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EVALUATION OF THE  
**Oshkosh Area School District**  
**21<sup>st</sup> CCLC Initiative**

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SITE VISIT SUMMARY REPORT:  
**WASHINGTON 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
<b>Focus Area 1: Program activities are geared toward rigorous academic and socio-emotional enrichment</b>					
<b>1. ACADEMIC ENRICHMENT:</b> Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	<b>3</b>	4	NR
Academic enrichment activities were provided each day the program operated. For example, children were observed to be engaged in puzzles, a Yatzee game (which involved adding up dice), a writing letters activity, Legos, and other academic games. Program staff ensured that at least one literacy, STEM, and physical education activity occurred each week.					
<b>2. OPPORTUNITIES FOR INDIVIDUAL SUPPORT:</b> Individual or small group tutoring, or one-on-one time, is available for students who need additional academic or emotional support.	1	2	3	<b>4</b>	NR
Program staff were observed to be actively engaged with youth during the duration of the program. Staff had a good rapport with children and appeared to know them well. One kindergartener was observed to say "I love you" and give hugs to the staff. In numerous rooms, program staff were observed to work one-on-one with children or in small groups.					
<b>3. PROGRAM ACTIVITIES PROMOTE THE DEVELOPMENT OF SOCIO-EMOTIONAL SKILLS:</b> Activities incorporate life-skills such as character education, drug and alcohol prevention, anger management skills, leadership skills, etc.	1	2	<b>3</b>	4	NR
A structured activity was focused on social-emotional learning at least one time per week. Program staff also incorporated socio-emotional concepts into other aspects of the program, reminding students to be polite to one another, be helpful and kind, and provided leadership opportunities for older youth to plan and facilitate programming (such as getting ready for a holiday party).					
<b>Focus Area 2: Program activities are linked to the regular school day</b>					
<b>4. LINKS TO THE SCHOOL DAY:</b> Program staff incorporate school curriculum into afterschool programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	<b>3</b>	4	NR
The site coordinator had been in place for numerous years and had a good working relationship with the principal and school staff. The program had access to ample school space, including an office for the site coordinator and two storage rooms. Program staff worked to ensure activities aligned with the school day.					
<b>5. SCHOOL PERSONNEL ACTIVELY INVOLVED WITH THE PROGRAM:</b> School-day teachers or other school personnel participate directly or indirectly in the administration of the program to support academic enrichment.	<b>1</b>	2	3	4	NR
Because many of the school staff were relatively new, the program had not been successful in recruiting teachers to work for the program. Despite providing flexibility and a competitive wage, teachers were reluctant to participate after school. This was likely because the new teachers in the school were spending after school hours prepping curriculum and grading. It was theorized that the issue would resolve itself over time when teachers in the school had more established routines during the school day.					

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<b>Focus Area 3: Program employs successful recruitment strategies</b>					
<b>6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY:</b> Program staff plan activities to incorporate numerous topics and themes.	1	2	<b>3</b>	4	NR
Program activities varied each day with different days of the week focused on different academic concepts (such as literacy, STEM, physical education, art, or social-emotional learning).					
<b>7. INTENTIONAL STUDENT RECRUITMENT AND RETENTION STRATEGIES ARE USED:</b> Program staff utilize effective recruitment and retention strategies and modify strategies as needed to maximize participation.	1	2	<b>3</b>	4	NR
The program was meeting district expectations in that all students who needed the program were receiving services. Approximately 65 students were registered for the program. The program was well-staffed and able to meet demand for the program with no waiting list.					
<b>8. PROGRAM STAFF RECRUIT AT-RISK STUDENTS:</b> Program staff employ efforts to identify and recruit academically at-risk students to the program.	1	2	<b>3</b>	4	NR
The program communicated with school personnel about students who needed the program and sought to serve those students. The site coordinator was well connected to the school and knew when changes in family structure or living situation impacted the children in the program.					
<b>Focus Area 4: Program builds relationships with parents and community partners</b>					
<b>9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH PARENTS:</b> Program staff communicate regularly with parents and provide opportunities for program involvement.	1	2	<b>3</b>	4	NR
The program communicated with parents as they picked up their children. There was also one parent who regularly volunteered for the program and the program regularly asked other parents to participate as well.					
<b>10. PROGRAM STAFF ACTIVELY DEVELOP RELATIONSHIPS WITH COMMUNITY PARTNERS:</b> Program staff conduct outreach activities to engage community partners and involve them in the program.	1	2	<b>3</b>	4	NR
Ample partners contributed to the program. For example, UW Oshkosh Quest and Anthropology classes regularly brought college students into the program to provide activities for youth. In addition, the program had partnered with Dr. Erich's Skating and Skiing program to provide children with the opportunity to learn to ice skate and ski.					