

**Grantee: OAKRIDGE NEIGHBORHOOD SERVICES**  
**21<sup>st</sup> CCLC Local Evaluation Form 2022-2023**

**Overview**

**The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003.**

***What are the local evaluation requirements?***

***Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.***

***A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).***

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 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 School Year.

The table below lists the nine 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 <**Oakridge Neighborhood Services 21st CCLC Local Evaluation Form 2022-2023**>. 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. <b>Total Academic Improvement</b>	<b>X</b>
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. 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	
Grantee Name	<b>Oakridge Neighborhood Services</b>
Program Director Name	<b>John Spinks</b>
Program Director E-mail	<b>jspinks@oakridgeneighborhood.org</b>
Program Director Phone	<b>515-783-9431</b>
Evaluator Name	<b>Margaret Jensen Connet</b>
Evaluator E-mail	<b>mjconnet@gmail.com</b>
Evaluator Phone	<b>515-249-4849</b>
Additional Information from Grantee (optional)	

#### Center Information Table

Cohort	Centers
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<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 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	
Cohort 17	
Additional Information from Grantee (optional)	

**Note: If you are in Cohort 18, 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
<input type="checkbox"/> Needs Assessment Process	X
<input type="checkbox"/> Key People Involved	X
<input type="checkbox"/> Development of Objectives	X
Program Description	X
<input type="checkbox"/> Program days and hours	X
<input type="checkbox"/> List of activities	X
<input type="checkbox"/> Location of centers	X
<input type="checkbox"/> Attendance requirements	X
<input type="checkbox"/> Governance (board, director, etc.)	X
<input type="checkbox"/> <b>Details on Parent Events and Parent involvement.</b>	<b>X</b>
<input type="checkbox"/> <b>Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)</b>	<b>X</b>
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. Seventy-two 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 Schools, 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 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC. Des Moines Public School's reading and math proficiency rates are lower among LEP students than all students. The Oakridge 21<sup>st</sup> 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, 21<sup>st</sup> 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 21<sup>st</sup> CCLC after-school program are the program director, education coordinator, three site coordinators, eight teachers, six youth success navigators, 56 community partners and many parents. The Program Director is responsible for the day-to-day operations and management of the 21<sup>st</sup> 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, establish effective 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; providing a safe environment, guidance and role-modeling for youth to help them become productive individuals in society; and identifying 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, three teachers for grades 3-5, and three 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 21<sup>st</sup> 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 21<sup>st</sup>CCLC program is in 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 2022-2023 school year, the Oakridge Neighborhood 21<sup>st</sup> CCLC transitioned back to regular program days and hours after the disruption caused by Covid 19 in the 2019-2020, 2020-2021 and 2021-2022 school years. The Oakridge Neighborhood 21<sup>st</sup> CCLC after-school program operates 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 2022.

#### 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.

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. Youth are given the opportunity to build relationships with caring adults, enhance skills, exercise leadership and develop their personal assets and competencies through the program. Youth are encouraged to use higher order thinking skills and see the relevance to every day life such as careers and success at home and in school.

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 21<sup>st</sup> 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 21<sup>st</sup> CCLC expanded the after-school and 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 recreation/enrichment time. In addition, program staff are a presence in the school buildings during the school day; checking in on students every week to check on their grades, attendance, missing assignments and behavior issues. The Oakridge Neighborhood 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 complete computer work assigned by the school. They work on a rotation of 30-minute intervals or more if needed. Tutoring sessions are led by teachers and peers. Certified teachers work with groups of five to eight students and assist students with special school projects. Students are 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 on the campus where the 21<sup>st</sup> CCLC operates, the Oakridge Neighborhood staff is able to directly visit homes and contact parents about the participation of their children in the 21<sup>st</sup> CCLC program. The staff and teachers from Oakridge Neighborhood Services 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, surrounding school district's elementary schools and 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 Neighborhood. 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 discussed the rules. There were chess competitions where students competed for recognition and focused on social behaviors and various strategies to win the game. Oakridge Young Educated Artists (OYEA) started as a play writing and acting group where the students write, direct and perform their own plays and then it 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 21<sup>st</sup> 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 2022, the program provided students with 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. The students had a booth at the annual Art Festival in downtown Des Moines where they had a button making station, sold sweatshirts designed and made in the BE REAL studio and a conducted a performance on stage to perform the songs they had written in OYEA. Students in BE REAL went fishing. STEAM on the Ridge was held and many partners came 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 with John Deere that students used to battle each other, and Zumba class. A grant supported a field trip to Adventureland and sixty students participated.

Program staff noted that while the program has always had girls coming into the program, retaining them was challenging because they often have other obligations, such as helping out at home. With more female staff in the Oakridge 21<sup>st</sup> CCLC, it was noted that outreach to those young women was enhanced with better ways to communicate and keep in touch with them, even when they are unable to attend. Group text messages are sent regarding a specific activity and that is effective in getting them to come and participate, even if they have moved away or graduated. Also, the young women are comfortable reaching out to the female program staff to talk about what happened that day at school, relationship problems, and how teachers and other students treat them. With some immigrant and refugee populations there can be a more traditional role for women in the home, such as the mother being a full time homemaker and the daughter expected to help out with younger siblings. Having strong female role models on the staff helps these young women to see other relationships outside of the home. All three sites now have male and female staff.

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.

- Details on Parent Events and Parent Involvement

Parent Involvement Information and Discussion can be found on pages 28-33.

- Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)
  - Oakridge Neighborhood partners with CACFP which reimburses the program for snacks at 50 cents per student.
  - Iowa State University 4-H Extension provided food at the Teen Center several times.
  - The Des Moines Bicycle Collective provided 40 - 50 lunches once a week during the school year.
  - Hy-Vee delivered baked goods every week.
  - Central Iowa Services and Shelter brought fresh lettuce from their greenhouse every week.
  - Iowa Realty provided 250 box lunches one time in the summer of 2022.
  - Students are involved in the community garden growing vegetables which are used to feed students in the program. The students also staffed a booth every Wednesday at the Center Street Farmers Market Center with three to four youth selling the produce from the garden.

#### Program Highlights:

- Oakridge Neighborhood Services 21<sup>st</sup> CCLC program was recognized with two awards from the Iowa After-school Alliance as recognized by the Iowa Department of Education: the 2022 Family Engagement Award and All Around Award.
- Oakridge Neighborhood's Summer Youth Employment Program (SYEP) was featured in the February, 2023 Cityview's Business Journal:

Oakridge Neighborhood's Summer Youth Employment Program "Des Moines' Oakridge Neighborhood is the state's largest Section 8 housing project, with 72% of the residents being immigrants and refugees. In 2022, the Oakridge Neighborhood received \$91,000 in grants from Iowa Workforce Development to support its Youth Summer Employment Program (SYEP). The program provides opportunities for at-risk high school youth between the ages of 14-21. After

more than 25 years, SYEP is one of the state's longest-running summer employment programs.

SYEP is not exclusive to Oakridge residents, although many participants do come from the neighborhood. Because much of the population they serve are immigrants and refugees, many of the kids lack soft skills and language proficiency, making it hard to find employment opportunities.

"It's an opportunity for youth who've never been employed to get gainful employment," said John Spinks, program coordinator at Oakridge Neighborhood's 21<sup>st</sup> Century Community Learning Center (CCLC).

The program works with a variety of community partners for funding and employee placement. Diversified funding from organizations like Banker's Trust, United Way, UnityPoint, Sammons Financial and Iowa Workforce Development allows Oakridge to place youth in a variety of different positions. The youngest and least-experienced applicants are placed on Oakridge's campus. They provide entry-level jobs like assisting with Oakridge's summer camp or cleaning and sanitizing Oakridge facilities. For more experienced candidates, Oakridge might place them in high-skilled jobs like marketing at Sammons Financial, receptions at UnityPoint, or even working at the Statehouse.

None of the program participants make minimum wage. In fact, the hourly rate for SYEP participants ranges from \$11 - \$20. Oakridge pays their participants directly, as opposed to their community partners.

The primary focus of SYEP is to pair employability skills with academic success. Before hiring any student, Spinks makes sure they are making it to school on time and receiving good grades.

The 2022 summer program employed 70 youth. The program's success has pushed Oakridge to strive for year-round employment."

- In relation to the SYEP program, staff noted that job placements have expanded to new businesses and geographical locations such as John Deere in Ankeny and Sammons Financial Group. This is due to the staff having a higher level of confidence in the students and the staff can trust the students to handle these different environments. Reaching for excellence, the staff trusts the students to go to these places outside the neighborhood because they know the students can succeed in places where they would not formerly have gone. One of the John Deere mentors had a similar background to the students in the program and thus was understanding of the challenges they face. He had been in a factory job and did not see the need for higher education until he realized as an adult that he could get a better job with an advanced college degree. He is now in a higher income bracket with an advanced degree. Oakridge students are able to see a

role model that overcame challenges. Also, parents have a stronger relationship with program staff and are talking about their students with the staff and the community. Parents and students understand their contribution to the community and how they bring value.

