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Collector: Gimbel Foundat...nd Evaluation (Web Link)
Started: Wednesday, October 26, 2016 9:00:48 PM
Last Modified: Monday, October 31, 2016 8:43:09 PM
Time Spent: Over a day
IP Address: 47.154.127.81

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Q1 Name of your organization.

Oak Grove Center for Education, Treatment & the Arts

Q2 Grant #

20150830 GIMB5

Q3 Grant Period

November 15, 2015 through October 15, 2016

Q4 Location of your organization

City	Murrieta
State	CA

Q5 Name and Title of person completing evaluation.

Tammy Wilson, LMFT, Chief Executive Officer

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Q7 Email address.

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Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

132

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

Objective I: Provide 100 female students with the Words of Courage Program

Activities: Enroll 100 students into the Words of Courage Program. Girls will be paired with a writing mentor and or workshop-arts mentor as well as at least 1 evidenced based practice group. Evidenced based practices consist of Why Try, Character Development, Seeking Safety or Anger Management. Some youth may participate in multiple groups therefore we expect that the impact will be great.

From an acorn, to the great oak.

We began the Words of Courage Program at Oak Grove during the 2014-2015 funding year through the support of the United Way. The program's purpose was to offer young men the opportunity to be mentored by members of the community and meet with groups of their peers to discuss the struggles men face and gain the encouragement to surpass those struggles and become self-sufficient, productive members of society. Over the past two years, Words of Courage has evolved into a more comprehensive program that, thanks to the support from the S.L. Gimbel Foundation, now provides both male and female students with mentorship through various workshops focused on arts, dance, evidence-based practices, and healthy living. These activities promote values, character development, role modeling, and teamwork.

We surpassed our goal and served 132 (unduplicated) Female students during the grant period across the various groups. Based on these numbers and the additional outcomes listed below, we believe the Words of Courage program has met its outcome goals and continued to enrich and guide the young women at Oak Grove through the struggles they face along their individual journeys.

TOTAL PARTICIPATION IN WORDS OF COURAGE PROGRAM: 132

Breakdown of Participation in Group Extracurricular Workshops

(Please note that some youth participated in more than one group)

WOW Showcase of the Arts 45

Culinary 20

Dance 19

Art 132

Performing Arts/Theatre 21

WhyTry 71

Anger Management 10

Seeking Safety 71

Young Storyteller's Film Camp 7

Character Development 132

Objective II: Provide dance or art classes to 50 female students (enrolled in Words of Courage)

Activities: Enroll 50 female students into a dance or art class that pairs physical or artistic activities with mentoring components. Activities will include dance, music, poetry, painting, culinary arts and/or theatre. Each workshop is led by a Mentor from WOW. Oak Grove Arts

During the funding period, we had a total of 132 girls participate in Advanced Visual Arts, Culinary Arts, Spoken Word, or Performing Arts Workshops! Over and above the Showcase workshops with the mentors of WOW, Women Organizing Women, workshops

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included Performing Arts Group and Choir with Gwyn Sanborn, Dance with Kimmie Morrow, Dance with Breanna Lucker, Art & Advanced Art-Mixed Media with Ariel Wilson, Film with Tyler Padgett and Young Storytellers, Speechmasters led by Oak Grove Ambassadors, and more.

WOW Fire & Ice (December 2015): Our young ladies studied the Culinary Arts with Robin McCoy from Robin's Nest Desserts and Catering, Monica Bustos from Heart Of The House Catering, and Leah DiBarnardo from E.A.T. Extraordinary Artisan Table. Under the direction of these community leaders, the youth flexed their culinary skills and also gained vocational experience through participating as servers at Women Organizing Women, Inc.'s annual Fire & Ice Gala at Temecula's Civic Center.

https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=979935705378404

WOW Summer Mentor Program & Showcase of the Arts (July-August 2016): During the summer mentoring program, students participated in workshops including poetry, drama, dance, music, style engineering, and of course culinary. These workshops took place over the course of 4 weeks and culminated with two Showcases in August 2016.

- Culinary Arts: This year the students learned the basic development in pairing spices and creating salad dressings with oil and vinegar the first week. Youth were able to take a field trip to the Heart of the House Restaurant in Temecula, CA and learned to prepared beef and chicken fajitas. Since this was the second summer we partnered with WOW for the Showcase of the Arts, several youth who participated from the previous year were able to witness how the owner Monica Bustos, who was raised in the foster care system now is able to enter into the culinary industry through catering and with her husband Richard Bustos has open their first restaurant in Temecula Valley.

- Fashion & Style Engineering: This is a Fashion Science Technology course facilitated by Dr. Pat Justice of Gosteam Academy; this class was held at The Empowerment Center in Temecula. Our future Fashionistas had so much fun and learning the aspects of clothing design. One of our girls even sewed a skirt and wore it to the showcase!

