NEWSLETTER
Community Learning Centers

2024–2025 Local Evaluation & Annual Impact Report

Oshkosh Area School District

Nita M. Lowey 21st Century Community Learning Centers

Read Elementary • Jefferson Elementary • Menominee Elementary • Oaklawn Elementary

Prepared by:
Zachary Starkey, CLC Director
Oshkosh Area School District

2024–2025 School Year

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Executive Summary

The Oshkosh Area School District's 21st Century Community Learning Centers (21st CCLC) continued to provide high-quality afterschool programming during the 2024–2025 school year at Read, Jefferson, Menominee, and Oaklawn Elementary Schools. Funded through the **Nita M. Lowey 21st Century Community Learning Centers** program, these sites provided safe, engaging learning environments where students strengthened academic skills, explored new interests, developed positive relationships, and connected with caring adults beyond the traditional school day.

The district's Community Learning Centers are designed to complement the instructional day by providing targeted academic support while promoting youth development through enrichment opportunities, social-emotional learning, leadership experiences, physical activity, and meaningful family engagement. Programming is intentionally aligned with the Oshkosh Area School District's commitment to supporting the whole child and reflects the Wisconsin Department of Public Instruction's vision for high-quality out-of-school time programming.

During the 2024–2025 school year, the four federally funded elementary programs served **229 students**, with **163 students participating for 90 or more days**, demonstrating strong and sustained engagement throughout the school year. Students participated in reading and mathematics intervention, homework assistance, STEM learning, literacy activities, arts enrichment, recreation, and leadership opportunities that supported both academic achievement and personal growth.

Program effectiveness was evaluated using multiple sources of evidence, including attendance records, district i-Ready assessment data, teacher surveys, student surveys, family surveys, and ongoing program observations. Using multiple measures provides a comprehensive understanding of program quality and student outcomes while ensuring that the evaluation reflects the experiences of students, families, educators, and community partners.

Academic data indicated that participating students demonstrated overall growth in both reading and mathematics as measured through district i-Ready assessments. Although the amount of growth varied among individual students and across school sites, the overall trend was positive and consistent with the program's academic goals. These findings were reinforced by teacher survey results, which identified improvements in classroom engagement, participation, confidence, and students' willingness to take on new learning challenges.

Student survey responses reflected positive perceptions of the afterschool experience. Participants consistently reported feeling safe, welcomed, respected, and connected to caring adults. Students also described opportunities to make friends, explore new interests, develop leadership skills, and participate in engaging learning experiences that extended beyond the regular school day.

Family surveys demonstrated similarly positive perceptions of program quality. Parents and guardians reported that the programs benefited their children academically, socially, and emotionally while

strengthening family engagement with their child's education. Families consistently identified program staff as welcoming, supportive, and committed to creating positive learning experiences for every student.

Community partnerships remained an essential component of the district's 21st Century Community Learning Centers. Collaborations with local organizations, higher education institutions, businesses, and community agencies expanded opportunities for students through STEM programming, literacy initiatives, arts experiences, recreation, health and wellness activities, and career exploration. These partnerships enriched programming while strengthening relationships between schools, families, and the greater Oshkosh community.

Overall, the findings of this evaluation indicate that the Oshkosh Area School District's 21st Century Community Learning Centers continue to provide high-quality afterschool programming that supports academic growth, positive youth development, and meaningful family engagement. By combining targeted academic support with enriching experiences in safe and welcoming environments, the programs help students develop the skills, confidence, and relationships needed for success in school and beyond.

2024–2025 By the Numbers

Program Measure	2024–2025 Results
Elementary School Sites	**4**
Students Served	**229**
Students Attending 90+ Days	**163**
Weeks of Programming	**38 Weeks**
Academic Focus	**Reading, Mathematics, Homework Support & Enrichment**
Academic Outcomes	**Overall Growth in Reading & Mathematics (i-Ready)**
Evaluation Measures	**Attendance, i-Ready, Teacher Surveys, Student Surveys, Family Surveys & Program Observations**
Community Partnerships	**10+ Organizations Supporting Student Learning**

Program Overview

The Oshkosh Area School District's 21st Century Community Learning Centers provide comprehensive afterschool programming that extends learning beyond the traditional school day while supporting students' academic, social, emotional, and physical development. During the 2024–2025 school year, federally funded programming operated at **Read, Jefferson, Menominee, and Oaklawn Elementary Schools**, serving students who benefit from additional academic support, enrichment opportunities, and positive relationships with caring adults.

