or clothing when program staff report they are always responsive when families ask for help. There is a chance that language barriers may have an impact on parents not knowing how to ask for help.

Efforts to increase parental involvement

The program staff builds relationships with students and families through home visits, phone calls, emails, and other contacts. Since the majority of the families reside in the campus where the 21st CCLC operates, the Oakridge Neighborhood staff is able to directly visit homes and contact parents about the participation of their children in the program. This contact increased after the onset of the pandemic and many parents were looking for help with their student's learning needs. Program staff noted that the shutdown resulting from Covid 19 created some new opportunities to improve technology skills. There was an increase in parental involvement

because they needed help with their student's online learning. For students, it forced them to check into online virtual classrooms.

4. GPRA Measures

For 2021-2022, the US DOE has changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to current school year is the 2021-2022 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	X
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	X
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

GPRA Measure 1A – Reading Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments.

If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.		5	5	22	24	25
Number of Attendees who exhibited growth.		0	0	8	13	4
Percentage of Attendees who exhibited growth. Calculated for each column.		0%	0%	36%	54%	16%

GPRA Measure 1B – Math Progress. Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments.

If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.		5	5	22	24	25
Number of Attendees who exhibited growth.		1	2	2	12	11
Percentage of Attendees who exhibited growth. Calculated for each column.		20%	40%	9%	50%	44%

GPRA Measure 2 – Academic Achievement - GPA. Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here:

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.				4	7	7
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?				4	7	7
Percentage of Attendees who improved their GPA. Calculated for each column.				100%	100%	100%

GPRA Measure 3 – School Day Attendance. Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:

*The program did not record student attendance in the program by hours band in 2020-2021, therefore a percentage of students demonstrating improvement could not be calculated for 2021-2022. It is anticipated that going forward, improvement based on hours band can be calculated for the 2021-2022 to 2022-2023 school years for next year's evaluation. In 2020-2021 101 total students had a school day attendance rate at or below 90% and 43, or 43% improved school attendance in 2021-2022.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2020-2021)?						101*
Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)?		1	2	10	11	17
Percentage of Attendees who improved their attendance rate. Calculated for each column.						41%*

GPRA Measure 4 – Behavior. Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

*The program did not record in-school suspension data in the program by hours band in 2020-2021, therefore a percentage of students demonstrating improvement could not be calculated for 2021-2022 school year. It is anticipated that going forward, improvement based on hours band can be calculated for the 2021-2022 to 2022-2023 school years for next year's evaluation. In the previous school year 2020-2021, no students had in-school suspensions and no students had in-school suspensions in 2021-2022.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2020-2021)?						0*
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?		0	0	0	0	0

Percentage of Attendees with fewer in-school suspensions. Calculated for each column.						0
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GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:

For the program year 2021-2022 the Oakridge Neighborhood 21st CCLC conducted the Teacher Survey used in prior years. For the program year 2022-2023, the program will conduct the new Teacher Survey broken out by hours bands. The results of the 2020-2021 Teacher Survey are included here:

	Number of Students Needing Improvement	Number of Students Who Improved	Percent of Students Who Improved
The number of 21 st Century program participants with teacher-reported improvement in homework completion and class participation.	60	37	62%
The number of 21 st Century program participants with teacher-reported improvements in student behavior.	54	30	56%

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?						
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?						
Percentage of Attendees who improved. Calculated for each column.						

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X

Assessment of 21 st CCLC Program based solely on GPRA Measures.	X
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Type or copy and paste GPRA Measures Discussion here.

- Discussion of high performing and low performing areas.

Iowa Statewide Assessment of Student Progress (ISASP) are assessments developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. The assessments are aligned with the Iowa Core standards and provide a clear and accurate assessment of student learning outcomes. Student growth, proficiency and readiness indicators are reported. Teacher survey data was used for GPRA Measure 5.

GPRA Measure 1A - Reading Progress. The highest percentage of students, 54% who exhibited growth in reading were in the 180-269 hours band. Zero percent had growth in the 15-44 and 45-89 hours bands, indicating that perhaps the program dose becomes more beneficial at the 180 and above mark. Because the program year 2021-2022 was the first year since March 2020 that school was back in session full time in person and the ISASP assessments were completed, it is evident that significant learning loss took place during the pandemic. Program staff and school teams are doing a significant amount of work to help students recover, including working with them on missing assignments, helping them get to class, and incorporating unconventional ways to incorporate literacy into the after school program. Program staff noted that students transitioning from Edmunds to Callanan really missed the OYEA program and the way they learned literacy from active participation in the arts.

GPRA Measure 1B – Math Progress. Again, the highest percentage of students who exhibited growth in math were in the 180 – 269 hours band. Twenty percent were in the 15-44 hours band, forty percent in 45 – 89, nine percent in the 90 – 179 band and forty-four were in the 270 or more band. School administrators note that all students in the school are struggling with math. Program staff is working at the middle school level with students using an online portal with their own account which will be more fully integrated next year. Staff are incorporating innovative approaches to teaching math, including in ceramics with charting glazing and firing.

GPRA Measure 2 – Academic Achievement – GPA. The percentage of students who improved their GPA was 100% in three hours bands. Staff spent significant time with the teachers to track grades and then worked one to one with students who needed to raise their grades. When schools shut down because of COVID 19, the Oakridge 21st CCLC remained open and provided computers and support to students during the seven hours of the school day and the three hours after school.

GPRA Measure 3 – School Day Attendance. As stated, the program did not record hours band data in 2020-2021 because the requirement to do so was not yet in place, so there is no comparison by hours band for 2021-2022. Forty-one percents of students improved their attendance rate. While a higher percentage rate is a goal, this improvement is welcome as students struggled to get back to school after the shutdowns. Because of cold weather in the winter months, program staff opened up the Community Center in the morning before school so students would have someplace warm to wait for the bus. These and other efforts are implemented to help students get to and stay in school.

GPRA Measure 4 – Behavior. None of the students in the Oakridge 21st CCLC Program had an in-school suspension in 2021-2022. This is considered to be a significant accomplishment, especially given the challenges these students face.

GPRA Measure 5 – Teacher Survey. The sixty-two percent of students who improved in homework completion and class participation is well over half, and considering the formidable challenges the students face, this is significant. And over half, 56%, improved their behavior, which is also significant and an upward trend coming through the years affected by the pandemic.

- Discussion of issues with any GPRA Measure.

