

MS 21CCLC Project
Academy of Learning

2022-2023 Summative Evaluation

Corinth School District — Fiscal Agent

Nita M. Lowey 21st Century Community Learning Centers

Academy of Learning

Jean R. McFarland
Educational Grant Services, Inc.

[cjrmegsi15 @ gmail.com](mailto:cjrmegsi15@gmail.com)

(662) 212-2385

Table of Contents

Section	Page Number
Table of Contents	2
List of Acronyms	3
Executive Summary	4
Evaluation Purpose and Questions	6
Program Background and Overview of <i>Academy of Learning</i> Implementation and Program Elements	7
Attendance	12
Progress Towards Goals and Measurable Objectives	13
Conclusions and Recommendations	15
Sustainability	18
Appendix	19

List of Acronyms

M-21CCLC	MS-21 st Century Community Learning Centers
CCR:	College and Career Readiness
CSD:	Corinth School District
ELs:	English Learners
<u>iReady:</u>	Internet-based assessment and instruction program licensed to school districts by Curriculum Associates
MS:	Mississippi
PBL:	Project Based Learning
STSD:	South Tippah School District
STEM:	Science, Technology, Engineering, and Mathematics

Executive Summary

The Corinth District has a long history of collaborating with community organizations and other local education agencies in collective efforts to design and implement approaches to closing the achievement gaps that exists among students. The *Academy of Learning* is a MS 21st Century Community Learning Centers (CCLC) partnership of Corinth District, South Tippah District, The Lighthouse Foundation, and Project Attention. The Lighthouse Foundation and Project Attention are two of the three community programs that were designated more than twenty ears ago as Corinth “safe havens” for children and teens living in the South Corinth area. The project focuses on new and innovative ways to teach students the academic standards and social/emotional skills needed for success in the 21st Century. The partnership is continuing efforts to mitigate the negative academic effects of COVID-19. To assist in this effort, the District asked parents and stakeholders to complete a comprehensive questionnaire to assist in creating a plan that would be the best alternative way for students at all grade levels to achieve expected standards.

Academy of Learning is using the 21st CCLC funding to ensure successful futures for students by 1) promoting PK – 12th grade student achievement; 2) promoting positive growth mindset in students; and 3) family engagement in students’ education by creating active partnerships between parents and schools. These efforts are being met through a well-developed plan that provides academic tutoring, enrichment, youth development activities in after school, zero period, expanded and summer programming. Interactive learning centers are playing a large part in service provision. The Project also addresses the skills and concepts needed by a large percentage of students to meet the college readiness skills and knowledge. Most of the project activities were designed to occur outside the regular school day and emphasize learning academic, social, and emotional skills in settings that appeal to children and youth to encourage their active participation. Through *Academy of Learning* the District believes it can more positively impact students’ learning rates and thereby address individual student’s academic and social/emotional learning deficits, or their need for accelerated learning opportunities. The project’s evidence-based activities and interventions were designed to address learning loss and improve the academic, emotional, social, and physical well-being of students most at-risk of failing or dropping out of school. Funding is being used to provide a comprehensive array of educational opportunities at multiple times and in multiple settings. Activities are being implemented in innovative ways to better meet the needs of students who come to school from communities highly impacted by poverty and stressful interpersonal relationships. Ripley Middle School has a Mississippi Department of Education

Targeted Support and Improvement (TSI) designation and the schools included in the project are eligible for Title I Schoolwide programming since both schools have free/reduced lunch rates greater than 40 percent.

The primary goals of the *Academy of Learning* are to: (1) Promote PreK-12th grade student achievement; 2) promote positive growth mindsets of students in all grades, and 3) promote family engagement in students' education by creating active partnerships between parents and schools. These goals are expected to be met through the well-developed plan providing academic tutoring, enrichment, youth development activities after-school, zero period, expanded and summer programming. Interactive learning centers such as art, music, physical fitness, and cultural history were developed to tie children's learning to their interests. Services were available to students at all four school sites (Corinth Elementary, Corinth Middle, Corinth High, and Ripley Middle), the Lighthouse Foundation, and Project Attention, both located within the South Corinth neighborhoods.

A logic model is being used to evaluate the project to ensure feedback in support of mid-course corrections. The evaluation model used consists of Focus – Collect Data – Analyze and Interpret – Report. The purpose of this evaluation is to assess the impact of the Corinth District's *Academy of Learning* project on enhancing the learning and well being of students most at-risk. The program involves children and youth attending all three Corinth schools and the community safe-havens, The Lighthouse Foundation, Project Attention, and Ripley Middle School. Instructional resources (print and digital) were used to meet the needs of students most at-risk for not attaining college and career readiness.