The district's afterschool model is built upon the belief that learning continues long after the final school bell. Each afternoon, students participate in a balanced schedule that combines targeted academic intervention with engaging enrichment activities designed to reinforce classroom learning while fostering curiosity, creativity, leadership, and healthy lifestyles.

Academic programming focused on strengthening literacy and mathematics skills through homework assistance, small-group instruction, individualized interventions, and hands-on learning experiences. Certified teachers and trained youth development professionals collaborated to provide personalized support that addressed the diverse academic needs of participating students while encouraging independence, problem-solving, and perseverance.

Beyond academics, students participated in a wide variety of enrichment experiences that encouraged exploration and discovery. Programming throughout the year included STEM activities, robotics, arts and crafts, physical activity, outdoor recreation, literacy projects, service learning, and social-emotional learning opportunities. These experiences helped students develop communication skills, teamwork, leadership, creativity, and confidence while exposing them to interests that extended beyond the regular school curriculum.

Strong relationships remain at the heart of every Community Learning Center. Program staff intentionally create welcoming environments where students feel safe, respected, and supported. Through consistent routines, positive behavior supports, and meaningful connections with caring adults, students develop the confidence necessary to take academic risks, build friendships, and become active participants in their own learning.

Family engagement is also an important component of the district's afterschool programming. Throughout the school year, families were invited to participate in literacy nights, STEM events, celebrations, family engagement activities, and community events that strengthened the connection between home, school, and the afterschool program. These opportunities reinforced student learning while encouraging meaningful family participation in children's educational experiences.

The district's success is further strengthened through partnerships with local organizations, higher education institutions, businesses, and community agencies. These collaborations expand programming

opportunities, provide students with unique learning experiences, and ensure that afterschool programming remains responsive to the needs and interests of the communities it serves.

Key Program Components

Program Area	Description
Academic Support	Reading intervention, mathematics support, homework assistance, small-group instruction, literacy enrichment
Enrichment	STEM, robotics, arts, recreation, physical activity, career awareness, hands-on learning
Youth Development	Leadership, teamwork, social-emotional learning, problem solving, relationship building
Family Engagement	Family Nights, literacy events, celebrations, parent communication, community events
Community Partnerships	YMCA, Boys & Girls Club, University of Wisconsin–Oshkosh, Oshkosh Public Library, UW Extension 4-H, local businesses and community organizations

Program Participation

The Oshkosh Area School District's 21st Century Community Learning Centers continued to provide consistent, high-quality afterschool programming throughout the 2024–2025 school year at Read, Jefferson, Menominee, and Oaklawn Elementary Schools. Across the four federally funded sites, **229 students** participated in programming designed to extend learning beyond the school day while providing academic support, enrichment opportunities, and positive youth development experiences.

Student participation remained a key indicator of program quality and family engagement. Research consistently demonstrates that regular attendance in high-quality afterschool programs is associated with stronger academic outcomes, improved school engagement, and positive social-emotional development. For this reason, the district places a strong emphasis on creating engaging programming that encourages students to attend consistently throughout the school year.

Of the 229 participating students, **163 attended programming for 90 days or more**, representing approximately 71% of all participants. Sustained participation allowed students to fully benefit from academic interventions, enrichment opportunities, and supportive relationships developed through the Community Learning Centers.

Programming was offered throughout the majority of the school year, ranging from **33 to 38 weeks** depending on the school site. Students participated in structured daily schedules that balanced academic instruction with enrichment activities, recreation, healthy snacks and meals, and opportunities for social-emotional learning and relationship building.

Program Participation by School

School	Students Served	Students Attending 90+ Days	Average Daily Attendance	Weeks of Programming
Read Elementary	34	30	27.17	38
Jefferson Elementary	56	45	42.47	38
Menominee Elementary	79	62	59.85	33
Oaklawn Elementary	60	26	28.72	38
District Total	**229**	**163**	—	—

The participation data demonstrate strong engagement across all four sites. While enrollment, attendance patterns, and program duration varied among schools due to differences in enrollment capacity and scheduling, each Community Learning Center successfully provided students with consistent access to academic support and enrichment opportunities throughout the school year.