As noted, the program was not required to report hours band data in 2020-2021, therefore it was not possible to report improvements year to year on GPRA measures 3 and 4. Going forward, hours band data will be reported. GPRA Measure 2 asked for improved GPA for grades 7-8 and 10-12. This evaluation eliminated the 12th graders from the data as they graduated in 2020-2021 and would not have GPA data after graduation into 2021-2022. Perhaps 12th grade should be eliminated from this measure.

- Assessment of 21st CCLC Program based solely on GPRA Measures.

This was the first year using the new GPRA measures and the program notes they are more clear and concise than measures in the past. Academic growth is a more fair measure than proficiency, especially for the students served by the Oakridge 21st CCLC and the significant challenges they face. If the Oakridge Neighborhood 21st CCLC program was assessed solely on GPRA measures what would be missing are the “whole child” measures, such as social emotional learning, progress toward building community, mental health and family engagement.

5. Local Objectives

GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than **five** Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should **NOT** mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)
 - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)
 - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
5. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• No more than FIVE Objectives per Cohort.	X
• Rating of each Objective as listed above.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		

3.		
4.		
5.		

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
<p>Goal 1: Objective 1:1 Oakridge will provide After-School-Out Of School (AF-OOS) academic support 5 days per week, Monday-Friday for 1-3 hours per day for students in elementary and middle school.</p> <p>Goal 1: Objective 1:2 Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-8 participants.</p>	Met the stated objective.	<p>The after-school program provides academic support five days per week Monday-Friday for 1 – 3 hours per day as evidenced by the calendar schedules.</p> <p>Calendar schedules document the enrichment activities for all students five days per week, Monday-Friday and alternate Saturdays. Saturday enrichment is used for special groups of students to attend specific activities of interest to them.</p>

Goal 2: 85% of participants will demonstrate success in homework completion and class participation in reading and math as measured by report card grades of C or better in those subjects.	Did not meet but made progress toward the stated objective. The methodology on how the objective was measured and what criteria was used to determine that progress was made is that in the 2020-2021 school year only 45% of participants had grades of "C" or better in reading and math.	Report card analysis of reading and math scores was conducted for Kindergarten through Twelve grade students. The Standard Reference Grading system used by DMPS indicates that a 2.00-2.49 is equivalent to a letter grade of "C". Of the 171 K-12 grade students analyzed, 137, or 84% had 2.00 or better in reading and 129, or 75% had 2.00 or better in math for a total of 80%.
Goal 3: 85% of participants will demonstrate acceptable classroom behavior by having less than two (2) behavior referrals per quarter as measured by Infinite Campus data on classroom incident referrals.	Did not meet but made progress toward the stated objective. The methodology on how the objective was measured and what criteria was used to determine that progress was made is that the program came within one percentage point of meeting the objective.	146 students, or 84% had less than eight behavior referrals for the 2021-2022 school year.
Goal 4: 80% of participants will maintain 9 or fewer absences each semester as measured by Infinite Campus reports.	Did not meet but made progress toward the stated objective. The methodology on how the objective was measured and what criteria was used to determine that progress was made is that in the prior year, 2020-2021, 54% of elementary students and 13% of middle/high school students had 18 or fewer absences.	83, or 73% of elementary students and 34, or 56% of middle/high school students had 18 or fewer absences for the 2021-2022 school year for a program total of 66%.
Goal 5: Oakridge Neighborhood will implement programs for parents, including refugee and immigrant parents to support their child's school success.	Met the stated objective.	Adult and Family Programs served 2,642 participants in 2021-2022, including refugee and immigrant parents to support their child's school success.

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Remember to include a Local Objectives discussion

- Statistical Analysis as Applicable.

Two of five local objectives were met. The first two objectives assess the educational and enrichment programs and calendar schedules document the activities provided. One objective is based on report card analysis of students receiving a C or better in reading and math. Behavior referrals and absences are documented through the Infinite Campus data collection system used by the Des Moines Public Schools. Finally, data is gathered on the number of parents and the service provided through the Adult and Family Department at Oakridge Neighborhood.

- Improvement over more than one year as observed.

As students transitioned to being back in full time in person school they faced many challenges in terms of attendance, grades and behavior. The Covid 19 pandemic created many obstacles to school success and the Oakridge 21st CCLC program has responded with a firm steadfastness to meet the needs of students in K-12 grade. While the program fell short of meeting some of the local objectives, progress from the prior school year of 2020-2021 is noted. It is important to note that the program met and/or exceeded all objectives in the years prior to the onset of the COVID 19 pandemic.

- Applicable graphs, tables, and/or charts.

N/A

- Details on methodology and ratings as needed.

The first two sub-objectives under Goal 1 assess the educational and enrichment programs. Calendars document the activities in the classroom and tutoring sessions. There are weekly staff meetings and ongoing professional development activities that complement the academic planning.

Goal 2 defined success in homework completion and class participation as receiving a “C” or better on report card grades for math and reading. Report card analysis of reading and math scores was conducted and reported above. The Standard Reference Grading system used by DMPS indicates that a 2.00-2.49 is equivalent to a letter grade of “C”.

Goal 3 defined improved student behavior as less than two (2) behavior referrals per quarter. DMPS Infinite Campus (data collection system) reported behavior referrals for each student for the entire 2021-2022 school year and did not break the referrals down by quarter.

Goal 4 focused on attendance. DMPS reported absences for the entire school year rather than by semester. Therefore the program measured 18 or fewer absences for the whole year as measured by Infinite Campus reports.

Goal 5 addressed parent education. A majority of the classes dealt with job acquisition skills. It is necessary for staff to meet individually with parents about school issues (attendance, behavior, grades) because of the need for interpretation assistance. 21st CCLC staff worked closely with the Oakridge Neighborhood Adult and Family program to provide information to parents in how to work more closely with the schools. Staff communicate with the Adult and Family program so that they know about Parent Teacher conferences and other activities with the schools which results in more parents attending those activities. Information from the schools is shared with the staff in the Adult and Family program to capture additional families with whom the youth department may not have daily contact.

There are 26 different languages, including Swahili and Arabic, spoken at Oakridge Neighborhood and the program provides translation and interpretation for about five of those groups. Both principals at Edmunds and Callanan stressed the important role that 21st CCLC staff play in helping to get parents connected to the school or to problem

solve with teachers when necessary. By providing these adult and family services, opportunities are created for parents to take driver's education so they can get their children to school, take citizenship classes which results in obtaining access to resources, and take English as a Second Language classes so they can learn and read with their child(ren). All of these opportunities provide a chance for parents to focus on themselves and gain independence.