- Dance: This summer we expanded the workshops to include off-site locations with a, as well as the, Dance workshops at Dunamix Dance Project. The girls worked hard on their treatment program to be qualified to go to the off campus sessions at Dunamix due to the extra incentive and excitement related to going to the studio.

- Drama & Spoken Word: Drama was a hit with the girls this summer along with the ever popular Spoken Word course at The Empowerment Center.

Check out the Facebook Album for the final Showcase of the Arts here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1137885519583421

Textile Design: Under the direction of Ariel Wilson, Art students have been learned about textile design, repeat patterns, vector drawing and marketing. Each student made a repeat pattern using the apple pencil and adobe illustrator. From there they worked on sizing their work appropriately for a variety of products available for purchase. Items are available at <https://society6.com/oakgrovecenter>. In addition to learning about design, the students gained valuable vocational knowledge because they have been able to keep their profits! From T-shirts to Tote Bags, iPhone Cases, Clocks, mugs, beach towels and more!

Zine Fest 2016: Under the direction of Ariel Wilson, this year's Zine Fest introduced our Fine Arts' students to the publication world where they created, produced and presented their own handmade books! Over the course of 8 weeks, students worked on creating their own Zines. At the end of the 8 weeks we held Zine Fest and the youth had an opportunity to sell and promote their zines to staff. This project surprised us because the younger population normally does not have the attention span that was required to follow through and create the final products. However, with this project, the younger population was engaged and focused throughout the 8 weeks. Check out the action here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1101625199876120

Rock the Oaks 2016: Drill Team Performance by Performance Team – Choreographed by Oak Grove Ambassador and Performing Arts Director Gwyn Sanborn https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1008881809150460

Graduation Exhibit: Our graduation ceremonies in June 2016 featured a comprehensive student art exhibit with artwork from all classes and created in many different medias. In addition to the artwork exhibit, under the direction of Kimmie Morrow, our students put together an emotional tribute to beloved teacher who recently passed away. Check out the performance here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1094406750597965

Dece... of the Multicultural Festival Multi-Cultural Celebration & Showcase. Incredible and inspiring performances moved everyone to

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Dance at the Multicultural Festival Multi-Cultural Celebration & Showcase - incredible and inspiring performances moved everyone to tears during a multi-cultural showcase put on for family and friends by Oak Grove students to culminate a month long celebration of culture. Performances included dancing and singing. Our Oak Grove at The Ranch kids, teamed up with their main campus counterparts to be taught by one of the most established dancers in the music video industry, Kimmie Morrow. Facebook link: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1124292580942715 and couple video links: <https://youtu.be/iuGHNEpothA> and <https://youtu.be/KTkmWS-K0zQ>

Feedback on Multi-cultural Festival from Sonya Linden, the Vice-Chair of Oak Grove's Board of Directors: "This is really very special. The kids from both schools have professionals helping put it together. A lot of time & growth has gone into the production... This is a good time to support children who are working hard on getting better."

National Anthem Ensemble at the Taekwondo Tournament - Another exciting moment was in March this year was when we were able to host a Tae Kwon Do tournament in our gym along with Menifee Valley Tae Kwon Do. Several of our youth were able to participate in the tournament and on top of that a small group of our youth was able to perform the nation anthem to kick-off the tournament. Although our National Anthem Ensemble is mixed gender, everyone worked very hard on perfecting this performance under the direction of Stacey Dove. Check out the Facebook Album here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1124292580942715 and the video here: <https://youtu.be/lvhccEBYkfl>

Talent/No Talent Show: A compilation of students and staff performances which provided all youth the opportunity to engage in performance. <https://www.facebook.com/media/set/?set=a.1093648320673808.1073742117.136879286350721&type=1&l=81f903dcea>

Evening Under the Oaks (April 2016): Our annual gala featured several performances by the Performing Arts Group, National Anthem Ensemble, Dance group (dances choreographed by Kimmie Morrow and Breanna Tucker). <https://www.facebook.com/media/set/?set=a.1067635653275075.1073742106.136879286350721&type=1&l=04868aa0e1>

Summer Arts Program Showcase: From Film Camp with Young Storytellers and Tyler Padgett, to drama with Gwyn Sanborn and dance with Breanna Tucker, we ended the summer with a compilation of performances in the Summer Arts Program Showcase. https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1128602577178382

Additional Video Links:

Stop Motion animation created by Oak Grove Center's Art Group, in collaboration with Ariel Wilson and Tyler Padgett - <https://vimeo.com/163210120>

Group Dance Performance at Multi-Cultural Celebration - <https://youtu.be/KTkmWS-K0zQ>

Objective III: Provide an evidenced based practice group that consists of an 8-12 week session of Why Try, Character Development, Seeking Safety or Anger Management. Pre and Post-test surveys will substantiate improvement and that the girls learned the skills taught in the course.