Beyond daily attendance, the district continued to prioritize creating welcoming learning environments where students wanted to return each afternoon. This intentional focus on program quality contributed to sustained participation and helped establish positive relationships between students, staff, families, and community partners.

Evidence of Impact

The Oshkosh Area School District evaluated program effectiveness using multiple sources of evidence to ensure a comprehensive understanding of student outcomes. Rather than relying on a single measure of success, the evaluation considered academic data, teacher observations, student perceptions, family feedback, attendance patterns, and ongoing program observations. Together, these measures provide a well-rounded picture of the impact of the district's 21st Century Community Learning Centers.

The findings presented in this section are organized around the **Wisconsin Department of Public Instruction's four statewide goals for 21st Century Community Learning Centers**:

- Provide a Safe and Supportive Environment
- Challenge Youth as Learners
- Support the Development of Skills for Success
- Engage Families

Goal 1: Provide a Safe and Supportive Environment

Creating safe, welcoming environments where students feel respected, valued, and connected is the foundation of every Community Learning Center. Program staff intentionally build positive relationships with students while maintaining structured routines, clear expectations, and supportive learning environments that encourage both academic success and personal growth.

Student survey responses consistently indicated that participants felt safe during program hours and believed they had caring adults they could trust. Students also reported feeling accepted by their peers, enjoying opportunities to participate in activities of interest, and developing positive relationships with staff members and classmates.

Teacher observations further supported these findings. Many educators reported improvements in student confidence, classroom participation, and engagement among students who regularly attended afterschool programming. These improvements suggest that the positive relationships and supportive learning environments established after school extended into students' experiences during the regular school day.

Family survey responses echoed these perceptions. Parents consistently described the programs as welcoming environments where students were supported academically, socially, and emotionally. Families also expressed confidence in program staff and appreciated the opportunities provided for students to learn, build friendships, and develop positive relationships with caring adults.

Together, these findings indicate that the district's Community Learning Centers successfully created safe and supportive environments that encouraged regular attendance, positive youth development, and meaningful engagement in learning.

Goal 2: Challenge Youth as Learners

Academic enrichment remains a central component of the Oshkosh Area School District's 21st Century Community Learning Centers. Each site provided targeted reading and mathematics support through homework assistance, small-group instruction, individualized intervention, literacy enrichment, and engaging hands-on learning experiences designed to complement classroom instruction.

Student academic progress was monitored using the district's **i-Ready** assessment system. Overall, participating students demonstrated growth in both **reading and mathematics** during the 2024–2025 school year. While the amount of growth varied considerably among individual students and school sites, the overall trend reflected continued academic progress for students participating in the afterschool programs.

Variation in academic growth is expected because students entered the programs with different academic needs, grade levels, attendance patterns, and intervention goals. Some students demonstrated substantial gains during the school year, while others experienced more modest improvement. Regardless of the rate of growth, the overall findings suggest that participation in consistent afterschool programming provided valuable academic support that complemented learning during the regular school day.

Teacher survey results reinforced these findings. Across all four elementary sites, teachers observed improvements in classroom engagement, participation, willingness to try new learning experiences, and students' ability to work independently. Read Elementary, where many participating students already demonstrated strong classroom engagement, largely maintained those high levels throughout the year. Jefferson, Menominee, and Oaklawn demonstrated particularly strong improvements in classroom participation, confidence, and self-directed learning.

These findings suggest that the benefits of the Community Learning Centers extended beyond afterschool hours by strengthening the learning behaviors that contribute to long-term academic success.

Goal 3: Support the Development of Skills for Success

While academic achievement is a primary objective of the Oshkosh Area School District's 21st Century Community Learning Centers, the programs also recognize that student success extends beyond reading and mathematics. Throughout the 2024–2025 school year, staff intentionally developed learning experiences that strengthened communication, collaboration, leadership, problem-solving, responsibility, and self-confidence. These skills support students both during the school day and throughout their future educational experiences.