- Additional Objectives not in Local Objective Tables.

There are no additional objectives.

- Clarification for objectives not met.

Goal 2 focused on demonstrating success in homework completion and class participation in reading and math as measured by report card grades of C or better in those subjects. There are numerous reasons for students falling below the objective of 85% receiving a C or better in these subjects for the 2021-2022 school year. As students have transitioned back to full time in person school after being on line either 100% or 50% during the prior school years because of the Covid 19 pandemic, they have faced numerous challenges to getting and maintaining their grades. In addition, the disruption caused by the pandemic may have created confusion in how grades are reported and entered into the school district data base, Infinite Campus. Program evaluation required searching for more detail on grades by examining individual student report grades to get a more accurate picture of the grades earned per term. The increase from 45% in 2020-2021 to 80% in 2021-2022 is considered progress, especially as students and schools continue to regain equilibrium from disruption caused by Covid 19 pandemic.

Goal 3 defined improved student behavior as less than two (2) behavior referrals per quarter. DMPS Infinite Campus (data collection system) reported behavior referrals for each student for the entire 2021-2022 school year and did not break the referrals down by quarter. Therefore, the program is reporting that 83% of OASIS students had less than eight behavior referrals per year, instead of per quarter, and 82% of the BE REAL students had less than eight behavior referrals per year. Between the stresses caused by the COVID 19 pandemic and the process of transitioning back into full time in person school, students have faced multiple challenges which manifests into more behavior problems at school.

Goal 4 defined school attendance as maintaining 18 or fewer absences for the school year. 73% of elementary participants and 56% of middle/high school participants for a

program total of 66% maintained 18 or fewer absences for the school year as measured by Infinite Campus reports. This fell short of the goal of 80%. There are numerous reasons for this low attendance in the 2021-2022 school year given the challenges presented by the transition to full time in person school from the disruption caused by COVID-19 in the prior year. Many students simply did not show up to school or did not attend all of their classes. Considerable effort went into contacting students, especially when they were absent from virtual learning. It is worth noting that some of the students who had difficulty attending online learning were also some of the students hardest to engage prior to the COVID-19 school disruption. System issues may also affect the documentation of absences. For example, if a student is late arriving at in person school but attends most of the day, or may attend only one or two classes, they are often marked as absent for the whole day. Finally, the program has experienced greater than normal mobility in students leaving the program and new students entering, which has presented challenges for students meeting goals related to school attendance and behavior. Historically, many students attended the program from birth to high school graduation. As Oakridge Neighborhood has helped families with self-sufficiency, many more families have moved out to new homes or apartments.

Clarification for objectives not measured.

All objectives were measured.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

Type or copy and paste Anecdotal Data here.

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Remember to include a student success story. Be as personal as possible.

- Specific Examples

Student success story: Keigan is a 1st grader who started the 21st CCLC program as a kindergartner with no prior preschool, Head Start or any classroom learning setting. Keigan had some struggles coming into the program with academics and social skills. He did not know how to interact with his peers nor follow directions from staff. Now as the year ends as a 1st grader, Keigan has made huge strides in being able to follow along with the teacher of the classroom and he has learned to fully write his name with confidence. Keigan has positive interactions with his classmates. And he is now equipped with the skills when a situation arises instead of getting mad and acting out, he responds well to staff who present options for him to work things out on his own.

- Key People Involved

Key people involved in the 21st CCLC program are the program director, education coordinator, three site coordinators, eight teachers, six success navigators, 53 community partners and many parents. United Way of Central Iowa provides services, funding and support.

- Quotes from participants, teachers, parents, etc.

From Mrs. Toni Essex, a 2nd grade teacher: “This program is very beneficial due to the fact that contact with a human body is important. In my class there were about three students that didn’t do online schooling for kindergarten. I have seen great improvement in these students. Personally I greatly feel that this program can really help these students achieve greatness.”

From a parent: “My name is Zahra Ismail. My three daughters are currently attending the youth programs, and they really enjoy the various activities and the connections they have made with other peers. As a parent I love how the staff/teachers were not only helping with homework but also creating a bond. My oldest daughter would definitely agree she has gained the most out of the program being able to work side by side with staff in the youth work program during the summer. Overall I have loved my family’s journey at Oakridge and so grateful I get to share this experience with my loved ones. Thank you.”

More stories and quotes can be found on page 52.

- Include objectives showing large increases.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X

Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Remember to include a few best practices that you observed or that were reported to you.

- Description of the practice/activity

Best Practices recognize learning styles of students and how they learn best. Best practices are student-centered, active, experiential, authentic, democratic, collaborative, rigorous, and challenging. This is the short definition of best practices.

The Best Practices activities consist of the following:

- Student Centered: schooling should be young people's real interest.
- Experiential: active and hands on; concrete experience is the most powerful and normal form of learning.
- Holistic: Youth learn best when they encounter events and materials in purposeful contexts.
- Authentic: Real, rich, complex ideas and materials.
- Challenging: Youth learn best when faced with genuine challenges and choices.

Program observations included observing program staff interact with students in a proactive way, from greeting them by name to making sure they were included in the activity. When re-direction was needed the staff is able to stay calm and help de-escalate the student.

- Methodology of measuring success of Best Practice

Using the framework of SMART Goals, success of the program's Best Practices procedures can be measured:

- Specific
- Measurable
- Attainable
- Relevant
- Timely

Data is gathered for the purpose of making decisions about whether activities achieve the stated goal. Surveys, other research techniques and past information is utilized.

Professional Development (PD) helped staff continue to enforce and provide a safe and orderly environment. Healthy nutritional snacks are provided during the program. The program continues to monitor and assess program improvement. Report card grades are used to review student progress in school and the Youth Program Quality Assessment (YPQA) is used to check the quality of all three sites. Both assessments are used to improve the program. Examples include improving student activities that relate directly to academic goals such as homework

help, utilizing activities to help students work together in cooperative learning circles and discussing what is needed to have a productive team, establishing norms regarding how participants should interact with each other, an emphasis on why service learning is important by giving back to the community, individuals, organizations or others, and showing empathy and kindness to those who are in need.

Safe orderly sites, educational settings, engaging students in all aspects of the program and additional programs that add excitement to Out of School Time (OST) are discussed during staff meetings. Professional development continues to be used to engage students in academic and social activities. Staff attend professional development related to current academic procedures and social interactions with peers, adults and community.