During the grant period we held two 8-week sessions of Anger Management, led by Susan Steele. The goal of these sessions was to reduce aggressive and rage behavior and increase positive behavior by education of identifying and expressing needs/feelings in an 8/12-week course which will give a 65% change of behavior. Through the cognitive behavior therapy tools taught by the course, we hoped to see an increase positive family life style, future success, less legal issues and increase community safety. The theory behind our Anger Management course is that individuals from the age of 12 to 18 whom are at-risk children in the social services system/foster care benefit by using these "neuroscience of anger" coping skills. Key components of the course are:

- 1) Understanding Anger
- 2) Communication and listening skills
- 3) Developing Healthy Relationships and Boundaries
- 4) Stress Management
- 5) The use of Cognitive Behavioral Tools to Improve Thoughts and Beliefs
- 6) Letting go and Forgiveness
- 7) Anger Management

The concepts the girls found most useful were Adjust Those Expectation, Communication and Listening Skills, the difference between Aggressive behavior and Rage behavior, and Empathy. They gained an understanding of how behavior is affected by perceived insult, injustice, and wrong-doing as well as threat to pride, status or dignity. The concept of Empathy assisted them to identify with their primary feelings in order to connect with another individual and look at what the other individual is going through and not perceiving a comment as personal. The understanding of anger - Amygdala and pre-frontal cortex; survival of fight or flight behavior, calming our amygdala through pre-frontal cortex of reasoning, creativity and problem solving. The strategies taught by Susan promote Self-defeating versus Self-enhancing thoughts and behavior.

Based on pre and post-test scores, we found that all girls showed a reduction in anger after participating in the 8 week sessions with Susan. We believe the major reason for this decrease in anger was the focus on using the word "we" instead of you. This created a common ground for everyone and showed we all have anger, but it is important how anger and feelings are demonstrated and expressed. By providing validation to each individual girl for their own personal feelings and allowing the expression of feelings without judgement, they felt accepted.

To improve the Anger Management Course in the future, we may consider extend to 12 weeks instead of 8 weeks. This will help reinforce strategies and skills taught and we will be able to hopefully have even better results. In addition, it could be beneficial for some youth to participate in the course again which would give us a good idea of how the girls retain the information they are taught and find out if scores continue to improve.

WHY TRY: We also enhanced our WHY TRY program during the grant period. Staff emphasized the key points of Why Try; to earn opportunities, freedom, and self-respect. Staff has seen the residents implement Why Try throughout the dorm, whether it be in group therapy, in art activities, or throughout their daily programs. The residents enjoy taking part in a special Why Try group where they were able to do a performance through music, art, or drama in reference to the topic they are studying. The female residents of Dorm B especially enjoy these groups because they are able to express themselves through different art forms and explain what Why Try means to them.

Why Try: One resident who had an extensive history of abuse and trauma from a very young age arrived at Oak Grove with a shy and quiet demeanor and she barely spoke. After attending WhyTry workshops and being introduced to the topic of "Climbing Out," she began to come out of her shell and express herself little by little. She participated in group very well and was always willing to give feedback and answer questions. She enjoyed learning about how to help peers "climb out" of the pot and being a "crab" and helping others get out of the "pot."

Another resident, Sammi, also had an extensive history of abuse and trauma due to being bounced around from different foster homes throughout California. When she arrived at Oak Grove she displayed a tough girl" image, saying she did not care about anyone or anything and didn't want help from staff. After Sammi participated in "defense mechanisms," she began to learn that the coping skills she was using were negative. The group facilitator was able to help Sammi learn new, healthy coping skills that she could use instead and after being in treatment for about 10 months she is preparing to go home with her family.

On Dorm A (older girls), the following was reported (by staff member who led the group):

The main goal of WhyTry is to help prepare and enhance the levels of resiliency for each resident and staff member who is given the opportunity to become a "WhyTry Warrior," to provide them with the tools to guide them through challenges which will lead to more options, opportunity, freedom and self-respect allowing them to thrive rather than just survive. Through the Why Try Program, we are able to implement social and emotional education through visual metaphors, music, physical and teambuilding activities used as intervention tools that cater to a variety of learning styles. The greatest accomplishment is seeing a resident utilize techniques from Why Try in their daily lives.

Sarah was a resident with an extensive history of self-harm and dangerous behaviors. She became very anxious and upset when any amount of free time was given on the dorm and would often AWA and display negative behaviors. When she began attending WhyTry, she was distant and would sit in the back of the room, however, after a few weeks, she became more engaged and willing to participate. Before engaging in negative behaviors, she would seek staff out and make relations using "Why Try" language. She was able connect

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...before engaging in negative behaviors, she had been able to make relationships using Why Try language! She has also learned that she continues to repeat the "crash" on the Reality Ride and process ways to get back on the "Harder but Worth it" Track. Rather than acting out on her impulses, she has been utilizing the worksheets in her Why Try journal and discussing them with Staff. Along with a few of the girls in the group, Sarah created her own cover with the words "Why I try" outlining a hand-drawn picture of her family which has resulted in us ending each group with the residents answering, "Why I Try".