Students participated in activities that encouraged teamwork, critical thinking, creativity, and perseverance. Whether working together during STEM challenges, participating in arts enrichment, engaging in physical activities, or completing service-learning projects, students were consistently encouraged to take initiative, solve problems, and build positive relationships with their peers.

Student survey results reflected these experiences. Participants reported feeling connected to their peers, developing friendships, having opportunities to make choices about their learning, and interacting regularly with caring adults who encouraged their success. Students also indicated that the afterschool programs helped them build confidence and explore new interests through activities that were engaging, challenging, and enjoyable.

Teacher survey responses further demonstrated growth in many of the learning behaviors associated with long-term success. Across the four elementary sites, educators reported improvements in student engagement, participation, willingness to contribute during classroom discussions, persistence when

completing challenging tasks, and self-directed learning. Teachers also observed greater confidence among students who regularly participated in afterschool programming.

Read Elementary maintained consistently high levels of student engagement throughout the school year, while Jefferson, Menominee, and Oaklawn demonstrated notable improvements in student participation, confidence, and classroom engagement. These findings suggest that the supportive relationships and engaging learning experiences provided through the Community Learning Centers positively influenced students' attitudes toward learning and their ability to succeed in the classroom.

By intentionally developing both academic and social-emotional skills, the district's 21st Century Community Learning Centers continue to support the development of well-rounded learners who are prepared to succeed both in school and beyond.

Goal 4: Engage Families

Family engagement remains an essential component of the Oshkosh Area School District's 21st Century Community Learning Centers. The district recognizes that meaningful partnerships between families, schools, and community organizations strengthen student learning and contribute to positive academic and developmental outcomes.

Throughout the 2024–2025 school year, families were invited to participate in a variety of events designed to celebrate student learning while strengthening connections between home and school. Family literacy nights, STEM activities, community celebrations, and other engagement opportunities provided parents and guardians with meaningful opportunities to participate in their children's educational experiences and connect with program staff.

Family survey responses demonstrated overwhelmingly positive perceptions of program quality and impact. Parents consistently reported that participation in the afterschool program benefited their children academically, socially, and emotionally. Families described program staff as welcoming, supportive, and committed to providing positive experiences that helped students succeed.

Survey responses also indicated that family engagement activities increased parents' connection to their children's education while creating opportunities to learn alongside their students. Families expressed appreciation for the communication provided by program staff and valued the opportunities to participate in school-based events throughout the year.

The district also continued to strengthen communication with families through newsletters, electronic communication, family events, and ongoing collaboration with school staff. These efforts helped ensure that parents remained informed about programming while reinforcing the shared responsibility of supporting student success.

The positive perceptions expressed by families complement the findings from student and teacher surveys, demonstrating consistent evidence across multiple stakeholder groups that the Community

Learning Centers provide welcoming, high-quality learning environments that positively impact students and families alike.

School Highlights

Although each Community Learning Center reflects the unique needs and strengths of its school community, all four sites share a common commitment to providing safe, engaging, and academically focused afterschool programming.

Read Elementary School

Read Elementary maintained a highly engaged group of students throughout the school year. Teacher survey results indicated that many participating students already demonstrated strong classroom engagement at the beginning of the year and continued to maintain those high levels through consistent participation in afterschool programming.

Students benefited from individualized academic support, literacy enrichment, STEM activities, and meaningful partnerships with organizations including the Oshkosh YMCA, Oshkosh Public Library, University of Wisconsin–Oshkosh, UW Extension 4-H, and community volunteers. The program continued to provide students with a welcoming environment where they could strengthen academic skills while developing confidence and positive relationships.

Jefferson Elementary School

Jefferson Elementary demonstrated strong growth in classroom engagement and student participation throughout the school year. Teachers reported noticeable improvements in students' willingness to participate in classroom discussions, take on new challenges, and work independently.

Afterschool programming emphasized academic intervention alongside enrichment opportunities that encouraged creativity, teamwork, and leadership. Students participated in literacy activities, STEM projects, physical recreation, and community-based learning experiences that complemented classroom instruction and promoted positive youth development.

Menominee Elementary School

Menominee Elementary served the largest number of participating students among the four federally funded elementary sites. Throughout the year, the program successfully combined targeted academic support with enrichment opportunities designed to strengthen student engagement and family involvement.