The following are some of the strategies used to pursue to improve Best Practices:

- Providing Updated Technology
 - Networking with other Agencies
 - Employing Math and Literacy Strategies
 - Empowering OASIS and BE REAL Staff
 - Initiating Positive – Social, Emotional Learning
- Information on why practice/activity was implemented
 - Students learn most powerfully from doing, not hearing about, any subject.
 - Teachers must help students develop the specific types of thinking that our society values, such as analytical reasoning, interpretation, metaphorical thinking, creative design, categorization, hypothesizing, drawing inferences, and synthesis.
 - The sorts of activities that the partner organizations provide give students hands-on-activities as much as possible while following safety protocols during the pandemic.
 - Impact of practices/activity on attendance

The impact of the Best Practices used by the program encourages students to become regular attendees at school. This has been especially important in light of the challenges presented by the pandemic. The impact of Best Practices builds self-confidence and a thirst for learning. This is due to the relationship-building and the hands-on experiences which help young people become more confident in their educational process.

- Impact of practice/activity on student achievement

With Best Practices that focus on improving student academic success and improving student behaviors, it is hoped that student academic and social behaviors in school will improve.

Pictures

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.



Figure 1 "Glow Party at Pump It Up"



Figure 2 "Summer Youth Worker and STEAM Programming; Making Pancakes"



Figure 3 New soccer pitch on campus



Figure 4 Playing Games Linked to Learning



Figure 5 Students Ride Bicycle to Generate Energy to Make Smoothies with ISU



Figure 6 Students Make and Launch Bottle Rockets



Figure 7 Students Engaged In STEAM On The Ridge



Figure 8 Students Learn Zumba Dancing

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, partners, and stakeholders.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

- Quotes from student, teacher, parent, partners, and stakeholders.
- Quotes should be attributed (titles can be used but names only with permission).

Quotes from Students:

Flora Tumsifu is 16 years old, a junior at Roosevelt High School. "I've lived in Oakridge Neighborhood four years. I live with my grandma and brother. When I was in 8th grade I saw a flyer about the Youth Summer Employment Program (YSEP) and let Mr. Baley (Johnson) know I'd be interested. I now work for the program each summer. I also work 2 ½ hours each week day during the school year with the amazing people leading Oakridge Neighborhood's OASIS after-school program for K-5th grade. Oakridge provides such great employment and leadership opportunities like this for teenagers such as myself. In the OASIS program, I work with second graders, helping them with academics and having activities like movies and games. It's very fun! I play soccer, study and get involved in a number of different activities, including JROTC (Junior Reserve Officer Training Corps). JROTC teaches students about citizenship, leadership and community service. I'd also like to try bowling and golf. I juggle homework, work and activities, but it's a breeze. My experience working with OASIS has shaped me as a person and makes me think about life after high school. I'm definitely going to college. I'd also like to join the Marines. I'd like to study to be a nurse. Nurses go through so much to help people. They are so strong; they are role models."

Quotes from Teachers:

From Nikki Wright, teacher at BE REAL and at Callanan Middle School: "Being able to work with students outside of the school walls has allowed me to capitalize on building relationships. The Teen Center provides opportunities for growth in areas of education, as well as real life situations. It is a beautiful environment where staff not only look out for the students, but also each other. It is a true example of a community working together!"

Quotes from Partners:

"I am writing on behalf of Girl Scouts of Greater Iowa to share the impact that we have made in collaboration with Oakridge Neighborhood Services as a 21st Century Community Learning Center. Girl Scouting builds girls of courage, confidence, and character, who make the world a better place. As an organization, we have been collaborating with Oakridge Neighborhood Services, particularly Project OASIS on girl-centered programming since 2015. This past year, we

took our partnership to new heights with an in-house girl scout troop (Troop 51540) that meets every other week throughout the academic calendar providing girls ranging from K-8th grade with hands-on learning opportunities in STEM, outdoors, life skills, and entrepreneurship. Troop 51540 has embarked on many learning adventures not limited to an overnight at the Omaha Zoo sleeping under the aquarium arch, taking on new heights at Urban Air, packing care kits for a local retirement home, and learning from local women leaders who have visited the troop. We are excited to see what year two brings for the growth mindset of our girl scouts and how they can continue to make impact in their local community. Best, Ngan Hoang, Vice President of Girl Services, Girl Scouts of Greater Iowa.”

Quotes from other Stakeholders (Administrators, Counselors, etc.):

From Jess Earp Community Schools Coordinator, Callanan Middle School: “Oakridge Neighborhood Services has an important, long, strong partnership with Callanan Middle School. As the Community Schools Coordinator, it has been a pleasure working with John Spinks over the past 7 years. Mr. Spinks has ensured our working relationship and continuation of supporting youth and families between our two organizations has remained solid with the goal of family engagement and student success. We work together to identify barriers, solutions, and opportunities for ongoing support of our families. Mr. Spinks is a regular and welcome presence in Callanan Middle School. The fact that Oakridge students see Mr. Spinks in their school life is very important. As we work to break down barriers for families and youth, our collaboration is essential. Mr. Spinks has often volunteered to attend events and assist with projects that further strengthen this community partnership and Callanan & Oakridge’s bond with students. Whether it be a field trip, a scholastic trip to Central Academy, we are appreciative of the engagement and relationship building beyond our own buildings. Our strong partnership with common goals is beneficial to our families and youth, leaving lasting impact. Thank you for all you do for Our Youth!”

- Showcase success of the program, especially for student attendance, behavior and academic success.

A theme that runs throughout the stakeholder input is the strong communication between and among the Oakridge 21st CCLC program, students, parents and the schools. The program has emphasized the importance of communication from school to home and home to school and that became increasingly more important after the disruption caused by COVID-19. While schools were back to 100% in person learning for the entire 2021-2022 school year, the disruption caused by the pandemic affected the re-engagement of students back into the classroom.

