
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
EMMELINE COOK ELEMENTARY 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
The afterschool program provided daily read-aloud activities, academic centers (including homework assistance and reading to self), and book club for older youth. Youth were observed during observations to be actively engaged in academic work during the afterschool program. Program staff created lessons for academic time that were rigorous and relevant to the work done during the school day.					
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
Program staff had developed systems to ensure that students had opportunities for individual support when needed. For example, students that needed breaks or individual support could go to the stage and receive one-on-one attention with activities geared towards helping them calm down and reset, with the goal of returning to regular programming. Teachers also participated in the program to give a 'soft start' to a few students that had difficulty with transitions.					
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
A "family meeting" occurred daily where students got to share their feelings or ideas with the group prior to the academic enrichment. Program staff were observed to handle difficult student behavior well, reminding students to take deep breaths and consistently reminded youth of expectations of behavior. In addition, socio-emotional programming was planned for Tuesdays. Staff had been provided resources for developing lessons focused on socio-emotional learning.					
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
Lesson plans were created to align with school curriculum. The program utilized ample school space including six classrooms, the media center, art room, music room, and gymnasium. The principal of the program was reported to be very supportive.					
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
Teachers in the school communicated regularly with afterschool personnel, provided resources to program staff, and a few teachers worked for the program providing support to individual students who needed it.					

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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
The program offered a variety of program options ensuring students stayed interested in the program. The activities included academic, artistic, socio-emotional, and recreational themes.					
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 approximately 75 students each day. Because the program had been in place for so long, parents and students knew of the program and sought it out for their children. Recruitment was reported to not be an issue.					
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 specifically targeted English Language Learners, ensuring space was always available for these students to participate afterschool. Mentoring opportunities were also available for at-risk students. The program had also made sure to not turn away youth in need of support.					
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, monthly newsletters, fliers, and during pick-up time. The site coordinator served as the 'door greeter' to ensure that communication occurred daily. Four family events had occurred (including an ice cream social and talent show).					
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
Partners included UW-Oshkosh Anthropology and Quest, Lego League, Dr. Erich's Skating and Skiing program, Oshkosh Public Library. The partners provided programming, staffing, and supplies.					