
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

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

May 2019



CONSORTIUM *of*
APPLIED RESEARCH

The logo for the Consortium of Applied Research, consisting of five horizontal green bars of varying lengths, stacked vertically to form a stylized, abstract shape.

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 provided academic time during the first 30 minutes of the program each day. This academic time involved participants reading, completing worksheets, or math activities. In addition, program staff created academic lessons daily based on literature, math, and STEM areas. Although structurally the program had allocated time for academics, observations demonstrated that students could have benefited more from the academic features of the program. For example, in some rooms students appeared to be bored, not engaged, or provided activities that were not cognitively stimulating (simple coloring sheets).					
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, program staff had excellent rapport with the participants and responded to students in a timely manner. All students received individual attention largely due to the low staff to student ratio.					
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
Participants engaged in an afternoon meeting at the beginning of every program day to establish a sense of community. In addition, program staff reminded students of expectations regularly. However, formal programming geared towards developing socio-emotional skills was 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 program was linked to the regular school day in that homework help was provided, program staff communicated with teachers regularly, and the same behavioral expectations for students were followed afterschool. In addition, the program had access to ample school space. Moreover, the Site Coordinator had worked in the school in Special Education for the past four years, ensuring relationships were already established between the program and 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
Zero teachers were actively involved with the afterschool program at the time of the site visit. One teacher had provided a 12-week Lego League activity previously in the year. Plans were underway to engage more teachers formally in the coming year.					

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 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
Programming varied from day to day and students appeared to be engaged in most program activities throughout the observations. Students played games, watched videos, read books, participated in Yoga, and complete numerous art projects on the day of the visit.					
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, there were approximately 50 students who attended the program daily. Recruitment had occurred at the beginning of the year. After notification that a CLC grant was awarded to the school, a letter was sent to the Smith community and registration for the program coincided with registration for the school. The program did not engage in additional recruitment efforts since its target attendance rate was met.					
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 enrolled students on a first come, first serve basis. Previously, there was a waitlist for students. When spots opened in the program, program staff did prioritize children who needed services afterschool. At the end of the year, no waitlist existed, and all students/families who sought participation were included.					
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 in multiple ways including phones calls, during pick-up time, and through newsletters which were sent out every two to three weeks. In addition, program staff participated in the school's family events, setting up stations during the events or providing youth development activities while parents participated in programing.					
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
At the time of the site visit, numerous partnerships existed (even though the program had only been in operation one year). Partnerships included UW-Oshkosh Anthropology, Physical Education, and Reading classes, American Black Belt Academy, Fire Escape, Boys and Girls Club, and the YMCA.					