The program staff conducted small groups with students to discuss what was working well at school and what was not working well and did some problem solving on how to navigate the school day. The focus is on specifying what is needed to address short term goals. Program staff checked in with students during the school day and intervened when a student was struggling

with academics, behavior or attendance. This helped the student reintegrate back into the school day which resulted in less instructional time missed. While the pandemic has caused major disruptions for student's educational programs, the Oakridge 21st CCLC staff has been able to bridge the gap and support students to continue to engage in learning. Staff have identified the students who most frequently disrupt the classroom and work with them to keep them from going to the school office and getting an office referral while at the same time help them to calm down using social emotional best practices. The program staff is consistently in the school buildings every day and often help the classroom teacher by pulling students into the hallway and getting them re-directed when they are engaging in disruptive behaviors. School staff and administrators are quick to point out how helpful this presence is in the building.

Oakridge Student Interviews

Twelve students enrolled in the Oakridge Neighborhood 21st CCLC were interviewed individually or in a focus group as part of the 2021-2022 evaluation. Four students enrolled in OASIS ranging in grades from 2nd to 4th were interviewed individually and their responses are summarized to maintain confidentiality. Eight students enrolled in BE REAL ranging in grades from 6th to 10th were interviewed in a focus group. All responses from the OASIS and BE REAL students are summarized together to maintain confidentiality. All students were asked the same questions and the following is a summary of their responses.

OASIS:

1. What grade are you in?
2nd – 4th grades
2. What do you like about the OASIS Program?
 - It's fun when it's Friday we get pizza, popcorn, movie and go outside.
 - It's fun to go in the game room and then in the classroom.
 - Going outside and when we were in first grade we made slime. My slime turned to a yucky color.
 - We get to go swimming and hang out with friends. At the beginning of summer we talked about the field trips and water park.
 - Movies, field trips, roller skating, swimming at Ashworth and Teachout (pools).
 - Every year kids go Wildwoods Ranch to ride horses.
 - Playing in the game room.
 - Field trips like when we go to a movie theater and watch a movie.
 - I like science, we did a science experiment with an orange and baking soda, and talked about what we felt and tasted.
3. What are some of your favorite things to do in the Program?

- Play outside, make slime, watch moves.
 - We watch movies, one time we went to the community center with the huge screen and we watched Space Jam.
 - We went to the swimming pool and I did back flips in the water and water got in my nose. Me and my friend splashed our teacher.
 - Reading, math.
 - Making art, we made paintings and flowers.
4. Has the OASIS Program helped you to do better in school? If so how?
- Yes, we do a lot of math and did times. We did some minus and subtraction.
 - We do games.
 - If we don't know something we ask our teacher and she helps us find the answer.
 - If we don't know the times (multiplication) there is a sheet that gives us the right answer.
 - We do activities.
 - We read and take tests. Counting change and helping us to read faster.
 - I had this teacher and she taught me how to add and subtract in the hundreds, to subtract you have borrow, for addition you have to carry. And she also taught me to add and subtract the ones first.
5. Do you feel safe at the Program? If yes, how does the staff help you to feel safe? If no, what can the staff do to help you feel safe?
- Yes. When we are going outside, we check for cars on the street, when we come out of the apartment and the kids are on the sidewalk we wait until the cars go.
 - They make us safe, when we need something they come to help and we ask them what we need and they need, we help each other.
 - There is a new girl that is helping others.
 - The way they clean.
 - Yes, one time at Edmunds an alarm went off and the staff was scared to go to the room.
 - Last time somebody had a lighter and they took it away.
 - There was a kid with a pencil and he was going to stab someone and the teacher took it away.
 - All the main entrances are closed to a lot of rooms if you had a fire or something.
6. Does the Program help you to make good decisions?
- Yes, when we play games they teach us the rules.
 - When I said that I was going to do something to a person, they said don't do it.
 - One time I was playing pool and the other kid was cheating so I was horse playing, and I grabbed one of the pool balls and threw it. They talked to me about why that was not a good decision.

7. Since March, 2020, everything has changed drastically with the onset of a global pandemic caused by COVID-19. Has the program helped you to cope with these challenges? If so, how?
 - When the virus came we did online school and then we finished by getting help with math games.
 - They helped us get computers.
 - You have to wear a mask when you go to school.
 - They got our mind off of stuff that makes us sad or mad and they try to make us happy.
 - Say someone said you were stupid and you tell the teacher and they help us see we are not stupid or ugly.
8. What could be improved about the program?
 - There could be more rooms. They moved the Kindergarten into the 1st grade room and Kindergarten room could be two separate rooms.
 - Maybe not the same game room.
 - When we get in trouble. When I don't want to do warm up.
 - The teachers not yelling for simple things. People don't listen so it makes me want to listen.

BE REAL:

1. What grade are you in?
6th to 10th grades.
2. What do you like about the BE REAL Program?
 - They help you with school stuff. You come here and have fun with your friends, explore the outdoors like fishing, hiking, canoeing and going to Omaha.
 - They expose you to other programs such as "Invest In My Future" to learn about going to college.
 - It changed a lot since last year as Freshman, "Invest in My Future", at the end of high school they give you scholarships, take you out of your comfort zone.
 - We have a sense of community, we get to know our neighbors and get to know other kids, build up confidence and have new things to try out. Activities like hiking and swimming are good because I am not an active person. I like going out with my friends.
 - They also help you be a leader, they wanted me to help with the young kids. I hadn't thought I was a leader and it got easier to tell them what to do like planting flowers.
 - They help you get into 4H and learning to be a leader. Activity in 4H is working in a team and learning that every person is good in their own role. You are not good at everything.
 - OYEA teaches you about performing.
 - A lot has changed since last year which was the first year I worked at Oakridge and learned about how to work.

- Our leader helped us open up how to express ourselves through rap.
 - I like the speakers. They brought in a nurse, military officer, and an engineer to help us get ready for college. They told us about how they felt when they first went to college.
 - They tell us about more careers than just the ones we just see. BE REAL is very real, they don't just tell us how to do things, they show us and give us steps on how to follow.
 - They answer if we have any questions, the staff brought in speakers like a teacher and a senior in college.
 - In the summer they bring in speakers that grew up like us.
 - They want to embrace your culture and they are interested in your culture.
 - There are people that used to go here and they have come back because they like the competition.
 - We printed out pictures about your life and made a vision board.
 - I want to come back.
 - OYEA shows us things the staff did and gives us time to express it in rap and takes us out to meet new people.
3. What are some of your favorite things to do in the Program?
- Game console, it's a great way to interact with other kids.
 - Interact with people, like speak with them to see if they are interested in what you are interested in.
 - Like to hang out with my friends at OYEA.
4. Has the BE REAL Program helped you to do better in school?
- I had to write an essay and I was stressing, they helped me choose a community to talk about, I learned about the history of Oakridge and Center Street and talked to a business about selecting a career.
 - They have groups every Thursday and do grade checks and during quarantine when I came to the Teen Center they helped me with my school work.
 - You have to finish your work.
 - In quarantine I went to Edmunds and got online and most of the staff that work here are teachers and they can go to your teacher to ask about your missing work so you can make it up.
 - More people that are teachers work here.
 - We have STEM every Saturday for two weeks and they started innovation, coding, and helped me with my math.
 - With STEM with National Society of Black Engineers (NSBE) Jr., we got to make a microphone.
 - One thing I like is coding and I want to be a mechanical engineer, we were coding games and I got to make my own game.
5. Do you feel safe at the Program? If yes, how does the staff help you to feel safe?