Teacher survey results reflected meaningful improvements in student participation, classroom engagement, and confidence. Family engagement remained a particular strength of the site, with

opportunities for parents and caregivers to participate in school and community events that celebrated student learning while strengthening relationships between families and school staff.

Oaklawn Elementary School

Oaklawn Elementary demonstrated some of the strongest teacher-reported improvements in student engagement and confidence during the 2024–2025 school year. Educators observed increased classroom participation, greater willingness to try new learning experiences, and improved self-directed learning among students who regularly attended afterschool programming.

Students participated in reading and mathematics intervention, STEM learning, arts enrichment, recreation, and leadership activities designed to strengthen both academic achievement and personal development. The site continued to provide students with a supportive environment where they were encouraged to take academic risks, develop new interests, and build positive relationships with peers and staff.

Community Partnerships

The Oshkosh Area School District recognizes that strong community partnerships significantly enhance the quality and impact of its 21st Century Community Learning Centers. Throughout the 2024–2025 school year, local organizations, higher education institutions, businesses, and community agencies worked alongside district staff to expand opportunities available to participating students.

These partnerships enriched programming by providing students with experiences that extended beyond traditional academic instruction. Community partners supported literacy initiatives, STEM programming, robotics, arts education, physical wellness, financial literacy, career awareness, recreation, and service-learning opportunities. Their involvement helped expose students to new experiences while strengthening connections between schools and the broader Oshkosh community.

Key partners included the Oshkosh YMCA, Boys & Girls Club, University of Wisconsin–Oshkosh, UW Extension 4-H, Oshkosh Public Library, Oshkosh Corporation, local businesses, nonprofit organizations, and numerous community volunteers. Together, these organizations helped create engaging learning experiences that complemented the district's academic goals while supporting students' personal growth and development.

The district remains grateful for the continued investment of its community partners. Their generosity, expertise, and commitment to youth development continue to strengthen the Community Learning Centers and expand opportunities for students and families throughout the Oshkosh Area School District.

Looking Ahead

The 2024–2025 school year demonstrated the continued value of the Oshkosh Area School District's 21st Century Community Learning Centers in supporting student achievement, positive youth development, and meaningful family engagement. Through strong collaboration among school staff, families, community partners, and program personnel, students were provided with safe, engaging environments where learning continued long after the school day ended.

As the district looks toward the future, the Community Learning Centers remain committed to continuous improvement. Priorities for the coming year include strengthening academic interventions in reading and mathematics, expanding STEM and career exploration opportunities, increasing family engagement, enhancing professional development for program staff, and continuing to build partnerships that enrich learning experiences for students.

The district will also continue using attendance data, academic assessments, stakeholder surveys, and program observations to evaluate effectiveness and guide ongoing program improvement. This commitment to data-informed decision-making ensures that programming remains responsive to the evolving needs of students, families, schools, and the community.

The Oshkosh Area School District extends its sincere appreciation to the students, families, teachers, principals, site coordinators, support staff, community partners, and the Wisconsin Department of Public Instruction for their continued commitment to high-quality afterschool programming. Their collective efforts make it possible for students to experience safe, supportive environments where they can learn, grow, and thrive.

Through continued collaboration and a shared commitment to student success, the Oshkosh Area School District's 21st Century Community Learning Centers will remain an important resource for students and families, providing opportunities that inspire learning, strengthen communities, and prepare students for success in school and beyond.

Conclusion

The findings presented in this report demonstrate that the Oshkosh Area School District's 21st Century Community Learning Centers successfully met the goals of providing safe and supportive learning environments, challenging youth as learners, supporting the development of skills for success, and engaging families as partners in education.

Across the four federally funded elementary sites, 229 students benefited from consistent access to academic support, enrichment activities, caring adult mentors, and meaningful community partnerships. Students demonstrated overall growth in reading and mathematics, teachers observed improvements in engagement and classroom behaviors, families reported high levels of satisfaction, and students described positive experiences that fostered belonging, confidence, and a love of learning.

As the district continues to invest in high-quality out-of-school time programming, the Community Learning Centers remain well-positioned to build upon these successes and continue making a meaningful difference in the lives of Oshkosh students and families.