
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
EMMELINE COOK ELEMENTARY SCHOOL
OSHKOSH AREA SCHOOL DISTRICT

March 2019



UNIVERSITY *of* WISCONSIN
GREEN BAY

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 staff reported that the program consisted of academic time involving homework, work packets, and reading, in addition to enrichment experiences that were academic in nature. In addition, it was reported that read aloud activities occurred every day. Although these experiences were observed in a few classrooms, on the day of the site visit the academic portion of the program was cut significantly short. It was reported that academic enrichment would begin at 3:30, yet most classrooms did not begin these activities until 3:50 pm. In addition, in one classroom, the agenda of the day did not acknowledge this time at all (but instead included snack/recess, family meeting, Gym, Charades, and Dismissal).					
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 collaborated with the school staff and the principal to determine the most ideal student placements. Program staff restructured the program to have multiple grade classrooms, ensuring that ample staff were available in each space. In addition, a 'fifth' classroom space was created for those students who needed to take breaks from regular programming. This 'fifth' alternative classroom required students to complete ten minutes of three calming activities before returning to the regular program.					
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 consisted of some experiences that involved socio-emotional learning including counseling from UW-Oshkosh graduate counseling students. However, regular experiences to practice socio-emotional skills were lacking.					
Focus Area 2: Program activities are linked to the regular school day					
4. LINKS TO THE SCHOOL DAY: Program staff incorporate school curriculum into after school programming and align activities with school standards. Program utilizes school space and shares resources.	1	2	3	4	NR
The principal at the school was instrumental in ensuring there were linkages between the regular school day and the afterschool environment. This principal was available for regular consultations and provided the program with appropriate classroom space. In addition, afterschool staff were provided training by the district on the use of Positive Behavior Interventions and Supports (PBIS). A PBIS specialist from the district coached afterschool staff and provided suggestions on classroom management.					
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
Two teachers in the school worked regularly with the program providing tutoring services to particular students. In addition, the ELL teacher in the school helped the afterschool program communicate with parents of participants. Other teachers in the school were somewhat less supportive, but the site coordinator reported this to be getting better. Teachers did help provide recommendations regarding students who would benefit most from the afterschool program and provided vital information to program staff regarding student issues during the regular school day.					

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Focus Area 3: Program employs successful recruitment strategies					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: Program staff plan program activities to incorporate numerous topics and themes.	1	2	3	4	NR
Program staff incorporated a different theme each day including math, science, art, and literacy. Program staff created their own lessons for the students, as well as utilized an archive of past lessons that were used across the district's afterschool programs.					
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
Given the long-standing program that had been at Emmeline Cook, the program maintained an Average Daily Attendance rate of approximately 65 students quite easily. At the beginning of the year, parents filled out enrollment forms and received a welcome packet. Therefore, with relatively little effort, the program filled easily. Despite this, the program did not have an attendance policy. This allowed the program to be flexible to meet the needs of the children and families, but also limited the amount of 'dosage' the program had for particular students.					
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 made efforts to include all children in the program, including students with severe behavioral challenges. All students had access to the afterschool program, even students who required taxis in order to be able to attend. The program had purchased booster seats for these children and ensured their safety. Teachers and the principal helped identify those students at risk to attend the program. There were also cases where the afterschool program was identified as a service required for particular children because of other extenuating circumstances in their home lives.					
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
Program staff communicated with parents as they picked up children from the program. In addition, a monthly newsletter was provided to parents and posted online. Fliers were sent home as necessary regarding upcoming events and field trips. There were numerous family events that had occurred. At the time of the site visit, some parents had volunteered for the program. Information regarding parent volunteers was also provided in newsletters, informing parents that they were welcome to read to the children or share a talent with the children.					
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
Numerous community partnerships existed included Karate America, Fire Escape, Boy Scouts, UW-Oshkosh, and Forward Services. These organizations donated services, facilitated programming, and assisted with staff as necessary.					