- I have lived in Oakridge for awhile, I went to the program in the younger grades, I know every staff person.
 - They keep you off the streets.
 - They want to keep you away from gangs and guns.
 - They upgraded the computer lab.
 - They sit down with you like if you are sad and you had a bad day at school they will ask you what is going and you can go to another room to calm down.
 - They want you to make good decisions.
 - They get you out of the house and take us on adventures.
6. Does the Program help you to make good decisions?
- They teach you the right way to make choices.
 - They don't force you they help you to make the right decisions.
 - When you have behaviors they ask you what you need to calm down.
 - They ask the teacher to ask what we need to improve.
 - If a kid is acting up they don't judge you they find out if there is something they can do to help you.
 - If you are late or your grades are failing, they ask what is going on at home or with gangs and they ask about not staying stuck with the wrong people.
 - Some people are not respecting their parents and the staff works on it to be more respectful.
7. Since March, 2020, everything has changed drastically with the onset of a global pandemic caused by COVID-19. Has the program helped you to cope with these challenges? If so, how?
- They helped me to keep on working whether you want to or not. I would get on YouTube and they would help get me back on the assignment.
 - When the Teen Center was shut down, they normally contact the parents, and then reopened with smaller groups and they were dedicated to help the students, they helped us get our grades up.
 - At home you stay behind on school work. When you come here you get a lot done and you get a lot of help, so you can get caught up.
 - They helped me get my grades up because they were open up from 10:00 – 3:00 when school was shut down, some kids didn't come.
 - I was failing science and when I came here he helped me get my grades up.
 - I asked for help and my grades went from Cs and Ds to As and Bs.
 - They don't tell you the answer they teach you how to find the answer.
 - They helped me with science and math.
 - In BE REAL we have rotations through different subjects.
 - In 7th grade I was doing 8th grade science, I like STEM days, teaching about cells and science. And the teachers were like surprised I was doing so well. Some teachers (at school) thought kids were cheating because we were doing so well.
8. What could be improved about the program?

- The play area could be upgraded, they are improving the pathways.
- During the school year we only have about 30 kids, during the summer we have about 100 kids, I would like to see more students from other areas of town.
- I want it be diverse and invite people from other communities to come here and learn.
- When you are 14 you are able to work in the teen center and they interview you and you get the job.
- They make sure everyone gets a chance.
- I haven't been here a long time and I am currently working here in the summer, a great way to involve a kid and will guide my work experience.
- When more people started coming, everyone who comes here lives here, they should have a van pick up people from other places and bring them here.
- Being wise on who works here to be dedicated to children.
- In the summer they prepared us for going from 5th grade to 6th grade and tell us about middle school.
- We used to have old computers, low quality and now we have new computers.
- We learned how to start a business, how to be a fashion designer, we printed out our designs with a Cricket (machine) and had a fashion show.
- Every summer we design and make the Immerse Yourself sweatshirts.
- We have water Olympics and designed our own shirt, tie dyed.

A written survey was conducted with K-12 students in the program. The following chart contains the results:

Results of 2021-2022 Student Survey

OASIS	
Question	Response
Has the OASIS/BE REAL program helped you in school?	56: Yes 11: No
Who is your favorite person at school?	35: Classmate 23: Teacher 9: Counselor
What is your favorite subject at school?	20: Gym, Art and Music 24: Math 18: Reading 5: Lunch
What do you like about the OASIS/BE REAL Program?	11: Snacks 18: Field Trips 21: Other; game room, art and staff 17: Classes
Do you feel safe at the OASIS/BE REAL program?	49: Yes 7: No 11: Sometimes
Do you feel comfortable talking with OASIS/BE REAL staff?	57: Yes 8: No 2: Sometimes
What grade are you in?	67: Elementary

BE REAL	
Question	Response
Has the OASIS/BE REAL program helped you in school?	23: Yes 3: No
Who is your favorite person at school?	13: Classmates 9: Teacher 2: Counselor
What is your favorite subject at school?	5: Gym, Art and Music 8: Math 13: Reading
What do you like about the OASIS/BE REAL Program?	3: Snacks 9: Field Trips 9: Other; game room, art and staff 5: Classes
Do you feel safe at the OASIS/BE REAL program?	19: Yes 0: No 7: Sometimes
Do you feel comfortable talking with OASIS/BE REAL staff?	24: Yes 1: No 1: Sometimes
What grade are you in?	26: Middle and High School

Survey results with students showed that 84% of students agreed that the program helped them in school and 88% reported feeling safe at the OASIS and BE REAL program.

Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

- Discuss formal sustainability plan from your original grant application including how it has changed.

The original plan contained the following components:

- The long-term sustainability strategy will involve garnering broad-based community support, utilizing stakeholders to raise visibility of the program's successes, and building new partnerships.

- The Oakridge Youth Director and other department staff are actively engaged with the Iowa After School Alliance, the Campaign for Grade Level Reading and the United Way AF-OOS efforts.
- The program will continue to engage DMPS administrators, 21st CCLC staff and building principals. Those connections will continue to raise visibility regarding the Oakridge 21st CCLC program and provide an avenue for further engagement, conversations about shared services, and opportunities for program collaboration, all necessary in supporting the notion of sustainability.
- Oakridge will build the capacity of the program through one-time purchases of technology, equipment, and materials whose life span will extend well beyond the life of grant funds thus seeding the program and serving as a base for program sustainability.
- Additional in-kind and non-financial resources will be considered to help sustain elements of the program, such as in-kind collaborations with community organizations that share mutual goals with youth.