When Sherry first arrived at Oak Grove, she was extremely impulsive; she would self-harm and deflected all of her issues. She was very shy and anxious when in large groups and refused to participate. Before Sherry discharged, she was the first to raise her hand for almost every question or when peers were in need of feedback. She utilized her journal on a daily basis and became a leader both in group and on the dorm. I have seen this carry through with her roommate and her branching out to join Voice Group which was a huge goal for us in Treatment Team. One of our activities was to create a motto to live by. Sherry's was "Forgive and make change." The way she explained it to me was that you cannot make any positive changes until you forgive everyone in your life including yourself.

Karissa, a resident who graduated the program came into WhyTry often "misplacing" her journal or unwilling to participate. Karissa had a pretty traumatic history which resulted in a lot of anxiety, and frequent flashbacks. After a few weeks, Karissa was utilizing her journal on a daily basis and working on the exercises which in turn worked as a positive distraction and tool to help her better understand her own behaviors.

Star who was dealt a bad hand in life came to us from Juvenile Hall and has struggled to maintain her phase. Star has filled every single page of her Why Try Journal and has gone ahead, completing the activities before group and offering her help and praise to her peers during the groups. She has made a connection with the "Climbing Out" chapter in our journal which discusses crabs (residents) being stuck in a pot (negative behaviors). She feels a lot of pressure from herself, her family and staff to be that positive role model on the dorm but she feels as though her peers are pressuring and pulling her back down and will often seek out staff to come up with a game plan to climb back out of the pot and not be tempted to jump back in.

Sarah graduated the Program on Invested Full. Karissa was able to reach Magnificent when she graduated the program. Sherry was on Invested Full when she discharged and Star who is set to graduate the program in just a few weeks has maintained Invested for almost a month now!

On the Dorms we track Weekly and Monthly participation rates for all groups. We were able to pull these numbers and take the Average percent (before the Residents attended Why Try and after they began attending). All Resident's percentages for overall group participation increased.

Character Counts: During the 2014-15 funding period, we committed to transforming the school culture based on the Character Counts model (charactercounts.org). The results were amazing and we have continued this trend through the expansion to our female population that has been funded by the S.L. Gimbel Foundation. Through the ongoing application of Character Counts strategies on the dorm, the positive impact on our at-risk population is evident through their improved self-esteem, self-expression, social skills, and ability to form healthy relationships.

One of the main aspects of Character Counts is the focus on 6 Character Pillars of trustworthiness, respect, responsibility, fairness, caring, and citizenship. This approach to character development helps youth learn to make better decisions in their daily lives by referring back to these basic 6 Character Pillars and teaching them how the values apply to specific situations. We attribute the reduction of behavioral issues to strong staff leadership and the promotion of the Character Pillars.

The Character Counts curriculum has allowed us to witness increased compassion and kindness in interactions among the girls. That has been a wonderful outcome. The staff member who has facilitated the implementation of Character Counts with our girls relayed the following observations:

This grant has helped to support successful therapy groups such as Character Counts at Oak Grove Center. The best part about Character Counts is that it uses both visuals through movie clips, interactive characteristics, and open discussion to teach valuable life lessons to the clients. Character counts uses modern day movie clips to teach topics such as trustworthiness, respect, responsibility, fairness, caring, courage, citizenship, and many more. These characteristics are important for the clients to learn and utilize in their lives.

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Each movie clip provides a valuable example of the topic being taught at that time. For example, the topic Courage has four movie clips. Each movie clip has discussion questions and different activities to teach courage to the clients. One of those four movie clips, also the most popular, was Monsters Inc. This clip specifically teaches overcoming fear. That it was a popular movie clip helped the girls be comfortable to want to share when it was time for open discussion. There were also activities such as fear charades, role play, and profiles of courage.

Based off of my observations, in the beginning the girls were hesitant to participate, as some of the topics were hard for them to share about in the group. I then noticed I had to make the environment “safe” feeling and fun for them to build the comfort to share and participate. This is when the activities become useful in teaching Character Counts. It allows the girls to learn the lesson at hand without having to fully open up right away. Now the girls enjoy Character Counts and look forward to having the group. They enjoy associating the movie clips to their own lives, as well as participating in the activities.

One girl in particular has shown an improvement in her character. When she first started Character Counts she would selectively attend and when she did attend she refused to participate. In time she noticed Character Counts could be fun while learning. Slowly she grew comfort and trust to begin to participate and share. This girl today is the first person to ask staff if she could help with anything, volunteer to help set up for Character Counts, volunteers to assist her peers in times of need, and in general goes above and beyond staff expectations. She has become a leader and positive role model on the dorm. Her character has become more positive and eager to succeed in her future.