- Oakridge 21<sup>st</sup> CCLC students performed at the World Food Prize Hall of Laureates Awards Ceremony where the theme was feeding a fragile world. An Oakridge staff member, Emmitt Phillips, was commissioned to write a poem for the event and he created an opportunity for the students to do a skit prior to his performance of the poem. The skit included topics of food insecurity and climate change and students received a portion of the commission as payment. A video of the performance can be found on the World Food Prize website. Dr. Cynthia Rosenzweig was the award winner.
- A field trip was conducted with students from the Oakridge 21<sup>st</sup> CCLC at the Des Moines Art Center in the Summer of 2022. During the field trip, a video was created and then posted on You Tube that the Des Moines Art Center created with Oakridge 21<sup>st</sup> CCLC participants. Students went to the Des Moines Art Center and viewed paintings and other art to determine how people in the painting might be feeling by the expression on their face. Oakridge staff are well equipped to integrate activities with music, art, literacy, math, science and are able to engage students in activities that use these innovative fun and active learning methods to convey more knowledge and appreciation for academic and social awareness.
- Oakridge Neighborhood Services Youth Department staff was invited by United Way of Central Iowa to participate in a panel discussion with a national audience related to literacy: The “Campaign for Grade Level Reading (CGLR), Crucible of Practice, Reflections on Lessons Learned”. The opportunity to present was the result of the Des Moines community receiving the CGLR Pacesetter Award for the 10<sup>th</sup> year in a row. The presentation focused on the transition from goals for 2020 to United to Thrive. Oakridge staff was asked to speak about the partnership Oakridge has with Edmunds Elementary, Callanan Middle and Roosevelt High School in the Des Moines Public Schools to increase literacy skills with students in the 21<sup>st</sup> CCLC program by implementing a continuum of services from Birth to Graduation. The panel was held on December 13, 2022 on Zoom with participants from all over the country. The inclusion of Oakridge on this national level initiative indicates the high level of confidence United Way has in the Oakridge Neighborhood 21<sup>st</sup> CCLC program.
- HyVee Food Stores and DMPs Foods and Nutrition representatives provided a program called “Kids in the Kitchen” in which they came to the after-school program and talked about how to prepare healthy meals and prepared meals with the students. The program taught students how to look around their home and find what food they had on hand and how to prepare a healthy meal with those ingredients.
- Ballet Des Moines has cast Oakridge students in the Nutcracker Ballet. On April 27, 2023, “SEL Day” and “SHE” performances were conducted at Stoner Theater in collaboration with Des Moines Ballet. From an article in the Des Moines Register about

the collaboration between the Oakridge Neighborhood Youth Department and the Des Moines Ballet: “The collaboration has led to a breakdown of barriers that traditionally keep children from underrepresented groups from participating in activities such as ballet. **”SHE”** performances lifted leading and emerging female voices through the work of three internationally recognized choreographers, panel discussions, and education programs with local youth, to underscore why representation is vital to a vibrant community, and what it means to facilitate positive change towards universal inclusion and belonging.” Fifteen students attended the behind-the-scenes rehearsal. Three young women from Oakridge led the panel discussion for the honorees at the event. The panel discussed Community Engagement and Impact, Inclusion and Equity, Youth Engagement and STEM, and was a part of the Social Emotional Learning components (SEL) with the focus on Building-Relationships. Leaders who work at the intersection of Equity and Belonging and youth groups engaged in an open dialogue about belonging, what they can do to facilitate healthy, positive change that leads toward inclusion and belonging, and what it means to truly share space. Meanwhile, Oakridge Community Youth re-engaged with topics from the Fall and Early Spring workshops to prepare for a youth panel discussion through a public speaking workshop.

- Seven 7<sup>th</sup> – 9<sup>th</sup> grade Oakridge 21<sup>st</sup> CCLC students participated in a three-day Iowa State University Extension 4-H Connect Retreat in Boone that included camping overnight, STEM focused activities, opportunities to explore agriculture and outdoor natural resources, civic engagement, leadership, healthy living, communication, the arts, and meeting and getting to know other students from other schools.
- Two students, Najmo Abukar and Ketego Rekyte, working in the Summer Youth Employment Program at Oakridge compiled a book entitled: “The People of Oakridge Neighborhood” with the help of Communication Director Chris Irvine. The students interviewed residents and program participants and wrote their stories about the Oakridge community. The book has been circulated with the board, funders and throughout the community.
- Walk My Bricks, an Oakridge Neighborhood Youth Led Walking Tour, [To educate on our history, our stories and our experiences], is a partnership with Drake University. Over the past two years 10-20 high school students participated on this project. Last year students presented StoryMaps at Drake University to the Sustainable Transportation class with guests from DART and City of Des Moines. The StoryMaps consisted of their pictures and data collected around Oakridge as they worked towards building a youth-led walking tour. Walk My Bricks is a project bred from a partnership between Oakridge Neighborhood’s Youth Department and Drake University’s Environmental Science & Sustainability Department. This project is the chain reaction of two years of education, preparation, and collaboration between teens and college students. The Oakridge youth learned to build StoryMaps in ArcGIS from Drake students; documenting their community as they explored sense of belonging, safety, way-finding, history, access to opportunities, and activating people and places. In this exchange a focus around past and present leaders and landmarks was emphasized, moreover the destruction of

Center Street and the building of Oakridge Neighborhood. Center Street was the thriving black neighborhood of Des Moines, Iowa which was destroyed by new freeway construction and urban renewal, ultimately, leading to the building of Oakridge Neighborhood in efforts to restore and bring displaced people back to the heart of the city. Walk My Bricks is an effort to preserve history while building dialog around the 50314 zip code community as it continues to change. It takes everybody doing their part, but the hope is to empower Oakridge youth in building and advocating for their community no matter where they live.

**3. Demographic Data**

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	
<input type="checkbox"/> 2022-2023 School Year Attendance Summary Table	X
<input type="checkbox"/> 2022-2023 School Year Grade Level Table	X
<input type="checkbox"/> 2022-2023 School Year Sex Table	X
<input type="checkbox"/> 2022-2023 School Year Attendance Population Specific Table	X
<input type="checkbox"/> 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	
<input type="checkbox"/> Summer of 2022 Attendance Summary Table	X
<input type="checkbox"/> Summer of 2022 Grade Level Table	X
<input type="checkbox"/> Summer of 2022 Sex Table	X
<input type="checkbox"/> Summer of 2022 Population Specific Table	X
<input type="checkbox"/> Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	
<input type="checkbox"/> Partnerships Table	X
<input type="checkbox"/> Partnerships Discussion	X
Parent Involvement Information and Discussion	X

**2022-2023 School Year Attendance.** *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

**21st CCLC Program 2022-2023 School Year Attendance Summary Table**  
**Reflects Number of Students**

Days/Hours	Cohort	Cohort	Cohort	Cohort	Cohort	Total
	13	14	15	16	17	
<b>Less than a week</b> <i>(Less than 15 Hours)</i>			4			
<b>More than a week</b> <i>(More than 15, Less than 45 Hours)</i>			10			
<b>More than a Month</b> <i>(More than 45, Less than 90 Hours)</i>			15			
<b>More than two Months</b> <i>(More than 90, Less than 180 Hours)</i>			25			
<b>More than three Months</b> <i>(More than 180, Less than 270 Hours)</i>			24			
<b>More than four Months</b> <i>(More than 270 Hours)</i>			107			
<b>TOTALS</b>			185			

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

**21st CCLC Program 2022-2023 School Year Attendance Grade Level Table**

**Reflects Total Number of Students**

<b>Days/Hours</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Cohort 17</b>	<b>Total</b>
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>			14			
<i>How many 1st Grade</i>			20			
<i>How many 2nd Grade</i>			24			
<i>How many 3rd Grade</i>			22			
<i>How many 4th Grade</i>			19			
<i>How many 5th Grade</i>			26			
<i>How many 6th Grade</i>			16			
<i>How many 7th Grade</i>			12			
<i>How many 8th Grade</i>			8			
<i>How many 9th Grade</i>			8			
<i>How many 10th Grade</i>			10			
<i>How many 11th Grade</i>			6			
<i>How many 12th Grade</i>						
<b>TOTALS</b>			185			

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

**21st CCLC Program 2022-2023 School Year Attendance Sex Table**

**Based on Total Attendance**

	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Cohort 17</b>	<b>Total</b>
<b>Male</b>			96			
<b>Female</b>			89			
<b>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</b>						
<b>Gender Data Not Provided</b>						



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

**21st CCLC Program 2022-2023 School Year Attendance Population Specific Table  
Based on Total Attendance**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Students who are English Learners (LEP)</i>			61			
<i>Students who are economically disadvantaged (FRPL)</i>			185			
<i>Students with disabilities</i>			48			
<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>			145			

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

**21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table  
Based on Total Attendance**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>						
<i>Asian</i>			1			
<i>Black or African American</i>			160			
<i>Hispanic or Latino</i>			2			
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>			9			
<i>Two or more races</i>			13			
<i>Data not provided</i>						

Summer of 2022 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2022 ONLY. Leave blank any cohorts that do not apply.*

**21st CCLC Program 2022-2023 Summer 2022 Attendance Summary Table**  
**Reflects Number of Students**

<b>Days/Hours</b>	<b>Cohort 13</b>	<b>Cohort 14</b>	<b>Cohort 15</b>	<b>Cohort 16</b>	<b>Cohort 17</b>	<b>Total</b>
<b>Less than a week (Less than 15 Hours)</b>			<b>0</b>			
<b>More than a week (More than 15, Less than 45 Hours)</b>			<b>2</b>			
<b>More than a Month (More than 45, Less than 90 Hours)</b>			<b>1</b>			
<b>More than two Months (More than 90, Less than 180 Hours)</b>			<b>17</b>			
<b>More than three Months (More than 180, Less than 270 Hours)</b>			<b>29</b>			
<b>More than four Months (More than 270 Hours)</b>			<b>96</b>			
<b>TOTALS</b>			<b>145</b>			

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table**  
**Reflects Total Number of Students**

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>			5			
<i>How many 1st Grade</i>			18			
<i>How many 2nd Grade</i>			17			
<i>How many 3rd Grade</i>			20			
<i>How many 4th Grade</i>			15			
<i>How many 5th Grade</i>			22			
<i>How many 6th Grade</i>			17			
<i>How many 7th Grade</i>			13			
<i>How many 8th Grade</i>			10			
<i>How many 9th Grade</i>			2			
<i>How many 10th Grade</i>			6			
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
<b>TOTALS</b>			145			

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table**  
**Based on Total Attendance**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Male</i>			67			
<i>Female</i>			78			
<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 2022-2023 Summer 2022 Attendance Population Specific Table  
Based on Total Attendance**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Students who are English Learners (LEP)</i>			33			
<i>Students who are economically disadvantaged (FRPL)</i>			145			
<i>Students with disabilities</i>			27			
<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>			59			

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Race/Ethnicity Table  
Based on Total Attendance**

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>			121			
<i>Hispanic or Latino</i>			2			
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>			6			
<i>Two or more races</i>			16			
<i>Data not provided</i>						

**Attendance Discussion.**

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<input type="checkbox"/> Percentage of 21 <sup>st</sup> CCLC attendance compared to total population.	X
<input type="checkbox"/> Percentage of attendees who are FRPL.	X
<input type="checkbox"/> Efforts to increase and keep attendance high.	X
<input type="checkbox"/> Recruitment efforts.	X
<input type="checkbox"/> 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
<b><i>Explain WHY attendance met or did not meet grant goals.</i></b>	

General discussion on attendance including

- Percentage of 21<sup>st</sup> CCLC attendance compared to total population.

