
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
JEFFERSON 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 program had good intentions to facilitate academic enrichment daily. Students in the program were planned to participate in reading activities, Chromebooks/educational websites, science experiments, academic enters, and homework help. However, because of behavioral issues from the majority of program participants, academic enrichment was not observed on the day of the site visit. Program staff spent the majority of time dealing with behavioral incidents (such as program participants running away, not following basic instructions, being mean towards one another or staff, and not respecting school/afterschool materials. Because of the behavioral difficulties, the program was not able to facilitate planned activities effectively.					
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
On the day of the site visit, a few students dominated staff time because of behavioral issues. This left fewer staff available for the other students in the program. Students who were behaving were left to wait long periods of time with nothing to do while waiting for other students to calm down/follow instructions.					
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
At the time of the site visit, the program had just acquired two special education teachers who would facilitate socio-emotional programming every week. This was not yet established at the time of the site visit.					
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 afterschool program had ample use of school space and had a principal who was supportive of the program. Program staff had tried to incorporate academic concepts, school curriculum, and align with school standards through the use of academic lessons. In addition, the program had tried to implement Positive Behavior Interventions and Support (PBIS) strategies used during the day. Despite the behavioral issues that were observed, the structure of the program was aligned to the 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
The program included two special education teachers, the school nurse, and a paraprofessional. In addition, other teachers in the school were supportive of the program and communicated with program staff regarding individual student's school day experiences. Teachers were also reported to provide information on strategies that were effective or ineffective for working with particular youth.					

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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 lacked structure on the day of the site visit. Centers were provided to children, with most children not selecting an option but instead socializing or causing behavioral disruptions. The program reported that students did better on days where partner organizations facilitated programming, suggesting the children might need more structure from the program staff.					
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 site visit, 50 children attended the program on average each day. Because of the merger of two elementary schools and carry-over from the previous program (implemented by the Boys and Girls Club), the program did not need to do much in the area of recruitment. Because of behavioral issues, the program was not actively recruiting additional participants.					
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 had not specifically recruited at risk participants to attend the program. However, it was clear that students who were academically and behaviorally at risk were among participants on the day observed. Given the status of the program and behavior incidents, the program was not seeking additional students who were in need of support. The program planned to implement more intentional strategies to recruit at risk students once the program was stabilized.					
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
The program had good rapport with parents, talking to parents as they picked up their children and calling home when there were issues. The program had one family event in the fall and an all-district family event planned in the future.					
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 UW-Oshkosh Quest and Anthropology courses, 4H, Oshkosh Public Library, Dr. Erich's Skating and Skiing, and numerous businesses which served as field trip destinations.					