Character Counts instills important life values in the clients while having fun. It approaches every lesson in multiple different learning aspects, allowing every client to grab something positive from each lesson. It also puts matters of life, both good and bad, into a realistic perspective to prepare the clients for their futures in adulthood. Because of this grant, additional supplies were purchased to continue fun activities and lessons of Character Counts with the girls which then motivated them to work harder. We saw the impact of additional positive characteristics, values and character instilled.

Objective IV: Provide a Speakers Series workshops for 75-100 female students that highlight positive healthy living, positive choices, leadership and vocational skills. Although most of the speakers will come to campus an enriching aspect of the culinary mentoring will be field trips to various chefs that will provide additional on-site training and mentoring that is vocation specific.

Activities: Ensure that all students are actively engaged with mentoring either at a one-on-one level and-or in a peer group mentoring environment and are receiving regularly receiving mentoring, “words of encouragement” and enrichment in the arts. Present 100 female students with a workshop series focused on healthy behaviors, teen struggles and positive lifestyles and highlighting positive female role models from the community.

We met this objective through several seminars, workshops, and fieldtrips to various places of business in our community. Girls participated in activities such as Recovery Yoga at Cloud 9 Yoga in Temecula, Taekwondo with Menifee Valley Taekwondo, Etiquette with the Temecula Valley Woman’s Club, and learn about culinary arts with various supporters like EAT Marketplace, the Spice Merchant, Temecula Olive Oil Company, the Cake Cottage, Heart of the House Catering, and Robin’s Nest Desserts & Catering.

Character Education through Martial Arts – Taekwondo with Jennifer Sanchez of Menifee Valley Taekwondo: Jennifer Sanchez weaves in character training along with the martial arts experience. The youth she has taught with quickly learned ten character tenants she focuses on during her classes: Honor, Courtesy, Integrity, Perseverance, Self-Control, Courage, Community, Strength, Humility and Knowledge. Each class begins and ends with recital of these ten tenants. This serves as a reminder to the youth of the appropriate mindset when practicing Martial Arts as well as further ingrains the significance of these values in their daily lives.

In addition to the character tenants, during class the youth are taught hard work and dedication pays off by moving up in rank level or by receiving a stripe on the belt. Whether they have a short-term goal or long-term goal they do not quit until they achieve their goal. They are also taught and understand that just because some things are hard or difficult in the beginning we don't give up and we don't quit. That repetition leads to success and they will be successful if they continue to practice not just in Tae Kwon Do but it applies as for anything in life, home, school, or any other extracurricular activities.

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Through developing our relationship with Jennifer throughout this grant period, we have overcome the struggles experienced during the previous funding year and have seen significant improvement in participation, youth engagement, and commitment to the program. Additionally, there have been major successes and improvement in skill as well.

Etiquette with Temecula Valley Woman's Club: The ladies of the Temecula Valley Woman's Club put together afternoon Tea Party. The girls were able to dress up and learn about proper etiquette while they celebrated their progress and milestones met in their individual programs. The girls were so happy

Fondant Class with The Cake Cottage: Susan Carberry from The Cake Cottage in Murrieta stopped by to teach our girls about creative fondant in preparation for Evening Under the Oaks 2016. In addition, several of the girls were invited out to The Cake Cottage to help ice delectable Check out the Facebook Album here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1065983370106970

Vocational - Future Veterinarians, Horse Ranchers, and Equestrians: Pattie Roberts and our friends at Save the Animals Today allowed our youth the opportunity to visit their ranch to learn about being "ranch hands" and veterinarians. Our vocational programs allow us to introduce students to many possible career choices. https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1102315336473773

Introducing Oak Grove's Culinary Creations: A major focus over the grant period has been the expansion of our Culinary Program. Although we planned to expand upon this program when applying for this grant from S.L. Gimbel Foundation, we did not imagine quite how far it would come over the course of the year. Branded as Oak Grove's Culinary Creations, the goal of this program is to teach students the joy and value of cooking and to provide an interactive learning experience that provides the our youth the opportunity to develop a life-long love for the culinary arts. The students learn basic skills in the field of Culinary as they explore the industry of Culinary through demonstration, practical techniques, Green Cooking (Healthy Cooking) and field trips.

In July 2015, we introduced the Culinary Program in the first annual WOW Showcase of the Arts with the help of Heart of the House Catering. The Students attended 4 hours of hands on training which gave them the ability to prepare food, serve and sell at the showcase in 2015.

Then in October 2015, under the direction of Robin McCoy, Owner of Robin's Nest Desserts and Catering, the youth were involved in preparation of desserts for the 2015 So-Cal Chef Open; a notable fundraiser event we host annually to raise funds for our Culinary and Garden Programs. The girls were taught the art of baking pies. From sanitation to the various preparation techniques it requires to bake a variety of pies and the importance of being precise with measuring the ingredients, the students loved this class.