The 21<sup>st</sup> 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 do 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 are representative of 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 program 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 childcare after-school for their younger siblings which prohibits 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 with Ballet Des Moines and National Society of Black Engineers (NSBE) Jr. and the activities such as creating a brand with making 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 was implemented in the 2022-2023 program year. Field trips incorporate social emotional learning (SEL) such as building social awareness and teaching students how to interact with each other. The program has a policy which requires the student to attend at least three days per week to go on the field trips which provides an incentive for students to attend the program. The students who are active in extracurricular activities are still given credit for attending the program because participation is used as an incentive to go on field trips. The program plans an activity every month and utilizes that as an incentive to attend. Goals for next year include working on improving academic success, getting to school on time, improved grades and decreased suspensions.

Recruitment efforts.

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 aftermath of the COVID-19 pandemic persisted, therefore the program continued to provide food, household and school supplies for families. 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC after-school program. School administrators and teachers refer students to the 21<sup>st</sup> CCLC program and encourage those students to participate.

Discussion on how contact hours requirement is being met.

During the 2022-2023 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 2022. Attendance goals were met through all the efforts described above.

**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*

**21st CCLC Program 2022-2023 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>
United Way of Central Iowa	Full	3	Support and advisory personnel	\$330,000
Mercy College	Full	3	Volunteer	\$12,000
Unity Point	Full	3	Volunteer	\$5,000
John R Grubb YMCA	Partial	3	Volunteer	\$20,000
Iowa Public Television	Full	3, 5	Volunteer	\$3,000
Principal Financial Group	Partial	2	None	\$1,500
Des Moines University	Full	3, 6	Volunteer	\$4,000
Central College	Full	3, 6	Volunteer	\$4,500
Iowa State University	Full	3, 6	Volunteer	\$3,000
Drake University	Full	3, 6	Volunteer	\$3,000
Des Moines Area Community College	Full	3, 6	Volunteer	\$3,000
Grandview College	Full	3, 6	Volunteer	\$4,500
Simpson College	Full	3, 6	Volunteer	\$4,500
Des Moines Public Library	Full	3	Volunteer	\$120
Iowa State University 4-H Extension	Full	3, 5, 6	Volunteer	\$1,500

Iowa Department of Natural Resources	Full	3, 6	Volunteer	\$4,500
Volunteers in Service to America (VISTA)	Full	3	Volunteer	\$2,500
Des Moines Art Center	Partial	3	None	\$3,000
Des Moines Park and Recreation	Partial	3	Paid Staff	\$675
Des Moines Science Center	Partial	3	None	\$3,000
Des Moines Botanical Garden	Partial	3	None	\$3,000
Blank Park Zoo	Partial	3	None	\$3,000
Capitol Hill Lutheran Church	Full	3, 4, 6	Volunteer	\$5,000
Meals From the Heartland	Full	3	Volunteer	\$400
Kum and Go Convenience Stores	Full	4	Volunteer	\$1,000
Food Bank of Iowa	Vendor	4	None	\$0
Wells Fargo	Partial	3, 4, 5, 6	Volunteer	\$2,000
Girl Scouts	Full	3, 6	Volunteer	\$3,000
Gateway Dance Theater	Partial	3	Volunteer	\$3,000
Pyramid Theater Company	Partial	3, 6	Volunteer	\$2,000
Merle Hay Bowling	Vendor	3	None	\$0
Skate North	Vendor	3	None	\$0
Des Moines Playhouse	Partial	3, 6	Volunteer	\$400
Youth Program Quality Assurance (YPQA)	Partial	3, 4	Program Staff	\$100
D.A.R.T. Van	Partial	5	None	\$6,000
Howells Pumpkin Patch	Vendor	3, 5	None	\$0
Des Moines Chapter of Links, Inc.	Full	3, 4, 5, 6	Volunteer	\$1,000
National Society of Black Engineers	Full	3, 4, 5, 6	Volunteer	\$1,000



Bross-Kline Electric	Partial	3, 4	Volunteer	\$1,000
AMC Theaters	Vendor	3	None	\$0
Wildwood Hills Ranch	Full	3, 4, 6, 7	Paid Staff and Volunteer	\$6,000
Jeff Hill Basketball Camp	Full	3, 4, 5, 6	Volunteer	\$6,250
Urban Bike Food Ministry	Full	4, 6	Volunteer	\$5,000
Des Moines Public Schools	Full	1	Provide Data for Local Evaluation Form	\$500
Girls on the Run	Full	3	Volunteer	\$750
Bank of America	Full	2, 3	Volunteer	\$35,000
Bankers Trust	Full	2, 3	Volunteer	\$25,000
Pro Iowa Soccer	Partial	3, 4	Volunteer	\$10,000
Iowa Work Force Development (Future Ready)	Partial	7	Paid Staff	\$92,000
Iowa Realty	Full	3,5	Volunteer	\$10,000
Ballet Des Moines	Full	3, 6	Volunteer	\$1,500
Sherman Hills Neighborhood Association	Full	8	Volunteer	\$150
Mainframe Studios	Full	3, 6	Volunteer	\$250
Harrison Barnes Basketball Camp	Full	3, 4, 5, 6	Volunteer	\$6,250
Hoyt Sherman	Full	3, 6	Volunteer	\$250
Margaret Jensen Connet	Vendor	1	Local Evaluator	\$0

*\*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
<input type="checkbox"/> Summary of partnerships table.	X
<input type="checkbox"/> <b>Total Partners by Type</b>	X
<input type="checkbox"/> <b>How in-kind value was determined</b>	X
<input type="checkbox"/> Efforts to recruit partners.	X
<input type="checkbox"/> Highlights of partnerships.	X

<input type="checkbox"/> How partnerships help program serve students.	X
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General discussion on Partnerships including:

- Summary of partnerships table.

The Oakridge 21<sup>st</sup> CCLC maintained, added and eliminated partnerships in 2022-2023 for a total of 56 partnerships and a total in-kind value of \$647,095. This is an increase in partnerships from 2021-2022 when there were 54 partnerships. Also attached to the evaluation is the “Oakridge Neighborhood Iowa Partners List 2022-2023” 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 United Way, Iowa Workforce Development, Ballet Des Moines and Iowa State University Extension 4-H are all key partners and provide enrichment activities to enhance what the program staff provide. A critical component of partnerships is the vast amount of food and meals provided by partners to keep families with severe food insecurity fed.

- 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.

- How in-kind value was determined

The program estimated the amount of time donated by staff in the partnership and the average cost per hour per staff person to determine a dollar amount of the donation. Estimated costs for materials provided by the partner was determined for each event.

- Efforts to recruit partners

When areas of unmet need are identified, the program seeks out appropriate services to meet the need. The Oakridge 21<sup>st</sup> 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 21<sup>st</sup> 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

- 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 21<sup>st</sup> CCLC program as cast members of performances of “The Nutcracker”.
  - 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 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 include the monthly focus, topic and theme; an activity that often include 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 local colleges and universities. Iowa State University 4-H Extension provides STEAM based programs once a month in the school year and many more in the summer and holidays. Oakridge 21<sup>st</sup> CCLC students participated in a three-day 4-H Connect Retreat in Boone that included camping overnight, STEM focused activities, opportunities to explore agriculture and outdoor natural resources, civic engagement, leadership, healthy living, communication, the arts, and meeting and getting to know other students from other schools.
  - 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.
  - Iowa Workforce Development provided funding for the Oakridge Neighborhood Summer Youth Employment Program which provides opportunities for at-risk high school youth between the ages of 14-21. After more than 25 years, SYEP is one of the state’s longest-running summer employment programs.
- How partnerships help program serve students.

Partnerships help the program serve students in several ways. Partners bring many varied activities in which students participate, in many cases providing activities that the program staff alone could not provide. Partner activities also expose students to a wide variety of opportunities that they would not necessarily find on their own, allowing students to envision options they may otherwise not have contemplated. Finally, partners provide fun activities that also carry an academic growth component.

#### Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

**Parent Involvement Table.** List all parent events held during the Summer of 2022 and the 2022-2023 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

**21st CCLC Program 2022-2023 Parent Involvement Table**

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Additional Information if needed
Edmunds Open House; at the beginning of school year. The goal was to host a recruitment table to sign students up for the 21 <sup>st</sup> CCLC program.		60	125	
Trunk or Treat; Halloween family event with Edmunds in which candy was handed out from a decorated car.		50	150	
<u>STEAM on the Ridge</u> ; Partners		20	300	

provide hands- on and experiential activities relating to science, technology, engineering, arts and mathematics.				
National Night Out; to create relationships with the police and design the best ways to build a safer community.		150	300	
Fall Fest; Social event for parents and community in which students set up a haunted house, hayrack rides, food and games.		50	250	
Culture Night; a celebration of diversity at Oakridge which included food, games, and activity tables.		22	118	
Game Night One; students incorporated SEL components such as building relationships, working with each other and designing games for their parents.		5	40	
Game Night Two; End of Year Celebration where students engaged		50	10	

in celebration of their yearlong accomplishments.				

### Family & Workforce Programs Activity Report | Service Period: January – December 2022

Total Served Jan – Dec: 3,658. Unique Clients Served: 1,065.

#### Programs & Services Offered:

- Workforce Readiness & Placement
- Oakridge Adult Literacy
- Drivers Ed & CDL Career Pathways
- Financial Empowerment & Pathway to Homeownership
- Citizenship & Community Engagement
- Digital Literacy & Laptop Lending Program
- Family Success Programs
- Special Projects/Initiatives

Department's staff provide services in 8 languages including English, Arabic, Amharic, Kunama, Nuer, Kibembi, Swahili and Tigrinya.

#### Key Activities Provided:

- Workforce Readiness & Placement
  - 145 Job Placement | Average Hourly Rate \$18.00 | Highest Hourly Rate \$22.00 | 150 Job Applications
  - 158 Ready for Employment | 23 Enrolled in CDL Pathways | 107 Career Planning
  - 7 CNA Program | 3 in Nursing Program | 1 Enrolled in Private Pilot Program
- DMACC/Oakridge Adult Literacy Program
  - 22 Enrolled in Basic ESL Classes
  - 4 Enrolled in Advanced ESL Classes
- Drivers Ed & CDL Career Pathways
  - 21 Enrolled in Drivers Education | 11 Completed Instructional Permit Prep Courses | 9 Obtained DL
  - 25 Enrolled CDL Career pathways | 7 Obtained CDL Permit | 5 Obtained CDL License
  - 13 Working on Obtaining CDL Instructional Permit
- Financial Empowerment & Pathway to Homeownership

- 69 Completed Financial Literacy Classes | 14 Opened Savings Accts | 21 Accessed Credit Report
- 12 Enrolled in Money Management Program | 9 Addressed Debts | 22 Credit Building
- 9 Path to Homeownership
  
- Citizenship & Community Engagement
  - 36 Enrolled in Program
  - 19 Submitted citizenship applications
  - 15 Attained their citizenship
  
- Digital Literacy & Laptop Lending Program
  - 40 Participated in the Laptop Loaner Program
  - 22 Completed Digital Literacy Classes
  
- Family Success Program
  - 29 Enrolled | 11 Graduates – HOPE For Stable Families | 68% Debt Reduction | 94% Save monthly
  - 97% Banked | 98% Employed | 100% Monthly Budgeting | 95% Savings Accounts
  - 120 Received Case Management Services
  - 180 Language Support Services
  
- Special Projects/Initiatives
  - 17 Completed Resident Orientation
  - 422 Accessed Oak eye clinic & received vision screening | 20 Referred for additional vision services
  - 323 Received free eye glasses | 67 Flu Clinic | 116 Accessed area food pantries

### **Parent Involvement Discussion.**

#### Parent Involvement Information and Discussion Required Elements

- Parent Involvement Table

See Parent Involvement Table on page 28 – 29.

- Parent Involvement Discussion. 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. 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 21<sup>st</sup> 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 21<sup>st</sup> 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 express appreciation of 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. Staff noted that it is not always known how well parents know what the program is doing for their student, however it was noted that a mother approached program staff and asked that they talk to her son who had gotten into a fight and was skipping school. By being that bridge between home and school, parents understand that the program can work with the school on behalf of the student.

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). The parent survey was developed with guidelines from the Iowa After-school Alliance. A total of 101 parents responded to the survey.

#### Results of the 2022-2023 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: 8 parents (8%) Rate 4: 26 parents (26%) Rate 5: <u>67</u> parents (66%) 101 respondents
2. I find the Staff to be courteous and friendly and the program site to be a safe place to be.	Yes: 88 (87%) No: <u>13</u> (13%) 101 respondents
3. The program has allowed my child to be supported yet challenged.	Yes: 92 (91%) No: <u>9</u> (9%) 101 respondents
4. The program teaches my child to make good decisions.	Yes: 91 (90%) No: <u>10</u> (10%)



	101 respondents
5. Since participating in the program, my child has improved in his/her education.	Yes: 96 (95%) No: <u>5 (10%)</u> 101 respondents
6. My child enjoys coming to the program, with 1 being strongly disagree and 5 being strongly agree	Rate 4: 4 parents (4%) Rate 5: <u>97 parents (96%)</u> 101 respondents
7. My family needed help with food, housing, medical, or clothing and we received help.	Yes: 68 (67%) No: <u>33 (33%)</u> 101 respondents

Survey results with parents showed 92% of parents reported being happy or very happy with the program and 87% of parents reported they find the staff to be courteous and friendly and the program site is a safe place for their child to be. This is considered to be a positive response to the program. Sixty-seven percent of parents responded that they needed help with food, housing, medical or clothing and received help. This was an increase over last year when only 29% reported they received help when needed.

- 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 21<sup>st</sup> 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.

#### 4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

This requirement for the Iowa 21<sup>st</sup> CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003, which states,**

***These indicators and measures must—***

- Be able to track student success and improvement over time;***

The Iowa 21<sup>st</sup> CCLC Program has been tracking progress in reading and math for all 21<sup>st</sup> CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

### Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	NA	NA	
1	NA	NA	
2	NA	NA	
3	NA	NA	
4	13	5	38%
5	15	12	80%
6	10	4	40%
7	5	5	100%
8	5	5	100%
9	5	4	80%
10	2	2	100%
11	3	3	100%
12			
<b>Totals</b>	58	40	69%

### Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	NA	NA	
1	NA	NA	
2	NA	NA	
3	NA	NA	
4	14	3	21%
5	8	7	88%
6	9	3	33%
7	4	4	100%
8	5	1	20%
9	5	3	60%
10	3	2	67%
11	3	2	67%
12			
<b>Totals</b>	51	25	49%

**Total Academic Improvement Discussion.**

Total Academic Improvement Discussion Required Elements	Complete?
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

- Please include a discussion of highlights of improvement data, including low and high performing grade levels.

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 for grades 3 - 11. The NA shown in the K-3 grades reflects the fact that those students are not tested with the ISASP assessments. For Reading/English improvement, students in four of the eight grades that were measured showed a 100% increase in scores. The other four grades ranged from a low of 38% to the next highest of 80%. For Mathematics Improvement, students in only one of the eight grades that were measured showed a 100% increase in scores. The other seven grades ranged from a low of 21% to the next highest score of 88%. Given the challenges students face with academic achievement, the fact that 69% improved in Reading/English and 49% improved in Mathematics is noteworthy. While it is important to recognize the achievement of 100% improvement in some grades in Reading/English and Mathematics, it is also important to note the areas for improvement and conduct discussions related to designing strategies to improve those rates. Based on the data, the program will continue to look for ways to support and work with students with lower scores.

- Challenges to gathering data.

Oakridge Neighborhood again experienced frequent delays in receiving the required data from the Des Moines Public Schools, causing the necessity of two additional extensions in submitting the 21<sup>st</sup> CCLC evaluation. Because Oakridge Neighborhood is a non-profit community agency and considered an “outside agency” it does not have direct access to student data and relies on the district to provide that data. Continued discussions with the school district will attempt to solve this problem.

- Efforts to increase student performance.

Program staff spend time during the school day in the buildings the students attend and are there to support students in the learning environment. In the after-school component, certified teachers are hired to provide instruction in both Reading/English and Mathematics to

supplement and enhance the curriculum and instruction provided during the school day. An example of concrete ways the program is successful with students is that a first grade teacher at Edmunds Elementary asked one of the 21<sup>st</sup> CCLC staff what the after-school program was doing to help students with Mathematics because she noted that the students who attend the Oakridge after-school program were completing their Mathematics worksheets at a much higher rate and accuracy than students in the class who were not in the program. Enrichment activities provided by program staff and community partners incorporate reading and mathematics into the activities to support student academic growth.