The program is managed by the 21st CCLC Project Manager. The Project Manager and an Education Coordinator currently retained by the organization interfaces with school building administrators, teachers and other building level staff to ensure all activities are aligned with school day instruction and focused on the individual and collective needs of the students being served. Each of the three sites has a site coordinator responsible for day-to-day programming and all sites are supported by the Director of Youth Programs. All staff are trained in YQPA methods and additional professional development (PD) is provided with a focus on cultural competency, best practice in AF-OOS programming, and other emerging and program specific topics. Des Moines Public Schools has agreed to allow 21st CCLC staff access to district PD appropriate to the positions funded by 21st CCLC. Long term program sustainability will be addressed through increased program visibility and the identification of partners and collaborators that add value and increase program effectiveness, results and impact.

- How program will continue without 21st CCLC grant funding.

Without 21st CCLC funding, the program would not be able to continue to employ teachers in the after-school program. The staff would work to recruit and expand the volunteer base and use lesson plans to identify student needs.

- How partnership contributions will help the program continue (refer to partnership table from section 3).

The Oakridge 21st CCLC maintained and had an increase in partnerships from 53 in 2020-2021 to 54 in 2021-2022. The list of partners and what they provide can be found starting on page 21. Also attached to the evaluation is the “Oakridge Neighborhood Iowa Partners List 2021-2022” with additional information about each partner and what they provide. Partners provide critical support to K – 12 students in the areas of academic, enrichment and social emotional support. Partners are important in providing support and services at little to no cost to the program. Partners such as Girl Scouts of Greater Iowa, National Society of Black Engineers, Ballet Des Moines and Pro Iowa Soccer are all key partners and provide enrichment activities to enhance what the program staff provide.

7. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X
Unexpected Data	X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

- Reference introduction section

As was described in the introduction section, for the 2021-2022 school year, the Oakridge Neighborhood 21st CCLC transitioned back to regular program days and hours after the disruption caused by Covid 19 in the 2019-2020 and 2020-2021 school years. Once the school buildings were back to full time in person learning, the Oakridge Neighborhood 21st CCLC after-school program returned to operating a minimum of 15 hours a week Monday through Friday after school and alternate Saturdays during the academic year. Summer programming was provided Monday through Friday from 7:30 – 5:30 for nine weeks in Summer 2021.

The main purpose of small group instruction for BE REAL is to work on special school projects and build success in math, reading, social studies, science and social emotional learning. Students completed computer work assigned by the school. They worked on a rotation of 30-minute intervals or more if needed. Tutoring sessions were led by teachers and peers. Certified teachers worked with groups of five to eight students and assisted students with special school projects. College students and volunteers worked one-on-one with students in the areas of math, reading, social studies and science. Students were encouraged to participate and work with staff on planning enrichment activities for after-school programming.

OASIS is the educationally based after school program for students grades K-5 which focuses on increased math and reading proficiency, increased school attendance, decreased suspensions (in and out-of-school) and system involvement. This is accomplished through literacy/reading and math classes, individualized homework

assistance, and school visits, plus one-to-one and group tutoring sessions. Students are provided instruction by certified teachers, as well as enrichment activities and other social and emotional supports by academic intervention specialists. Oakridge also connects grade schoolers' STEM (science, technology, engineering, art and math) education with STEAM, (science, technology, engineering, arts and math), adding arts curriculum and experiences. Students are given the opportunity to participate in a variety of fine arts programming through hands-on activities, workshops, field trips and artists-in-residence.

- Showcase success of program

There are many indicators of program success:

- In interviews, students reported "Say someone said you were stupid and you tell the teacher and they help us see we are not stupid or ugly". "They also help you be a leader, they wanted me to help with the young kids. I hadn't thought I was a leader". "If you are late or your grades are failing, they ask what is going on at home or with gangs".
- Survey results with students showed that 84% of students agreed that the program helped them in school. Eighty-eight percent reported feeling safe at the OASIS and BE REAL program. Survey results with parents showed 93% of parents reported being happy or very happy with the program and 91% of parents reported they find the staff to be courteous and friendly and the program site is a safe place to be.
- The Youth Employment Program hires youth workers for the summer program and they are showing great potential in helping younger students. They will now be hired to work in the after school program during the school year.
- Results from the Youth Program Quality Assessment are shown below and include the program ranking higher than the national average on several indicators, including "all youth have multiple opportunities to practice in group-process skills" and "program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth".

A Youth Program Quality Assessment Report was issued on October 21, 2021 for the OASIS K-2 grades and Edmunds 3-5 grades for the Oakridge Neighborhood 21st CCLC Program. The assessment was completed as part of the United Way Quality Counts project to gather and analyze data on the quality of youth programs across a variety of settings and funding streams. The instrument used to complete the appraisal was the Youth Program Quality Assessment (YPQA), a research-validated observation tool developed by High/Scope Educational Research Foundation. Data collection included on-site observation and a phone interview with an administrator of the program.

The YPQA measures quality on four programmatic subscales and on three organization-level subscales. The following table summarizes your program offering scores, compared with national norms based on High/Scope's assessment of more than 500 youth program offerings across the country. Scores range from 1.0 to 5.0, where 5.0 is the best possible score.

Edmunds 3-5:	Oakridge Neighborhood	National Norms
I. Safe Environment	5.00	4.35
II. Supportive Environment	4.63	3.70
III. Peer Interaction	4.94	2.95
IV. Youth Engagement	5.00	2.57

Strong items of note in your assessment include:

(III-N1) All youth have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part). 5.00

(II-H2) The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth. 5.00

(II-G3) There are enough materials and supplies prepared for all youth to begin activities. 5.00

E. Healthy food and drinks are provided.

Items that may warrant attention include: (list lowest four items)

P. Youth have opportunities to set goals and make plans. 5.00

J. Staff support at least some contributions or accomplishments of youth. 4.00

L. Staff use youth-centered approaches to reframe conflict. 4.50

Q. Youth have opportunities to make choices based on their interests. 5.00

OASIS K-2:	Oakridge Neighborhood	National Norms
I. Safe Environment	5.00	4.35
II. Supportive Environment	5.00	3.70

III. Peer Interaction	5.00	2.95
IV. Youth Engagement	4.50	2.57

Strong items of note in your assessment include:

(III-N1) All youth have multiple opportunities to practice group-process skills (e.g., actively listen, contribute ideas or actions to the group, do a task with others, take responsibility for a part). 5.00

(II-H2) The program activities lead (or will lead in future sessions) to tangible products or performances that reflect ideas or designs of youth. 5.00