Again under the direction of Robin McCoy the girls learned various techniques of baking cookies for Oak Grove's Rock the Oaks fundraiser event in January of 2016 to help raise funds for our Arts and Autism programs. They prepared cookie dough by comprehending recipes, mixing required ingredients using kitchen aide mixer, rolling dough to prepared measurements, and finally served and interacted with the public, set-up the cookie display, explained flavors, and assisted with taking payments.

The girls also helped with the Multicultural Festival treats. Robin McCoy three techniques of baking Ethnic Desserts: Panna Cotta, Italian Custard, Rice Pudding, a Mexican cultural Dessert and Banana Pudding, A southern Cultural Dessert. This class was exceptional as the students had not known or tasted some of these desserts. Their taste buds had a field day. And we had lots to talk about at the Multicultural event where the students, served and interacted with parents, staff and other students. In addition, they set-up the dessert station exercise their skills learned in sanitation. It was rewarding for the girls to hear all the great reviews of the items they had prepared.

April 2016, under the direction of Robin McCoy, owner of Robin's Nest Desserts and Catering, The Culinary Student body learned techniques of making 3 different fudge and cookies

In preparation for the An Evening Under the Oaks in April 2016, another Oak Grove fundraiser, Robin taught principle elements in tempering chocolates. Everyone thought the fudge was delicious.

For the 2016 Showcase of the Arts 2016 in July and August 2016, the WOW Mentor Program featured culinary arts again with the help of Heart of the House.

As detailed in Question 9 regarding Objective IV, the girls took field trips to the Old Town Spice Merchant in September 2016 to the Temecula Olive Oil Ranch in October.

Further expanding the program we branded the Program Culinary Creations in October, had a new logo created, and decided to

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purchase additional equipment: another conventional oven as well as a 40 QT mixer. The new equipment arrived just in time for the 2016 So-Cal Chef Open in October for which the girls helped to prepare gourmet cookies to serve at the event. At the Chef Open, we also announced our Holiday Cooke Sale for Thanksgiving and Christmas 2016 and began taking pre-orders! We see an exciting and rewarding future for our youth who participate in Culinary Creations.

Culinary Fieldtrips

Temecula Olive Oil Company Farm: We were so grateful for the hospitality of the Olive Oil Company staff, Chef Bobby and Co-Owner Catherine Pepe. The girls loved our time on the Farm learning about how the many varieties of olive oils are made. They toured through the trees as well as the production area. Catherine shared the history of how the Olive Oil Company grew from a small store. In addition, they sampled different olive oils and vinegars and were able to pick-out some of their very favorites to take back to Oak Grove for later. Chef Bobby shared about clean eating, the joy of cooking and how he incorporates Olive Oil into his recipes. Check out the Facebook Album here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1186946944677278

Old Town Spice Merchants: Our field trip to the Old town Spice and Tea merchants allowed our youth to enjoy the different flavors, scents, and tasty treats from around the world. Sue Kelly and Carol Post presented information about many teas, the best way to brew them, other ways they can be used, as well as the history behind each variety. The girls also tasted amazing rubs, cheese balls that were rolled in spices—one of the favorites was the spicy tuna rub. The girls tasted dark chocolate, learned about sea salt, and they loved the watermelon and feta cheese flavor combination. On top of all this, they even learned how to favor popcorn with healthy toppings. This fieldtrip taught the girls about the ritual of calming down, staying centered and enjoying great friends. Check out the Facebook Album here: https://www.facebook.com/OakGroveCenter/photos/?tab=album&album_id=1181168298588476

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

Since the inception of the Words of Courage program in 2014 with our male population, we struggled to keep youth engaged with and committed to the one-on-one written mentoring component of our stated goals and objectives. We found our youth connecting in a more meaningful way with each other, the staff, as well as members of the community when in the group, workshop and seminar settings. Through observation, student feedback, and a strong decline of incidents on our boy's unit, it was evident to improve engagement and results, an adjustment in our approach to the mentoring component was necessary for both our male and female population. Many of our youth were more interested in being mentored if it included in-person interactions so we decided to focus on building upon their experiences and successes by expanding group opportunities. Ultimately this took shape in the form of MISTT (Most Improved Student Tales of Transformation) in March of 2016.

Q11 How did you overcome and/or address the challenges and obstacles?

Introducing MISTT – Most Improved Student Tales of Transformation: We kicked-off of MISTT in March 2016. MISTT stands for Most Improved Student Tales of Transformation and recognition is held once a month to acknowledge those students who have not yet “arrived,” but are making significant progress on an area which with they have struggled. MISTT incorporates recognition, one-on-one mentorship, incentives, and other creative strategies to get to the bottom line: successful graduation of the treatment program. Since its inception, MISTT has had a major impact on the youth who are sometimes struggle to see their personal successes.