## 5. GPRA Measures

**For 2022-2023, 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 2022-2023 school year. Please note that the data tables for each GPRA Measure mirrors the APR data entry tables. Please do not change any of the tables.**

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	
<input type="checkbox"/> GRPA Measure 1A – Reading Progress	X
<input type="checkbox"/> GRPA Measure 1B – Math Progress	X
<input type="checkbox"/> GRPA Measure 2 – Academic Achievement GPA	X
<input type="checkbox"/> GRPA Measure 3 – School Day Attendance	X
<input type="checkbox"/> GRPA Measure 4 – Behavior	X
<input type="checkbox"/> GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

**GPRA Measure 1A – Reading Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> 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
<b>Number of Attendees for whom you have outcome Data to report.</b>	2	5	13	11	9	35
<b>Number of Attendees who exhibited growth.</b>	1	4	3	5	5	22
<b>Percentage of Attendees who exhibited growth. Calculated for each column.</b>	50%	80%	23%	45%	55%	63%

**GPRA Measure 1B – Math Progress.** Percentage of students in **grades 4-8** participating in 21<sup>st</sup> 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.	2	5	13	11	9	35
Number of Attendees who exhibited growth.	1	2	2	4	2	21
Percentage of Attendees who exhibited growth. <b>Calculated for each column.</b>	50%	40%	15%	36%	22%	60%

**GPRA Measure 2 – Academic Achievement - GPA.** Percentage of students in **grades 7-8 and 10-12** attending 21<sup>st</sup> 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 and who had a prior year unweighted GPA of less than 3.0?	1	4	2	4	5	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 who improved their GPA?	0	1	1	2	3	6
Percentage of Attendees who improved their GPA. <b>Calculated for each column.</b>	0%	25%	50%	50%	60%	86%

**GPRA Measure 3 – School Day Attendance.** Percentage of students in **grades 1-12** participating in 21<sup>st</sup> 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:**

	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 (2021-2022)		5	3	7	6	19
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)		1	1	0	2	3
Percentage of Attendees who improved their attendance rate. <b>Calculated for each column.</b>		20%	33%	0%	33%	16%

**GPRA Measure 4 – Behavior.** Percentage of students in **grades 1-12** attending 21<sup>st</sup> 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:**

	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 (2021-2022)	0	0	0	0	0	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)	0	0	0	0	0	0
Percentage of Attendees with fewer in-school suspensions. <b>Calculated for each column.</b>	0%	0%	0%	0%	0%	0%

**GPRA Measure 5 – Teacher Survey.** Percentage of students in **grades 1-5** participating in 21<sup>st</sup> 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:**

	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?			6	14	9	92
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?			4	6	4	53
Percentage of Attendees who improved. <b>Calculated for each column.</b>			66%	43%	44%	58%

#### GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
<b>Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.</b>	
<input type="checkbox"/> Discussion of high performing and low performing areas.	X
<input type="checkbox"/> Discussion of issues with any GPRA Measure.	X
<input type="checkbox"/> Assessment of 21 <sup>st</sup> CCLC Program based solely on GPRA Measures.	X

- Discussion of high performing and low performing areas.

ISASP assessments were used to measure student growth, proficiency and readiness indicators and are reported for grades 3 - 11. Teacher survey data was used for GPRA Measure 5.

GPRA Measure 1A - Reading Progress. The highest percentage of students, 80% who exhibited growth in reading were in the 15-44 hours band, followed by 63% in the 270 or more band, 55% in the 180-269 band, 50% in the less than 15 band, 45% in the 90-179 band and 23% in the 45-89 band. With the exception of the 15-44 hours band, improvement in reading had a high correlation with students who attended in the highest two hours bands (180-269 and 270 or more hours), signifying that program dosage relates to higher improvement. Program staff and school teams are doing a significant amount of work to help students recover from learning loss over the course of the COVID 19 pandemic, including working with them on missing assignments, helping them get to class, and incorporating innovative ways to bring literacy into the after-school program. Literacy is incorporated into enrichment activities with a greater



focus on reading. For example, the National Society of Black Engineers work with the students with robotics activities and incorporate basic literacy skills while doing so. Another example is in the Oakridge Young Educated Artists (OYEA) component where staff incorporate writing skills and help students develop their own characters. During research projects, students use computers to gain information on a topic that interests them, such as a student who had read about a comedian and wanted to research that person. By doing project-based learning the program incorporates literacy and math components in indirect ways. An example is that for Black History Month in February, students helped to plan a “Black History Culture Day” parent engagement event. With staff support, students designed a flyer about the event using art supplies; developed Culture Games with festive fabric and jump rope; developed activities using waste beads, paper, markers, henna, and calligraphy; designed name and ABC booths; designed room decorations; and planned food. The “Black History Culture Day” parent engagement event included painting, poems, song, dance, foods, fashion and culture games. Total attendance was 118 people, including parents (23), students and staff.

GPRA Measure 1B – Math Progress. The highest percentage of students (60%) who exhibited growth in math were in the 270 or more hours band. Fifty percent were in the less than 15 hours band, 40% were in the 15-44 hours band, 36% percent in the 90 – 179 band, 22% in the 180-269 band, and 15% were in the 45-89 band. Again, higher program dosage indicates a higher rate of improvement when students attend the program 270 hours or more. Program staff work at the middle school level with students using IExcel, an online portal, with their own account. Staff incorporate innovative approaches to teaching math. An example is that while painting murals, the mural is broken down into grids and math is used to determine the size of the grids. The math teacher in the after-school program engages the students to feel more confident, resulting in increased student participation and engagement in the math component in the after-school program. Math is incorporated into many of the NSBE Jr. enrichment activities, including coding, robotics, cooking, slingshots and rockets.

GPRA Measure 2 – Academic Achievement – GPA. The percentage of students who improved their GPA increased across all hours bands from 25 percent in the 15-44 hours band up to 86 percent in the 270 or more hours band, with ascending increases in improvement across each hours band, suggesting that there may be a correlation between the time students spend in the program to an increase in their GPA. Staff spent significant time with the teachers at the school buildings to track grades and then worked one to one with students who needed to raise their grades. The program uses different approaches and ways for students to engage in the program and these efforts have paid off, especially in engaging older students who have multiple time challenges. For some students with low program attendance, a one-to-one approach was used to start pulling them back into the program and engaging them. They are encouraged to bring one or two other students with them. The program makes an effort to incorporate the activities students participate in at the high school and the teen tech center.

GPR Measure 3 – School Day Attendance. The percentage of students with an attendance rate at or below 90% in the 2021-2022 school year improved from 0% in the 90-179 hours band to 33% in the 190-269 band. There are many possible reasons for this low rate of improvement. Program staff note that students with a low attendance rate in 2022-2023 were many of the same students with low attendance in 2021-2022. Other reasons include families in transition with high mobility that are new to the program face attendance challenges. Students who had better attendance in the past have moved on. Outreach to students who have moved on was difficult in that it is difficult get them back in to the program once they have moved out of the residential housing on campus. Transportation can also be difficult. Other barriers include parents that work overnight, making it difficult to get home in the morning to help their student get up and out to school. Some of those students are also taking care of younger siblings and helping them to get out the door to school. Parents with language barriers sometimes take their child out of school because they need them to interpret for them or take care of younger siblings. During New Resident Orientation families are provided with opportunities to have their child be in a structured program by enrolling in the after-school program. These and other efforts are implemented to help students get to and stay in school. Lastly, the way the DMPS records absences sometimes means the student might be in the school building for part of the day but be counted as absent the entire day.

GPR Measure 4 – Behavior. None of the students in the Oakridge 21<sup>st</sup> CCLC Program had an in-school suspension in 2021-2022. Twenty-four students had an in-school suspension in 2022-2023, therefore zero percent improved their in-school suspension rate. Program staff report a possible explanation as to why the school district did not record any in-school suspensions in 2021-2022 perhaps because students were still experiencing disruptions in hybrid learning related to the pandemic. There was a high rate of turnover in the program and when former students moved out and new students moved in there was an adjustment period and once they get more connected with the program they tend not to get suspended as frequently.

GPR Measure 5 – Teacher Survey. The percentage of students who improved in teacher reported engagement in learning is well over half in the 45-89 and 270 or more hours band, and just under 50% in the 90-179 and 180-269 hours band. Considering the formidable challenges the students face, this is significant. Program staff noted there were quite a few first-year teachers in 2022-2023 who are learning to teach and their focus on engagement may not yet be a strong suit. They are trying to deliver the curriculum and do better when they work with program staff who are in the building and in the classroom to assist with engagement issues.

- Discussion of issues with any GPR Measure.

This was the first year the program could compare 2022-2023 and 2021-2022 data by hours band. GPR Measure 2 asked for improved GPA for grades 7-8 and 10-12. This evaluation eliminated the 12<sup>th</sup> graders from the data as they graduated in 2021-2022 and would not have GPA data after graduation into 2022-2023. Perhaps 12<sup>th</sup> grade should be eliminated from this measure.

- Assessment of 21<sup>st</sup> CCLC Program based solely on GPRA Measures.

Academic growth is a more fair measure than proficiency, especially for the students served by the Oakridge 21<sup>st</sup> CCLC and the significant challenges they face. If the Oakridge Neighborhood 21<sup>st</sup> 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.

### 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. 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.
3. 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.)
4. Data will be from the Summer and Fall of 2020 and the Spring of 2022.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<input type="checkbox"/> No more than FIVE Objectives per Cohort.	X
<input type="checkbox"/> Rating of each Objective as listed above.	X
<input type="checkbox"/> Full Methodology used for measurement.	X
<input type="checkbox"/> Justification for Rating	X
Local Objectives Discussion	X

### Local Objectives Data Tables.

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><b>1. <u>Goal 1: Objective 1:1</u></b> 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, middle and high school.</p> <p><b><u>Goal 1: Objective 1:2</u></b> Provide AF-OOS Educational enrichment 5 days per week, Monday-Friday and alternate Saturdays for 1-5 hours per day for K-12 participants.</p>	<p><b>Met the stated objective.</b></p>	<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>
<p><b><u>Goal 2:</u> 80% of participants will demonstrate success in reading and math as measured by report card grades of C or better in those subjects.</b></p>	<p><b>Met the stated objective.</b></p>	<p>Report card analysis of reading and math scores was conducted for first 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 first</p>

		through twelve grade students analyzed, 146, or 85% had 2.00 or better in reading and in math.
<b>Goal 3: 85% of participants will demonstrate acceptable classroom behavior by having less than eight (8) behavior referrals per year as measured by Infinite Campus data on classroom incident referrals.</b>	<b>Met the stated objective.</b>	158 students in grades K-12, or 85%, had less than eight behavior referrals for the 2022-2023 school year.
<b>Goal 4: 80% of participants will maintain eighteen (18) or fewer absences per year as measured by Infinite Campus reports.</b>	<b>Met the stated objective.</b>	151, or 82% of students had 18 or fewer absences for the 2022-2023 school year.
<b>Goal 5: Oakridge Neighborhood will implement programs for parents, including refugee and immigrant parents to support their child's school success.</b>	<b>Met the stated objective.</b>	Adult and Family Programs served 1,065 participants in 2022-2023, 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.		