(II-G3) There are enough materials and supplies prepared for all youth to begin activities. 5.00

E. Healthy food and drinks are provided. 5.00

Items that may warrant attention include: (list lowest four items)

B. We do have some physical safety concerns at all three sites. Furniture and or carpet. 4.85

H. Activities support active engagement 4.50

N. Youth serve as mentors or facilitators 4.50

R. Staff initiates structured opportunities for youth to give feedback on the activity. 3.00

An analysis of this data reflects strong program quality of the Oakridge Neighborhood 21st CCLC Program. Oakridge Neighborhood scores on all four programmatic subscales are well above the national norm. The assessment provides useful information about key aspects of youth program quality that can help guide program design and staff development efforts. The program has used these results to stimulate conversation within the organization about program quality and to inform quality improvement efforts. PQA has enabled the program to look at the total program and improve on points that need more attention. The assessment allows the program staff to have conversations regarding how to provide more services to staff to keep improving the program mission and goals. The staff believes it is important to improve and manage future goals for the organization, students, and staff.

- Highlight items contributing to program success.

The strength of the program comes from the relationship the program staff have with children most in need. The program rallies around identified portions of the community who need assistance. The program gives one-to-one support along with the school and helps the school find students who need support.

- Include exemplary contributions from staff, teachers, volunteers and/or partners

Exemplary contributions from staff include the amount of time and effort the program staff invest into the program, often volunteering their time in addition to their regular responsibilities and donating their own money for activities. The staff helps families obtain food, transportation, and support. Teachers provide much needed academic, behavioral and social emotional learning opportunities and individualize instruction to meet the needs of every student. They take a “whole child” approach by recognizing the range of aspects each child brings to the learning environment. Volunteer groups provide much needed support to fill gaps beyond paid staff. Partnerships add enrichment and fun opportunities for the students and they go above and beyond, including materials, transportation, and time.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2021-2022 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2021-2022** local evaluation is posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

The evaluation is posted here: <https://oakridgeneighborhood.org/youth-and-education/>

Type or copy and paste other methods of Dissemination of Local Evaluation here.

The evaluation will also be shared with the Board of Directors of the Oakridge Neighborhood Services Inc. A Twitter and a Facebook account also exist and will be used to direct individuals to the website. Twitter: @OakridgeServes. Facebook: <https://www.facebook.com/pg/OakridgeNeighborhoodServices/>

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

Remember to include an evaluator discussion on how the program met or did not meet the local objectives

- Objectives to be changed and reasons why.

For 2021-2022 no local objectives were changed or added. For 2022-2023, local objective Goal 2 will be changed from 85% to 80% of participants receiving report grades of “C” or better and will also remove the wording of “homework completion and class participation” because homework and class participation is measured by the Teacher Survey. Therefore, the objective will be measured by simply collecting data on grades of “C” or better.

Goal 3 will be adjusted from “less than two (2) behavior referral per quarter” to “less than eight (8) behavior referrals per year”, as that is the format DMPS provides data to the program.

- Objectives to be added.

None at this time.

- Include objectives not met.

Local objectives Goals 2, 3 and 4 were not met.

- Include objectives not measured.

All objectives were measured.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

Remember to include an evaluator discussion of what can be done to improve the program

Type or copy and paste Recommendations on Future Plans for Change here.

- Changes in activities

The Oakridge Neighborhood 21st CCLC program continues to respond and adjust programming based on the needs of students amidst the aftermath of the pandemic.

An evaluator discussion of what can be done to improve the program includes finding ways to support program staff as they navigate an increasingly complex set of variables in school and

community settings. A strength of the program is the ability of the staff to build trusting relationships with students and an increase of attention on the social and emotional needs of both staff and students will impact student improvement in academics, behavior, attendance and pro-social presence in the community.

- Changes in recruitment efforts

The program will work more closely with other departments within the agency to have a presence at New Family Orientation. The BE REAL program staff is actively recruiting students who are now back in the school buildings in person. Some of the students are involved in more extracurricular activities than ever before and are told they are welcome to come back to the program when their activity is over. The students who are not involved in extracurricular activities are encouraged to attend. There has been transition with families moving out and new families moving in and the focus is on engaging new families. There is a New Family Orientation, and the program is working within the organization to have a presence at these meetings to inform new residents about the program and to have them fill out applications during the meeting. As a part of helping families with self-sufficiency, more families have transitioned out of Oakridge Neighborhood apartments and into home ownership. This has resulted in the program having fewer students who stay in the program long-term.

- Changes in partnerships

Partnerships are ever changing; while some partners have longevity with the program, new ones are constantly added. The program also notes that it is forming deeper relationships with community partners and being more purposeful in identifying what is of most benefit to students in the program. This includes building more community in the program space. Program staff note that with increased civil unrest in all parts of the community, partners are reaching out to engage in a deeper way to create safe spaces for students.

- Changes for sustainability plans.

The program continues to work with DMPS to create a full service school component by seeking funding from DMPS to place outreach workers in the schools during the school day to help support students and teachers in the classroom. The component is currently being piloted in one elementary school and all reports back from the school administration is that it is working well. The goal of the initiative is to help the teachers with the students to reduce office referrals and keep the students in the classroom to reduce learning loss. With the additional financial help and different funding streams, the program will move to sustainability and move part time staff to full time positions. The program will continue to expand partnerships to help meet the needs of students and families and will continue to seek grants, other funding and expanded partnerships.

- Other changes as suggested by governing body

The program continues to refine an internal data collection system to streamline the collection of data needed for the 21st Century CCLC Evaluation. Creating an internal spreadsheet to keep track of data contributed to collecting data on the new evaluation format for items such as more detail on program participation by hours bands. The 21st CCLC will continue to work with United Way of Central Iowa to customize and accommodate the expansion of the Efforts To Outcomes (ETO) data base system to allow the program to collect more data electronically which will result in more efficiencies in the system related to reports and reduce the collection of data needed for the 21st CCLC grant on paper.

UNEXPECTED DATA (Unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other) Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disaster.

Type or copy and paste Unexpected data input here.

During the 2022 Fall Semester, DMPS experienced a serious hacking of its computer systems. This hack resulted in a delay in obtaining data the Oakridge Neighborhood 21st CCLC needed to complete the 21st CCLC evaluation. It is regrettable that two extensions were needed to complete the evaluation and it is hoped that the system will be more resilient and timely for the 2022-2023 evaluation.