The MISTT Process: Students are nominated by a staff member, teacher, or therapist based on their hard work to overcome their individual challenge or for showing significant progress in an area. Once nominated, a student is selected from each program area (for example one from the girl’s dorm, one from the co-ed dorm, one from the day program, one from community based services, etc.) and they are invited to the recognition meeting in the library. At the recognition meetings, MISTT awards are presented to the youth by the staff who submitted the nomination and the staff tells the group the youth’s Tale of Transformation. Youth are then challenged to continue their successes through the next month by taking the Double Dare or the Triple Threat Challenge and are offered the opportunity to be matched with a mentor from the community for additional support and encouragement throughout the month. If the youth is able to maintain their progress over the course of the month they are invited back to the next recognition to tell their tales themselves. The Double Dare Challenge is when they stand in front of the room of staff and community supporters how they have maintained their progress. Likewise, the Triple Threat Challenge also requires the youth to explain how they have maintained their progress, but the youth must take it to the next level and record a short video to be previewed during recognition. Check out this Triple Threat Video: <https://youtu.be/Oyek5mhmRO0>

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

One of the most noticeable and unexpected positive outcomes of this program was the benefit of health and wellness. Most notably, Tyanna was able to lose over 75lbs through immersion in the Words of Courage program and participation in the various groups. She participated in the 21 Day Challenge, Dance, Performing Arts, WOW Mentor Series and Showcase of the Arts, Martial Arts, Culinary Arts, and more. Her progress over the course of the grant period was astounding and we are so proud of her hard work and decision to stay dedicated and focused on her goals. In June, she promoted from middle school to high school and we were able to recognize her progress at the promotion ceremony. This is just one example of the powerful impact of strong leadership and a diverse extracurricular program.

Q13 Briefly describe the impact this grant has had on the organization and community served.

Overall, Oak Grove’s extra-curricular arts programs play a vital role in the treatment and recovery for the youth we serve. Engaging in the arts has provided them with rich experiences allowing them the opportunity to grow and improve their social skills as they gain a new perspective and new strategies for facing the world appropriately. Our experience is youth who are engaged and participate in extra-curricular activities tend to work harder on their program, make better choices, and eventually thrive. The feedback we have received from staff is that the youth who participate in the Words of Courage Program workshops and extracurricular activities are more able to freely express themselves because they are in a supportive environment.

Since the Words of Courage Program began in 2014 for our male population and subsequently in 2015 for our female population, we have seen tremendous success with the progress of the population we serve and we hope to continue this progress into the future. Students are connecting in a more meaningful way within group settings which has led to a reduced number of incidents across the board. We are continuing to seek funding for this program because history has shown the extracurricular and mentorship-based activities are vital to the treatment and future success of the youth we serve.

Our vision for the Words of Courage Program included this expansion to female students who are at-risk, as well as moving forward an immediate re-branding as Mighty Oaks Youth Succeed. We feel the new name of the program will better incorporate all the vital group, enrichment, and mentorship components which ultimately come together for one reason, to help these youth succeed. Over the next few years we have plans to incorporate additional character development and evidence-based curriculum including Mortal Kombat which is

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years we have plans to incorporate additional character development and evidence-based curriculum including Moral Combat which is a character education class focused on the unique needs of group home youth who are more "street smart" and have faced great adversity.

In particular, our youth actually take dance very seriously. They are able to gain confidence and skills which both which notably helped them progress in their treatment programs. They respond well to the demanding schedule and strong leadership of their mentors, Kimmie Morrow and Breanna Tucker. We believe they have thrived because of these aspects and they are able to express their emotions in a new and exciting way. Even though dance workshops are co-ed, staff observed the youth creating healthy boundaries and using appropriate social skills.

The girls absolutely thrive with the performing arts. It makes them feel like they are in control and able to prove themselves to others around them. They are also able to learn about history and the powerful community impacts that performance is capable of having.

Many of the youth we serve struggle to see their accomplishments and do not believe they are skilled in art, but after a few workshops we find they are able to see their talents in a whole different light. Art facilitates progress with individual treatment plans because they learn new ways to express their energy and creativity as well as it helps the youth to gain a confidence that surpasses that gained from academic tasks.

