
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
WEBSTER STANLEY 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
Focus Area 1: Program provides a safe, stable, and supportive environment.					
1. PROGRAM EMPLOYS HIGH QUALITY PROGRAM STAFF: Program staff include individuals with knowledge of youth development and the ability to establish strong relationships with participants.	1	2	3	4	NR
<p>Ample staff were employed by the program. This was a huge improvement from past years when lack of staff impacted the number of children who could be served by the program. Staff included college students majoring in education, a paraprofessional at Oshkosh North High School, and the school administrative assistant. As such, all staff were qualified to work with children in educational settings.</p>					
2. 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
<p>Program staff prioritized children who could benefit most from program participation by discussing possible attendees with the Dean of Students and teachers in the school. Initially, the program had 65+ students sign up for the program but prioritized approximately 25 students to attend based on need. At the time of the site visit, plans were underway to admit an additional 20 students from the waitlist, all based on need.</p>					
3. PROGRAM CLIMATE: 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>Students in the program were very engaged. Observations and staff accounts found that students in the program were very respectful and well-behaved while at the program. It was clear that staff had set high expectations for behavior. As a result, the program felt safe, welcoming, and like a supportive environment.</p>					
Focus Area 2: Programming challenges youth as learners.					
4. SUPPLEMENTAL ACADEMIC ENRICHMENT: Academic activities, other than homework, are offered to students that promote engagement and stimulate thinking.	1	2	3	4	NR
<p>Supplemental academic enrichment was provided daily. Lessons in literacy, STEM, and culture were provided regularly. In addition, fun aspects of programming (such as cooking club) incorporated academic concepts. Homework help was also provided to students.</p>					
5. LINKS TO THE SCHOOL DAY: 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 worked alongside other opportunities available in the school to ensure students could attend the program, such as partnering with coaches for students participating in sports. In addition, program staff utilized teacher resources to identify what content was being taught during the day and to understand which homework had been assigned. The school's Administrative Assistant had recently begun to be employed afterschool further providing linkages across the school day and afterschool.</p>					

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Focus Area 3: Program supports the development of other skills necessary for success.					
6. PROGRAM ACTIVITIES INCORPORATE VARIED TOPICS AND ARE MULTIDISCIPLINARY: 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>The program consisted of snack/recess, enrichment time, and homework help. Activities were varied daily to ensure various topics were provided to youth.</p>					
7. OPPORTUNITIES FOR INDIVIDUAL SUPPORT: Individual or small group counseling, or one-on-one time, is available for students who need additional support.	1	2	3	4	NR
<p>With the addition of program staff, the staff to student ratio was quite low. Opportunities to provide individualized help during homework and small group opportunities were being incorporated in ways not previously able by the program.</p>					
8. VOICE AND CHOICE: 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 participants were always provided a 'back up option' should they not be interested in the activity provided on a given day. In addition, students could choose to participate in homework at any time. In addition, program participants provided feedback on aspects of the program that they liked.</p>					
Focus Area 4: Programs engage families and the broader community in support of student learning.					
9. PROGRAM STAFF INITIATE REGULAR COMMUNICATION WITH FAMILIES: Program staff communicate regularly with parents/guardians and provide opportunities for program involvement.	1	2	3	4	NR
<p>Program staff communicated with parents at pick-up time daily and provided monthly newsletters. In addition, the district had partnered with the Boys and Girls Club to offer monthly family events.</p>					
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
<p>Numerous partnerships existed at the time of the site visit. Black Belt Academy, Breakwater, and a University of Wisconsin Oshkosh Anthropology course provided access to programming and staff. These opportunities provided children with experiences they would not otherwise have had.</p>					