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

**Local Objectives Discussion.**

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

**Remember to include a Local Objectives discussion.**

- Statistical Analysis as Applicable.

All five local objectives were met. The first two objectives assess the educational and enrichment programs and calendar schedules document the activities provided. Another objective is based on report card analysis of students receiving a C or better in reading and math. Objectives related to 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 services provided through the Adult and Family Department at Oakridge Neighborhood.

- Improvement over more than one year as observed.

Progress from the prior school year of 2021-2022 is noted. In that program year, two of the five objectives were met. Therefore, meeting all local objectives in 2022-2023 is significant, especially when students face many challenges in terms of attendance, grades and behavior.

- 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”. Program staff work closely with the schools to follow up with students on areas in which they may be struggling.

Goal 3 defined improved student behavior as less than eight (8) behavior referrals per school year. DMPS Infinite Campus (data collection system) reports behavior referrals for each student for the entire 2022-2023 school year. To have 85% of the students with less than eight behavior referrals is a positive number. Students with fewer behavior referrals have more access to instruction and the curriculum and more opportunities to succeed in the classroom.

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 engage in English as a Second Language classes so they can learn and read in English 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.

All five local objectives were met.

- Clarification for objectives not measured.

All objectives were measured.

## 7. 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.”**

- 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:

**Meet Najmo Abukar:** Resident Najmo Abukar is a shining star participating in Oakridge Neighborhood’s youth programming. But before joining in Oakridge’s afterschool program full-time in 2018, Najmo was quiet and introverted. Her younger brothers were active participants in the youth programming, but she would not consistently join in. Some arm twisting by friends, a staff member who was also her middle school science teacher, and the very persistent Oakridge youth department lead Vernon Johnson convinced Najmo to become involved and commit to regularly participating. Now, Najmo, the oldest of five children who came from Africa when she was an infant, demonstrates confidence, leadership and discipline in all aspects of her life. She is driven, ambitious and motivated. She earns nearly all A’s at Roosevelt High School. She works over 30 hours a week as a cashier at Walmart to save for a car and to assist her mother with household expenses; with her first paycheck, she bought her brother a phone. She is also a tremendous help to the Oakridge staff, assisting with high school tutoring sessions. She has joined several educational groups to help bolster her college resume (“College is a must,” she says), including the 4-H Urban Youth Leadership Academy and Investing in My Future. She was also selected for the Oakridge Summer Youth Employment Program. She aspires to be a nurse, doctor or surgeon, so her summer employment experience last year placed her at UnityPoint, just across the street from Oakridge Neighborhood. “I want a career where I can make a change in the world, where I can help spread hope,” she says. With young people like Najmo poised to lead the way, we all should, indeed, have hope in the future.



**Student success story:**

Simone has been with us since she was young, is now a senior at Iowa State, worked over the summer and is now an associate at Edmunds and is still in the after-school program which has been a ladder for her.

**Student success story:**

Sage is a 1<sup>st</sup> grader who started with the Oakridge Youth program in the middle of the school year. Her mother had just accepted a new position and needed support for her and her daughter to be successful. So her mother reached out and inquired about Oakridge 21<sup>st</sup> Century Afterschool programming and was very interested in enrolling her daughter. Once in the program, Sage's mother was impressed with the education component, transportation services and the fact that the program was free of charge. Sage's mother came to staff with concerns about Sage having issues with peers at school and not having the best behaviors with the teacher and how it was so out of character for her daughter. A plan was set in place to work with Sage in checking in with her everyday asking her how her day went and if she needed to talk about the day. By the end of school year her mother reported to staff that Sage had made changes with her behavior and was very happy about the changes and thanked staff for their help.

 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 youth success navigators, 56 community partners and many parents.

 Quotes from participants, teachers, parents, etc.**Quote From Teacher in After-School Program:**

"My name is Toni Essex and I work with the second graders. After working with the kids for about a week, I tested all of the 20 kids in reading. What surprised me was the fact that 50% of the kids couldn't read a simple first grade passage and answer questions. After a few weeks, I saw remarkable results with these kids. They were reading short words and a few sentences. The kids are asking now when are we going to meet again in our groups. I did a lot of research and found the program called "The Science of Reading" which is mainly based on phonics and decodable passages. This program also emphasizes learning only sight words does not help some kids learn to read. Sight words, phonics and decodable passages have to go hand in hand."

**Parent quote:**

"Oakridge has been a valuable part of my life for over 43 years. There are so many wonderful stories I can share about lasting connections I and my children have made with people and families that we've met at Oakridge. At the age of 12 during the summer of 1979, I was

employed by the first Summer Youth Program. I was absolutely thrilled to have a summer job. This first job taught me the value of a dollar. The value of hard work and working with your hands. I learned how to be a part of a team and be successful. I learned how to have effective communication. I learned how to be a leader. When I had a family of my own and acquired an apartment at Oakridge, my daughter was five and attended day care there. The following year, when my daughter went to Kindergarten, the teachers asked me where she went to pre-school because my daughter was prepared for Kindergarten, excelling in the classroom in academics and socialization. I proudly responded, 'she went to Oakridge'. Many years later after I had two more children I did not hesitate to think about Oakridge as a possible place for my boys to attend. Being at Oakridge was a life changing experience. The staff helped us decide on a good path for our child when he was diagnosed with a substantial hearing loss. We were able to bring a Sign Language teacher to Oakridge. Not only did my son receive Sign Language, but the other students in the class were also able to learn Sign Language as well. When my two boys went to elementary school, again I was asked by the teachers where my children went to preschool. I proudly answered again, 'my children went to Oakridge'. During the summers, my boys attended the Summer Academy. I recommended Oakridge Summer, daycare, preschool and after-school programs to so many families that I have lost count. My granddaughter who lives with me has attended the Summer Youth Program every summer. The last two summers she was able to acquire a job that fit her interest through the Summer Youth Employment Program. I will end this with just being thankful of the family environment that is given to the children as well as the education, professionalism, and expertise". Donya Jenkins-Gai.

- Include objectives showing large increases.

Based on the anecdotal data provided by students, parents, school staff and community partners there is ample evidence that the program is reaching a wide variety of students and has an impact on those students beyond the typical school day.

#### 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, challenging, social and cognitive. democratic, collaborative, and rigorous. This is the short definition of best practices.

The Best Practices activities consist of the following:

- Student Centered: schooling should be in young people's real interest, as well as providing consistency when delivering instruction. A prime example is how teaching practices adjust how students are taught, such as small groups, one on one, or whole group instruction when necessary.
- 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: This includes real, rich, complex ideas and materials.
- Challenging: Youth learn best when faced with genuine challenges and choices with rigor.
- Social: The application of democratic principles and collaboration.
- Cognitive: This includes reflective, constructivist, developmental and expressive methods.

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 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.

How to create safe orderly sites and educational settings, how to engage students in all aspects of the program and adding 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 improve Best Practices:

- Providing Updated Technology
  - Networking with other Agencies
  - Employing Math and Literacy Strategies
  - Empowering OASIS and BE REAL Staff to provide instructional activities and enrichment programs/activities that support academic and social development.
  - Initiating Positive Social, Emotional Learning, for self, community, and family.
- Information on why practice/activity was implemented.
- Students learn most powerfully from doing, not hearing about, any subject, especially when activities are related to them.
  - 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 experiential activities the partner organizations provide give students hands-on-activities as much as possible while following safety protocols.
- Impact of practices/activity on attendance

The impact of Best Practices builds self-confidence and a thirst for learning in the students served. This is due to the relationship-building and the hands-on experiences which help young people become more confident in their educational process and encourages students to become regular attendees at school.

- 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. A

teacher can make the classroom more relevant for children by using illustrations and examples linked to their culture or race.

One of the observed best practices is how students learn most powerfully from doing, not hearing about, any subject, especially when activities are related to them. Students were observed actively engaging in an art activity which incorporated literacy and math strategies.

### 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 Soccer Clinic with Des Moines Menace*



*Figure 2 Family Engagement: Game Night and Money Jump Bingo*



*Figure 3 Service Learning; 8th grade students going with 1st and 2nd graders to the "Learning Post" to do read alouds and play games.*



*Figure 4 OYEA Music Group performs at the Roots Stage at the Des Moines Art Festival*



*Figure 5 Students Engaged in STEAM activities with the National Society of Black Engineers*





*Figure 6 Students on Field Trip to Hoyt Sherman as part of Ballet Des Moines Partnership*



*Figure 7 Students Engaged in Grilled Cheese Challenge*



Figure 8 Students Learning Zumba

**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 from Students:

“The program helps you with school skills, life skills, and how to take care of yourself with health information from Mercy nurses”. “I like the crafts that we do, they are pretty fun, I like to go on field trips and play at the park, they hold us accountable for our actions.”

Quotes from Teachers:

“The 21st Century Program at Oakridge is a valuable program to students in Des Moines Public Schools. I have been a teacher in the district for many years and I have seen the students who

attend grow academically and socially. The program is such an asset to our community!" Mrs. Wilbur, Walnut Street Teacher

Quotes from Partners:

"The Oakridge team (Youth Department) have been instrumental to the success of the partnership between Ballet Des Moines and Oakridge Neighborhood. Our collaboration has been consistently thoughtful and creative, filled with kindness, mutual respect and curiosity. While Ballet Des Moines has cultivated partnerships across the state, our relationship with Oakridge youth, staff, and families is a very special one. Together, we have created and facilitated arts integrated workshops, field trips to performance venues and college campuses, and accessible performance opportunities. The Oakridge Team has not only provided space, time, and access to their community for us to deliver programs, they have engaged in discussions with me and my team at Ballet Des Moines to better understand how best to build meaningful relationships with the youth, staff, and families in their community. This consistent support and reciprocal dialogue has ensured meaningful programming and (more importantly) lasting friendship. While our programming grows to reach youth across the state, it feels important that the seeds of these programs were first planted with Oakridge".

