
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
WEBSTER STANLEY MIDDLE SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

January 2020



CONSORTIUM *of*
**APPLIED
RESEARCH**

Elements of Strong Programs	1	2	3	4	NR
	Must Address and Improve	Some Progress Made	Satisfactory	Excellent	Cannot rate based on information gathered
Focus Area 1: Program activities are geared toward rigorous academic and socio-emotional enrichment					
1. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
Program staff provided homework assistance each day and ensured students had as much time as they wanted to complete homework. In addition, program staff worked to embed academic concepts in other aspects of the program. However, academic concepts were not observed on the day of the site visit, with few students selecting homework as the activity to complete.					
2. OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual or small group tutoring, or one-on-one time, is available for students who need additional academic or emotional support.	1	2	3	4	NR
Students in the program received individual help if needed by program staff. Program staff were observed to have good rapport with students and had positive working relationships.					
3. PROGRAM ACTIVITIES PROMOTE THE DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS: Activities incorporate life-skills such as character education, drug and alcohol prevention, anger management skills, leadership skills, etc.	1	2	3	4	NR
The program regularly provided activities that involved mindful thinking, leadership, and socio-emotional concepts. For example, students in the middle school program were paired with elementary students for a reading program. On the day of the site visit, students were observed to be involved with New Years goal setting and an interactive journal activity. Although these activities were well-throughout, the students appeared to be bored at times or unsure of what to do.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY: Program staff incorporate school curriculum into afterschool programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	3	4	NR
The principal of the school was supportive and teachers provided program staff important information about the school-day. Space was available to the afterschool program, and the program had partnered with school organizations (such as Track and Cross Country) to ensure students could attend multiple opportunities afterschool.					
5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM: School-day teachers or other school personnel participate directly or indirectly in the administration of the program to support academic enrichment.	1	2	3	4	NR
One school day teacher worked with the afterschool program to facilitate homework. Other teachers in the school communicated with program staff regarding the needs of the program.					

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Focus Area 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: Program staff plan activities to incorporate numerous topics and themes.	1	2	3	4	NR
At the beginning of each week, students signed up for what program activity they wanted to participate. This opportunity allowed the students to choose which activity they participated, while remaining accountable to their choice. Participants also had the opportunity to choose how they completed activities once they began.					
7. INTENTIONAL STUDENT RECRUITMENT AND RETENTION STRATEGIES ARE USED: Program staff utilize effective recruitment and retention strategies and modify strategies as needed to maximize participation.	1	2	3	4	NR
At the time of the visit, the program was averaging 28 students daily. To build this roster, potential participants signed up for the program at the beginning of year orientation. To help facilitate additional recruitment, program staff had planned to identify students that would benefit from the program based on the most recent assessment data and conduct an email campaign targeted at these students. The site coordinator also reached out to particular students during lunch/recess duty.					
8. PROGRAM STAFF RECRUIT AT-RISK STUDENTS: Program staff employ efforts to identify and recruit academically at-risk students to the program.	1	2	3	4	NR
Although the program began in the fall of 2019, families were already familiar with CLC programming because of the conjoined Webster Stanley Elementary School. As such, parents of academically and behaviorally at-risk students signed up their children for the program. Although program staff did not identify them, those at-risk were the first to self-select into the program. Moving forward, program staff should consider ways to make identification of at-risk youth more strategic, as well as target recruitment of prosocial peers to ensure the program not be stigmatized.					
Focus Area 4: Program builds relationships with parents and community partners					
9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS: Program staff communicate regularly with parents and provide opportunities for program involvement.	1	2	3	4	NR
Program staff communicated with parents by texting, emailing, and during pick-up time (for non-walkers). Plans were underway to facilitate a family event.					
10. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS: Program staff conduct outreach activities to engage community partners and involve them in the program.	1	2	3	4	NR
University of Wisconsin – Oshkosh (graduate student program in Counseling and undergraduate Biology), 4H, Fact Winnebago County, and the NASA DPI project were partners. These organizations provided staffing, resources, and program activities.					