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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:  
**MERRILL MIDDLE SCHOOL**  
OSHKOSH AREA SCHOOL DISTRICT

October 2022



CONSORTIUM *of*  
**APPLIED**  
**RESEARCH**

CCLC Goals and Objectives	1 Must Address and Improve	2 Some Progress Made	3 Satisfactory	4 Excellent	NR Cannot rate based on information gathered
<b>Focus Area 1: Program provides a safe, stable, and supportive environment.</b>					
<b>1. PROGRAM EMPLOYS HIGH QUALITY PROGRAM STAFF:</b> Program staff include individuals with knowledge of youth development and the ability to establish strong relationships with participants.	1	2	3	4	NR
<p>Program staff included individuals who had been with the program and students for multiple years. In addition, a substitute staff was available ensuring the quality of the program remained high when regular program staff were absent. Plans were underway to transition the program to new staff as the site coordinator would be retiring in January.</p>					
<b>2. PROGRAM STAFF RECRUIT AT-RISK STUDENTS:</b> Program staff employ efforts to identify and recruit academically at-risk students to the program.	1	2	3	4	NR
<p>The program continued to serve those youth who had previously been registered with the program. In addition, the site coordinator had reached out to teachers after recent intervention conferences had occurred to identify additional students who might benefit from participation.</p>					
<b>3. PROGRAM CLIMATE:</b> Participants feel safe at the program, report that they feel as though they belong at the program and have adults in the program that they can trust.	1	2	3	4	NR
<p>Program staff worked to establish a community of connection and acceptance among youth. In fact, observations documented staff intervening when youth were disrespectful towards one another. This ensured youth understood the expectations of the program.</p>					
<b>Focus Area 2: Programming challenges youth as learners.</b>					
<b>4. SUPPLEMENTAL ACADEMIC ENRICHMENT:</b> Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
<p>Program participants had the option to complete homework and academic tasks on the day of the site visit. Numerous students opted for this Club, as they were observed to read and use Chromebooks for academic tasks. In addition, other Clubs incorporated academics including Reading Buddies (pairing Middle School youth to Elementary School youth), coding games, and STEM.</p>					
<b>5. 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	3	4	NR
<p>Program staff were aware that social-emotional learning concepts were a main focus of the school. As a result, program staff ensured this information was incorporated into program each day. In addition, the program included paraprofessionals from the school day, the school principal was very supportive of the program, and the program was allotted ample school space.</p>					

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<b>Focus Area 3: Program supports the development of other skills necessary for success.</b>					
<b>6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY:</b> Program staff plan activities to incorporate numerous topics and themes, including activities students would otherwise not have the chance to participate.	1	2	3	4	NR
<p>Program staff changed programming daily to ensure youth continued to be engaged. This included social-emotional concepts, academics, and leadership opportunities. The program also utilized partners to ensure the program was varied.</p>					
<b>7. OPPORTUNITIES FOR INDIVIDUAL SUPPORT:</b> Individual or small group counseling, or one-on-one time, is available for students who need additional support.	1	2	3	4	NR
<p>The staff to student ratio was small, approximately seven students to one staff on the day of the site visit. Program staff were aware of individual student differences and provided ample support to ensure students were supported.</p>					
<b>8. VOICE AND CHOICE:</b> Program participants provide feedback regularly on the status of the program and ideas regarding programming. Students have choices on a regular basis at the program.	1	2	3	4	NR
<p>Program staff provided options and choice each day of programming. Youth could sign up for various clubs based on their interest. In addition, staff provided a Leadership Club to youth which provided unique learning opportunities.</p>					
<b>Focus Area 4: Programs engage families and the broader community in support of student learning.</b>					
<b>9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH FAMILIES:</b> Program staff communicate regularly with parents/guardians and provide opportunities for program involvement.	1	2	3	4	NR
<p>Program staff engaged families through newsletters, information sent home, and during daily pick-up time. Program staff were aware of the needs of the families and recognized that families valued face to face interaction. This helped families feel welcomed in the school and communicated how much staff valued their children.</p>					
<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	3	4	NR
<p>The afterschool program partnered with numerous organizations to provide youth opportunities they would not have otherwise received. These partnerships included UW-Oshkosh, a local Karate business, Escape Oshkosh, and Dr. Erik's Skating Club. In addition, the program planned to partner with Breakwater, an organization which would provide substance abuse curriculum to youth.</p>					