Beau Kenyon, Director of Ed & Outreach, Ballet Des Moines, *pronouns: he/him*

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

"I am writing this letter to support Oakridge Neighborhood Services in its evaluation of the 21<sup>st</sup> Century Community Learning Center program. We are pleased to have the opportunity to be able to partner with Oakridge over the past nine years. This partnership has allowed us to reinforce the curriculum being taught at Edmunds and across Des Moines Public Schools and provide additional supportive services that may stand in the way of students achieving their full potential. Many of the students served by Oakridge are English Language Learners and in need of additional services to ensure they are successful both in and outside of school. This year we are delighted to have OASIS back on campus and thankful students can attend the program each school day. We are delighted to continue this partnership by allowing OASIS to utilize our facilities, staff, and resources. We will continue to collaborate and communicate academic programming needs to increase student achievement above and beyond our school day and look forward to contributing to its success. Edmunds Elementary and Oakridge Neighborhood Services are in partnership to ensure we are meeting the needs of our students and families within the school as well as the community. We are grateful for this wonderful opportunity to improve the lives of our students and make an impact on their future. We fully support the 21<sup>st</sup> Century OASIS program and believe it has made a huge impact toward narrowing, and ultimately eliminating, the achievement gap, enabling disadvantaged youth to achieve at levels that equal or exceed the performance of their peers." Jaynette Rittman, Principal, Edmunds Elementary School.

- 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 21<sup>st</sup> CCLC program, students, parents and the schools. The program has emphasized the importance of communication from school to home and home to school.

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. 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.

Staff help students pull their grades up by working with the school to find out if students have any missing assignments and helping the student complete those assignments. The certified teachers in the after-school program staff helped with tutoring the students and these efforts have resulted in better GPAs. Because the Oakridge staff go over to Edmunds and walk students from Edmunds to Oakridge, the students see the staff talking to teachers to feed information back to the staff. The after-school staff do not report the kind of behavior issues students display during the school day. The staff does address the majority of students who are on target academically, including those with LEP or special needs that may need additional support. Staff get involved with the “high energy” students by meeting them at their level to ensure success. During staff meetings, students who have complications at school and in the community are discussed along with strategies on how to best meet their needs.

### 2022-2023 Oakridge Student Interviews

Twenty-one students enrolled in the Oakridge Neighborhood 21<sup>st</sup> CCLC were interviewed individually or in a focus group as part of the 2022-2023 evaluation. Twelve students enrolled in OASIS ranging in grades from K - 5 were interviewed individually or in a focus group and their responses are summarized to maintain confidentiality. Nine students enrolled in BE REAL were interviewed in a focus group ranging in grades from 6<sup>th</sup> to 11<sup>th</sup> grade. 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: K-5**

1. What grade are you in?  
K-5
2. What do you like about the OASIS Program?
  - We do work and that work helps us learn it helps our education go up
  - Same
  - Doing packets helps my brain get smart
  - I like going to the game room and playing pool
  - Doing packets, like doing equals
  - Play on the playground
  - Going to Play City at the park, we walk to it.
  - That we get to have fun and play around with our friends, get to learn outside of school, I like class time, having new opportunities like the new DJ program
  - How they get us into stuff like the new DJ opportunities and I like how to plan your grown up life and how to not get into bad negative stuff
  - You get to have free time and do fun stuff
  - Everything, play outside, cafeteria board games and the gym
  - Play dodgeball and go outside
  - I like that every year we get to come here and do fun activities, since K.
3. What are some of your favorite things to do in the Program?
  - Packets
  - To be able to have smart things in my head and be smart in my head
  - On school days off we go to the after-school program and listen to the 2<sup>nd</sup> grade room and do things, went roller skating
  - Have fun
  - Roller skating
  - Packets
  - I like the crafts that we do, they are pretty fun, I like to go on field trips and play at the park, they hold us accountable for our actions
  - Play basketball
  - Play basketball, dodgeball, tag, softball
  - Play dodgeball
  - Do reading sometimes
  - Play dodgeball and go outside, in summer I like to go swimming
4. Has the OASIS Program helped you to do better in school? If so how?
  - Packets make me smart
  - It teaches me so I have lots of good things in my head
  - Learning math
  - I got a point sheet and I get a reward and get something if I meet my goal
  - Math and doing math on computers
  - Multiplication

- Yes definitely, scores in school have went up, I understand more materials from the teachers here at Edmunds
  - Yes, they taught me stuff I didn't know at first but now I understand it more, like how to subtract decimals and multiply
  - No, I am good in school
  - Yes, it helps me get smarter and be a good student.
  - Yes, when I was in second grade they taught us math
  - Yes, mostly, when I was in K they helped with math, handwriting and reading, they let us draw and that helped too
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?
- A lot safe
  - They're respectful and they listen
  - It makes me safe because there are people to protect the kids and their security. One time there was a fight and the security told him to get his hands off the lady.
  - Yes, if somebody tries to fight
  - Yes, last summer there was a situation where a parent starting yelling at kids they all rushed us to the main building, apologized and let our parents know, they get us to a safe place they don't make us feel like we made it happen
  - Yes, when something negative is happening they are always there and make it positive and make sure everyone gets along
  - The last time a kid got into a fight and they threw their hands up or get mad and cry or hit each other, the staff holds them back and have them calm down
  - Yes, they let people help us keep safe from strangers, when my family comes to pick me up they want to make sure it's my family
  - Yes, there is a lot of them and they are always making sure everyone is ok, outside doors are locked
  - Yes, by treating us great and helping us when we get hurt
6. Does the Program help you to make good decisions?
- Yes, if we do something wrong they hold us to our action, they discipline us, they don't let us do whatever we want
  - Yes, how I acted in school when I was younger, I didn't know how to do this stuff like pouting they are teaching me what to do before I get into the problem
  - Yes, one time when somebody died and they had used drugs and they told us to never to use drugs, the person telling us got stabbed in the eye by his girlfriend because she was on drugs
  - Yes, when one of the kids that used to go here got shot and was in a gang and they told us not to do that
7. Has the program helped you to cope with challenges in your life? If so, how?
- Someone helped me figure out math and now I am smarter

- They help us solve problems, we sit down and talk about it and we figure out a solution and we take that solution and do it, see how it works and if it doesn't work the person that has the problem with someone, the staff helps figure it out together
  - Yes, they are always there
  - They helped me with reading sometimes I am special education and they help me and I got 22 awards for my progress monitoring
  - Yes, they help me be good and not get into fights
  - Yes, when someone starts arguments they teach you to walk away
  - Yes, like one time my sister and me got into a fight and they helped us not do that anymore
8. What could be improved about the program?
- Go on more field trips, do more crafts. More hands on experiences, like when we go planting and get our hands dirty. It's really fun here, I like it here I wouldn't want to go anywhere else.
  - The program is nice and it helps people get better until they get to 5<sup>th</sup> grade
  - The gym is too loud, could we be in a different building by the park, make the gym less loud
  - To not assume stuff about people

### BE REAL:

1. What grade are you in?  
6-11.
2. What do you like about the BE REAL Program?
  - It teaches us about math, make us learn and teach us something new everyday
  - That we don't have to always do just education, we can do fun stuff with education
  - The opportunities they provide us with, they take you places that are educational and also fun, like college visits
  - Play on the computers, play basketball in the gym
  - They still teach you the level of math of the next school year
  - Safe place
  - A lot of people come here and the games we play
  - Free time on Fridays
  - Free time
  - Get taught the fundamental skills to succeed.
3. What are some of your favorite things to do in the Program?
  - Play soccer and basketball, eat
  - Free time
  - Play on the computers, play games, math
  - Snacks
  - Things that I work on about myself
  - Play Roblox (online game platform)



- Spa Day, self care, once a month we go to a room and she has clay masks, we make body scrubs, and hang out with each other
  - Dancing
  - Field trips, John Deere factory
4. Has the BE REAL Program helped you to do better in school?
- Yes, it has it helped me with my grades
  - It gives me a space to do the work and not procrastinate
  - Yes it helps me with math and when I did not understand the teacher gives us math problems and if we get it wrong he tells us its ok and how to problem solve to get it right
5. Do you feel safe at the Program? If yes, how does the staff help you to feel safe?
- Yes, maybe, sometimes
  - They always keep the front door locked
6. Does the Program help you to make good decisions?
- Yes, it helps you with school skills, life skills, and how to take care of yourself with health information from Mercy nurses on Tuesday
7. Has the program helped you to cope with challenges in your life? If so, how?
- Yes, I struggle with procrastination and they help me make schedules to stay organized and get things done
  - I was pissed off about something that had happened and they asked me how I was doing, and they helped me think about how to handle it
8. What could be improved about the program?
- More cooking
  - More arts and things connected to art, podcasting, media
9. What would you like to do for a career?
- Athlete
  - Get a job and earn money
  - Business worker
  - Real estate and interior design, own my own business interior and exterior design
  - Dancer

\*\*\*\*\*

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

**Results of 2022-2023 Student Survey**

<b>OASIS: Grades K-5</b>	
<b>Question</b>	<b>Response</b>
Has the OASIS/BE REAL program helped you in school?	57: Yes

	6: No
Who is your favorite person at school?	42: Classmate 21: Teacher
What is your favorite subject at school?	40: Gym, Art and Music 13: Math 10: Reading
What do you like about the OASIS/BE REAL Program?	18: Snacks 14: Field Trips 13: Other; game room, art and staff 18: Classes
Do you feel safe at the OASIS/BE REAL program?	48: Yes 5: No 10: Sometimes
Do you feel comfortable talking with OASIS/BE REAL staff?	56: Yes 3: No 10: Sometimes
What grade are you in?	63: Elementary

<b>BE REAL: Grades 6 - 12</b>	
<b>Question</b>	<b>Response</b>
Has the OASIS/BE REAL program helped you in school?	16: Yes 1: No
Who is your favorite person at school?	17: Classmates 2: Counselor
What is your favorite subject at school?	11: Gym, Art and Music 5: Math 1: Reading 2: Lunch 1: History
What do you like about the OASIS/BE REAL Program?	1: Snacks 12: Field Trips 5: Other; game room, art and staff 2: Classes
Do you feel safe at the OASIS/BE REAL program?	15: Yes 0: No 3: Sometimes
Do you feel comfortable talking with OASIS/BE REAL staff?	14: Yes 0: No 5: Sometimes
What grade are you in?	20: Middle and High School

Survey results with students showed that 93% of students agreed that the program helped them in school and 96% reported feeling safe at the OASIS and BE REAL program.

