
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
ROOSEVELT ELEMENTARY SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

December 2019



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. ACADEMIC ENRICHMENT: Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
Homework help was offered every day of the week and an academic enrichment activity was provided each day. Academic themes focused on literacy, STEM, and Math.					
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
Tutors provided tutoring to students who needed help and the program staff made sure to work one-on-one or in small-groups with students as they were able.					
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 incorporated socio-emotional learning into programming weekly. Program staff worked with students on socio-emotional skills in the moment and during structured program times.					
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
There were numerous links to the school day. Program staff created lesson plans that were linked to what students were learning during the regular school day. In addition, homework help was provided each day and the program had access to ample school space.					
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
Four teachers worked directly for the afterschool program and two additional teachers were going to start working for the program in the coming weeks. The site coordinator had implemented some new policies that helped to involve teachers (such as being flexible with regard to when teachers could be involved or the length of involvement required).					

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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
Activities varied daily, with program staff creating lesson plans based on what they were learning during the school day. Program offerings were rotated, with different topics assigned to each day of the week.					
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 afterschool program staff had worked hard to recruit students to the program. Because of the connections formed with teachers, more students were being referred to the program than in the past. At the time of the visit, the program was serving 100 students and had a waitlist. Program staff also established policies to help with retention, such as requiring students to attend at least two days per week.					
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
Program staff worked with school personnel to identify students that would benefit the program the most. This often included working with special education students. Although the program wasn't always successful in helping this special education youth succeed afterschool, the program set goals for these students and worked to ensure students that were able to participate did.					
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 monthly newsletters, emails, and pick-up time. In addition, family nights were planned once per month in partnership with the school.					
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 local community organizations such as the Boys and Girls Club, YMCA, UW Oshkosh, DPI on the NASA STEM project, the Oshkosh Public Library, and Winnebago County 4H. These organizations helped with staffing needs and facilitated programming.					