Although only a recent addition to the Words of Courage Program, MISTT has given our residents the recognition that they need to stay focused. Program rewards are amazing, but the recognition by staff and in front of fellow peers has been even more empowering for the youth. Check out these MISTT Triple Threat Videos which show first-hand the impact this part of the program has had on our population:

<https://www.youtube.com/watch?v=Oyek5mhmRO0>

<https://www.youtube.com/watch?v=x6Qj6KxZEqE>

https://www.youtube.com/watch?v=qt-_zEI546U

Though it is not part of the arts program, the Running Club has made a huge impact on our youth with regard to their character development and overall wellness. Through strong leadership of the Cross Country Coach-Lauren Campfield and Oak Grove's own CEO- Tammy Wilson, our youth are learning how to live a healthy life style and are realizing that running, and exercise in general, benefits their bodies as well as their minds. They have been able to find new coping strategies and think more clearly in their day to day interactions with peers and staff. The youth have enjoyed training for several running events including several 5k, 10k and even a half-marathon event. To see the impact of the Running Club, check out this MISTT-Triple Threat video for one of our young ladies who recently ran a half-marathon: <https://www.youtube.com/watch?v=BLKnJDbRiDo>

6 youth including the young girl from the video completed a half marathon on Oct 30. To see a Facebook post:

<https://www.facebook.com/OakGroveCenter/posts/1207605532611419>

Page 3: Budget

Q14 Please provide a budget expenditure report of the approved line items. Include a brief narrative on how the funds were used to fulfill grant objectives.

Grant funds were used according to the approved budget and grant agreement: to fund the Words of Courage Program expansion to our at-risk female population. Funded activities included fine and performing arts, culinary arts, healthy living activities, and more.

For detailed information on how the grant funds were spend, please refer to budget and supportive attachments emailed to info@thecommunityfoundation.net.

Page 4: Success Stories

Q15 Please relate a success story:

In addition to Tyanna's inspiring and unexpected success detailed in Question 12, Morgan has made amazing progress. She received the honorable award of Murrieta Chamber of Commerce Student of the Year! She was chosen due to her academic effort, leadership skills, and service to her community, and made tremendous gains in social and emotional functioning. This particular youth transitioned from residential care, to our Day Program at Oak Grove at the Ranch, has now graduated both high school as well as her treatment program, and now has moved on to college. We are proud of her excellent leadership skills with her peers, and know she will be a success as she continues her education. In addition to the scholarship from The Murrieta Chamber of Commerce Student of the Year Program, she was also awarded a 2 year scholarship from the Sunrise Rotary Temecula.

Q16 Please relate a success story here:

Another big success for the program this year was the incorporation of Anger Management workshops led by Susan Steele. She provided strong leadership and was able to help them validate their feelings and use their passion to better navigate social interactions. First the girls had to understand the definition of anger: 1) violation of our expectation and 2) a blockage of our goals. Then through normalizing and validating the secondary anger feeling, Susan helped the girls to understand anger is actually completely normal! In addition, they learned anger can be used as a motivation to supply them with information regarding a current situation or event which anger is covering up our primary feelings of hurt, lost, frustration, etc. By relating a personal experience with her son, Susan provided the girls with a strategy to "Adjust Those Expectations." The lesson was related to a time in her life when money was tight and her son threw a temper tantrum in the store because she had to tell him "No, you can't have that toy." By asking herself how she could turn the situation around, she applied an anger management strategy by looking at his expectation (getting the toy) and then looked at his goal (bringing the toy home and playing with it). Susan explained to the girls that the next time she went to the store and her son asked for a toy, she changed her response to "We won't be able to get the toy today, but maybe next week when I have more money and the bills are paid we will get the toy for you." This simple example of applying Anger Management tools in a real situation helped the girls to be able to relate and understand they are able to adjust their expectations and goals in a situation to affect the outcome. This lesson, along with the rest of the Anger Management tools has led to a drastic reduction in anger according to the pre and post-test scores. All youth who participated in Anger Management with Susan Steel showed a reduction in anger level, but here is a snapshot of the results:

Pre Test Post Test Score Statistics

Score Anger Level Score Anger Level Change in Anger

78	Severe Anger	22	Low	-72%
28	Low	25	Low	-11%
91	Severe Anger	46	Mild	-49%
71	Severe Anger	50	Moderate	-30%
53	Moderate	26	Low	-51%
49	Mild	47	Mild	-4%

Q17 Please relate a success story here:

We are so grateful for the support, encouragement and enrichment the S.L. Gimbel Grant has provided to our youth over the course of the grant period. The healing opportunities provided through Art along with enriched evidenced based practice is tremendous and truly aids us in our mission....the "work we do today builds a better tomorrow" and thank you for investing in their future!

Gratefully, Tammy Wilson, CEO

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Q18 Which category best describes the organization.
Please choose only one.

Other (please specify):
Mental Health and Residential Youth Services

Q19 What is the organization's primary program area of interest?

Other

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	22
Asian/Pacific Islander	3
Caucasian	49
Native American	1
Hispanic Latino	21
Other	4

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	20
Youth ages 13-18	76
Young Adults (18-24)	2

Q22 Approximate percentage of clients served with disabilities from grant funds.

Mentally/Emotionally Disabled **100**

Q23 Approximate percentage of clients served in each economic group.

At/Below Poverty Level	80
Other	20

Q24 Approximate percentage of clients served from grant funds in each population category.

Children/Youth (those not included in Family) **100**