**8. 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 21<sup>st</sup> CCLC Project Manager. The Project Manager and an Education Coordinator currently retained by the organization interface 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 YPQA 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 21<sup>st</sup> CCLC staff access to district PD appropriate to the positions funded by 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC maintained, added and eliminated partnerships in 2022-2023 for a total of 56 partnerships and a total in-kind value of \$647,595. This is an increase in partnerships from 2021-2022 when there were 54 partnerships. The list of partners and what they provide can be found starting on page 23. Also attached to the evaluation is the “Oakridge Neighborhood Iowa Partners List 2022-2023” 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.

## 9. 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.

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 successes of program.
  - In interviews, students reported "I like how they get us into stuff like the new DJ opportunities and I like how to plan your grown up life and how to not get into bad negative stuff", "They help me in school with reading, I am in special education and I got 22 awards for progress monitoring", "The opportunities they provide us with like taking us places that are educational and also fun, like college visits" and "It gives me a space to do the work and not procrastinate".
  - Survey results with students showed that 93% of students agreed that the program helped them in school. Ninety-six percent reported feeling safe at the OASIS and BE REAL program. Survey results with parents showed 92% of parents reported being happy or very happy with the program and 87% of parents reported they find the

- staff to be courteous and friendly and the program site is a safe place for their child to be.
- The Summer Youth Employment Program hires youth workers for the summer program and they are showing great potential in helping younger students. They have now been 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 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 December 11, 2022 for the Oakridge Neighborhood 21<sup>st</sup> 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.

Oakridge Neighborhood 21 <sup>st</sup> CCLC	Oakridge Neighborhood	National Norms
I. Safe Environment	4.50	4.35
II. Supportive Environment	5.00	3.70
III. Peer Interaction	5.00	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.	5.00
<b>Items that may warrant attention include: (list lowest four items)</b>	
P. Youth have opportunities to set goals and make plans.	5.00
M. Youth have opportunities to participate in small groups.	5.00
K. Staff use youth-centered approaches to reframe conflict.	3.00
Q. Youth have opportunities to make choices based on their interests.	5.00

Oakridge Neighborhood 21<sup>st</sup> CCLC YPQA scores increased in the areas of Safe Environment, Supportive Environment and Interaction from 2021-2022 to 2022-2023. This is seen as a result of the intense Professional Development, including “Social Emotional Learning” through the use of activities, guest speakers, viewing webinars from the Institute of Collaboration for Academic of Social Emotional Learning Program (CASEL), and open group discussion regarding setting goals, discussing cultures, and teaching empathy. The following scores demonstrate improvement from the prior year:

Items which improved:	2021-2022	2022-2023
B-The physical environments are safe and free of health hazards.	4.50	5.00
C-Appropriate emergency procedures and supplies are present.	4.75	5.00
G-Session’s flow is planned, presented, and paced for youth.	4.80	5.00
K-Staff use youth-centered approaches to reframe conflict.	4.50	5.00
L-Interactions.	4.75	5.00
M-Youth can participate in small groups.	4.98	5.00
N-Youth have opportunities to act as a facilitators and mentors.	4.98	5.00

An analysis of this data reflects effective program quality of the Oakridge Neighborhood 21<sup>st</sup> 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. For example, the use of small and large group activities, arts, and student voice were improved upon based on

prior results. Updated equipment enhanced program outcomes. The development of Social Emotional Learning lesson plans focused attention on the five Core Competency areas established by CASEL: Self-Awareness, Self-Management, Social-Awareness, Building Relationships, and Responsible Decision-Making. The assessment allows the program staff to have conversations regarding how to provide more services to students 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 expectations, including providing materials, transportation, and extra time.

#### Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your <b>2022-2023</b> local evaluation is posted ( <b>required by US DOE</b> ). 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 **2022-2023** local evaluation is/will be 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/wp-content/uploads/2024/02/Oakridge-Neighborhood-21st-CCLC-Local-Evaluation-2021-2022-Revised-2-14-23.pdf>



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 2022-2023, local objective Goal 2 was changed from 85% in prior years to 80% of participants receiving report grades of “C” or better to reflect a more realistic goal.

Goal 3 was adjusted from “less than two (2) behavior referrals per quarter” to “less than eight (8) behavior referrals per year”, as that is the format DMPS provides data to the program. Similarly, Goal 4 was adjusted from measuring nine absences or less per quarter to eighteen absences or less per year as that is the format DMPS provides data to the program. There are no recommendations for changes.

- Objectives to be added.

None at this time.

- Include objectives not met.

All local objectives were met.

- Include objectives not measured.

All objectives were measured.

#### Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
<b>This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.</b>	
<input type="checkbox"/> Changes in activities.	X
<input type="checkbox"/> Changes in recruitment efforts.	X
<input type="checkbox"/> Changes in partnerships.	X
<input type="checkbox"/> Changes for sustainability plans.	X

<input type="checkbox"/> Other changes as suggested by governing body.	X
<input type="checkbox"/> Based on the data, recommendations for improving program quality.	X

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

- Changes in activities

A program enhancement was implemented in the 2022-2023 program year with the National Society of Black Engineers Jr (NSBE Jr.) and John Deere which included students learning robotics and focusing on computer coding and building a video game. This activity was well received by the students.

In 2022-2023, the Oakridge Neighborhood Youth Department was in the second year of implementing a New York Life grant to promote Social Emotional Learning (SEL). The Oakridge Neighborhood Awareness and Action program used the CASEL (Collaborative for Academic, Social, and Emotional Learning) Framework for its platform. The CASEL framework creates a foundation for applying evidence-based SEL strategies designed to improve the quality of classroom interactions through professional development and classroom curricula that infuse emotional literacy instruction into teaching–learning interactions. The CASEL SEL framework fosters knowledge, skills and attitudes across five areas of competence and multiple key settings to establish equitable learning environments to advance students’ learning and development. The five Core Competency areas are: Self-Awareness, Self-Management, Social-Awareness, Building Relationships, and Responsible Decision-Making. Professional development for staff, information for parents and incorporation of SEL concepts into all youth programming was conducted as part of the grant.

An evaluator discussion of what can be done to improve the program includes finding ways to improve communication with Des Moines Public Schools related to obtaining student data needed for the 21<sup>st</sup> CCLC evaluation. Oakridge Neighborhood staff obtain signed releases of information from the parents of the students participating in the program allowing the district to release the data to Oakridge Neighborhood, as a nonprofit agency outside of the district’s internal system. The delays in receiving the GPRA and Local Objectives data has caused the program to seek extensions for the past several years.

- Changes in recruitment efforts

There are no significant changes to the recruitment process. The Oakridge Neighborhood 21<sup>st</sup> CCLC continues to reach out to students and families door to door to let them know about the summer and after-school program, collaborates with the school buildings to refer students to the program, and provides information at orientation for new families moving in to the housing program.

- 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.

With the change in the rules for receiving the 21<sup>st</sup> CCLC grant for a ten-year period, the Oakridge Neighborhood After-school program is planning on applying and submitting a grant application in the next round. The program will continue to expand on the existing 56 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 21<sup>st</sup> CCLC will continue to work with United Way of Central Iowa to customize and accommodate the expansion of the Compile data base system to allow the program to collect more data electronically which will result in more efficiencies in the system related to reports.

- Based on the data, recommendations for improving program quality.

One recommendation for improving program quality is using more technology aids such as tablets and the computer lab to enhance student learning tools. Students are excited about using the tablets and the program looks forward to using technology more as those opportunities continue to increase. To increase reading and math scores the program can expand the use of web-based programs from Edmunds Elementary School. As a result of the cyber-attack experienced by the Des Moines Public Schools, students are limited by the websites they can use at school, so the after-school program could help fill that gap. The use of the latest technology can enhance the academic component of enrichment activities such as robotics and drones conducted in partnership with NSBE Jr. and using more technology with younger students.

**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 due to natural disaster(s).**

The Des Moines Public Schools (DMPS) was the victim of a ransomware attack in January, 2023 that forced it to cancel several days of classes and take all network systems offline. This attack occurred during the time Oakridge Neighborhood was still waiting for data needed to complete the 2021-2022 21<sup>st</sup> CCLC evaluation report after having asked for and received an extension for

completing the evaluation, thereby further delaying the receipt of the data needed from DMPS and the completion of the evaluation.