
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
MERRILL 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 activities included academic enrichment activities which involved STEM, literacy, homework, and real-world concepts. For example, one ongoing project involved service learning at an Assisted Living Center, with employees at the Center presenting on the careers available in that setting. In addition, the program partnered with the Elementary CLC for a reading buddy activity.					
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
The program had a low staff to student ratio and worked diligently to ensure students were supported afterschool. Teachers were available to students who needed support.					
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
Socio-emotional skills were reinforced in all programming, with staff who were highly sensitive to the needs of the students. Leadership and Team Building Group was formed to provide socio-emotional concepts (such as collaboration and leadership).					
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 site coordinator was provided space in the school office, which allowed for easy collaboration and access to school administration. This also ensured that the site coordinator was knowledgeable about school day issues. The afterschool program also had consistent expectations as the school day and activities that complemented the work the students did during the regular school day.					
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 facilitated homework time during the program. Other teachers were regularly invited to participate. Because teachers could act as a temporary employee in order to tutor specific students when the students needed it, more teachers were able to participate.					

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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
Students had the choice of three different activities every day the program operated. Program choices varied and included high-interest activities such as Cooking Club. The program also had a youth Leadership and Team Building Group which served as an advisory board to ensure student voice was included in the program.					
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
The program served an average of 27 students each day, with approximately 54 students registered at the time of the site visit. The program collaborated with other school programs (such as athletics) to ensure students could participate in all opportunities afterschool.					
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
The program made sure that space was available for students that were at risk. English Language Learners were always targeted.					
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
Parent communication occurred through email, newsletters, and parent-pick up time. The program staff was observed to have excellent rapport with parents. Because the site coordinator had been in place for six years, having a consistent person in the position ensured family relationships continued (even after students 'graduated' from the program and their younger siblings attended). In addition, numerous family events occurred throughout the year.					
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
The program had partnered with the Christine Ahn Center, Winebago FACT, UW-Oshkosh Men of Distinction, the Oshkosh Public Library, as well as others.					