
EVALUATION OF THE
Oshkosh Area School District
21st CCLC Initiative

SITE VISIT SUMMARY REPORT:
MERRILL ELEMENTARY 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>Program staff consisted of ten individuals, most of which were high school students. As the site coordinator had been in his position for a number of years, he was able to train and supervise staff who might have less applied experience working with youth in educational settings. A lack of staff at the beginning hour of program also prevented the program from enrolling more students.</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>Initially, program staff enrolled students who had attended the program in the past. Thereafter, the site coordinator reached out to the teacher and principal to acquire recommendations on who might benefit from participation. Of note, because of the good reputation of the program and connections youth had with staff, the staff had to do very little to recruit students or maintain a waitlist.</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>The site coordinator and program staff worked tirelessly to establish connections with youth and maintain a positive youth climate. For example, each spring the site coordinator coordinated a NCAA bracket for March Madness, with prizes students could win for beating staff. This activity, although time intensive on staff, provided youth and staff connection and common experience.</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>Program staff provided opportunities daily for students to engage with supplemental academic content. Math, science, and literacy components were incorporated into all aspects of the program. In addition, social-emotional learning also was provided on a regular basis.</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>The site coordinator provided recess supervision three times a week. In this way, students were able to see program staff during the regular school day and recognized staff as instrumental to the school day. In addition, program staff helped to facilitate family events which were provided by the school. Finally, staff lead Leadership Club afterschool which completed projects used by the day school (for example, creating welcome packets for new staff, putting together food bags for students, creating cards for community organizations, and so on).</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
Observations of the program documented that program offerings varied greatly. In some rooms, academic skills were being reinforced, while in other spaces arts/crafts occurred. In addition, socio-emotional curriculum was provided to youth as well.					
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
The program worked to ensure the staff to student ratio was low. On the day of the site visit, the ratio was approximately 1 staff to 5 youth. Program staff were quick to respond to student needs and helped support youth fully.					
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
Due to some behavioral issues, program staff had not yet established voice and choice options for students. Students did communicate their interests to staff informally. In addition, program staff made sure that youth who were struggling with peers had options to work through difficult situations.					
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
Program staff reported sending communications to families via email, during pick up time, and through phone calls. Although multiple methods of communication were provided, program staff struggled to engage parents at times. However, staff worked diligently to continue to provide information to the families and increase engagement.					
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
The afterschool program partnered with numerous organizations to provide youth opportunities. These partnerships included UW-Oshkosh, Girl Scouts, a local Karate business, Escape Oshkosh, and Dr. Erik's Skating Club. In addition, the program planned to partner with Marcus Theatre for a field trip.					