
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

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

May 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. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities other than homework are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
Numerous elements of the program were academically focused. For example, program staff planned literacy, mathematics, and science activities on Tuesdays, Wednesdays, and Thursdays. In addition, during the first half hour of the program, students could work on homework, read books, or were provided tutoring services. On the day of the site visit, program staff led math activities using white boards which were engaging and fun for the children.					
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
Despite numerous behavioral issues observed, the program was able to provide individual support to all students in the program. Youth were responded to in a timely manner and issues were addressed quickly. In almost all rooms observed, staff did an excellent job redirecting students and providing support. However, in one room, a program staff was observed to struggle with behavior management strategies (requiring students to 'put their head down' because of misbehavior). When that strategy did not change the behavior the program staff did not know what to do (and those students in the room that were not misbehaving also had to deal with the group punishment).					
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
Graduate students in the School Counseling program at UW-Oshkosh provided counseling interventions to participants. In addition, the program had tried pairing older students with younger students for leadership/mentoring opportunities. The site coordinator also had multiple strategies in place for helping children deal with emotions that might occur during the program. Numerous examples of positive interventions were observed on the day of the site visit to promote social and emotional health among participants.					
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 program had partnered with teachers in the school in multiple ways. First, school day teachers could input information into a Google document regarding things the afterschool program could do or work on with students. In addition, the program mirrored the school day regarding special events/themes such as the 26-day countdown to the end of the school year. Program staff also incorporated the PBIS framework used during the day with afterschool. The site coordinator acted as a Recess Duty supervisor during the regular school day. This allowed students to see the coordinator as an employee of the school and made the program feel part of the regular 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
Although teachers were supportive of the program, only one paraprofessional participated in the day to day operations of the program. The site coordinator had planned to try to recruit more school-day staff to the program in the future.					

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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
The program offered a diverse blend of program activities and ensured students did not get bored with program options. Each day of the week included a different theme that ensured programming remained fresh.					
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 had a daily attendance rate of approximately 65 to 70 children each day. The program was able to maintain these numbers with relatively low effort. At the time of the site visit there was not a wait list.					
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 afterschool program had worked hard to ensure that all students enrolled in the program were successful. At the beginning of the year, some teachers expressed concern that certain students would not be successful in the program. However, program staff worked with parents and teachers to ensure student success. As a result, the program was able to serve those kids.					
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 afterschool program staff communicated with parents in various ways including calling, texting, emailing, and talking to parents as they picked up children from the program. In addition, a monthly newsletter was distributed to parents and posted online. The program also partnered with the school to facilitate family events. A partnership with the Elk's Community also enabled the program to offer family events that involved food, activities, and supplies to be donated to participants or the school (books, games, instruments).					
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
Multiple community partnerships existed at the time of the site visit. Boy Scouts, UW-Oshkosh Counseling and Anthropology programs, American Black Belt Academy, Fire Escape Art Studio, and the Elk's Community were partners. In addition, other community-based organizations had partnered to provide field trip experiences for youth.					