This evaluation report assesses the impact of the program on the improvement in students' educational, social, and emotional needs while living in communities highly impacted by poverty and stress. In general, educational assessment results suggest that students who attended the programs have exhibited growth during the past year and attained a higher academic performance level. While strong, positive growth cannot *only* be attributed to participation in the *Academy of Learning* program, its impact should not be underestimated. Teachers report that students have maintained or improved academic performance in the classroom each quarter a child participated in programming. This was accomplished in part as a result of the project's focus on skills and concepts presented in interesting formats and schedules during the full year. These academic and social/emotional building activities extended students' learning opportunities to year-round and greatly extended time spent in educational and enriching activities outside the regular school day and at a great variety of times and locations. Results of academic, social, emotional, and enrichment programming are positive. This evaluation summary

reports on the activities and outcomes for SY 23-23 programming for the project. Recommended areas to emphasize during future project years are: (1) key stakeholders continuing to provide a range of strategies to increase the number of students who regularly attend *Academy of Learners* programming daily, (2) continuous emphasis on the academic, social, and emotional needs of students who live in chronic stress and poverty and (3) assistance provided to all students in meeting College and Career Standards. English Language Learners will continue being provided extra opportunities to make significant advances in English language understanding and usage. The evaluator used available student achievement data, opinion surveys, and parent /employee interviews to estimate the impact of the program on student's overall achievement and the acquisition of standards and skills.

Evaluation Purpose and Questions

The purpose of this evaluation is to 1) provide key stakeholders, parents and their children, teachers, school administrations, and the Department of Education with *Academy of Learning* results; 2) summarize the overall impact on participating students and their parents; 3) inform decisions about the programs' strengths and areas in need of improvement, and (4) provide all stakeholders and the funding agency with a report on the project's efforts and results. Data from diverse sources (e.g. interviews, surveys, achievement tests, activity schedules, etc.) were triangulated to provide a view of the project, describe its impact on participants, and provide recommendations that can be implemented to enhance the management of the project and its resources. The results and recommendations are meant to provide key stakeholders and staff with information to promote meaningful conversations about any redesigning of the program's purpose and goals, and provide ideas for implementing changes that may lead to the project's greater impact on students and the further achievement of district/school goals and objectives. One of the primary purposes of the *Academy of Learning* program is to improve educational, social, and emotional attainment of students who live in communities of poverty and highly stressful living situations while attending school in the Corinth and South Tippah Districts. Of great importance, is sharing the findings and suggestions with the project's community partners and project staff to ensure participants receive the most benefit possible from the resources provided by the project funding source, both human and material resources -- whether students attended irregularly or engaged in the broad array of activities on a regular and intensive basis. The following evaluation questions guided the collection, analyses, and reporting of data to monitor the program's support of student participants.

Question 1: A five percent annual increase in the number of students meeting grade level expectations.

- Question 2:** Ten percent of students achieving a 5-point annual increase in GPA.
- Question 3:** Five percent annual increase in the percent of students scoring proficient on state tests.
- Question 4:** Twenty percent annual increase P-K students receiving intervention will meet grade K expectations as demonstrated by meeting the cut score on the state test.
- Question 5:** 20% overall growth in social/emotional development of participating students.
- Question 6:** 50% of students will demonstrate an increase in positive school behaviors.
- Question 7:** Fifty percent of parents will participate in at least five school events during year.
- Question 8:** Twenty-five percent of parents will volunteer to assist with school events.
- Question 9:** Twenty-five parents will participate in parenting classes/activities.

Program Focus

The project is intended to provide approximately 500 PK through 12th grade students with expanded learning, including after-school, Intersession, summer programming at six sites and provide teachers/tutors with professional development. The project is inclusive in nature and will serve all students, particularly at-risk students, students with special needs, and English Language Learners. The program focused on providing students with intensive academic tutoring, counseling, cultural enrichment, fine arts instruction, financial literacy, and study skills to enable them to succeed in school and the workplace. Service provision was provided through After-school for four days weekly; expanded learning opportunities during the school day were available to high school students through additional academic intervention and credit recovery, ACT prep for three hours a day five days a week for twenty-four weeks was provided to high school students during their free periods. A Dyslexia Intervention class, with a focus on nonfiction content reading and expository writing, was available to 7th – 8th grade students. “Mr. Color” videos, created by a graphic artist employed by the Corinth District, were available to teachers, students, and parents, via the District YouTube channel. A motor skills lab provided perceptual motor stations for Pre-K – 2nd grades. The motor skills lab took place alongside regular physical education programming at the Corinth elementary gym. Intersession programming was available for three weeks in October, and two weeks in March daily. The intersession periods were designed to prevent regression during the summer months. During June Corinth schools provided two

weeks of intense tutoring and enrichment opportunities; while Ripley Middle provided four weeks. Both districts operated during the summer four hours a day, four days a week. Intensive academic tutoring was provided for prekindergarten and 7th and 8th grade students as a before-school learning opportunity. To address the learning gaps of 175 “Limited English Proficient” students, total immersion with appropriate translation support was provided. Students were identified for service based on (a) struggling to meet class requirements; (b) exhibiting self-esteem problems, anti-social, violent, or other emotional behaviors; (c) scoring in the minimal and basic range on the MS Academic Assessment; failure to pass the state’s MAAP exams; (d) limited English proficiency and all students receiving Multi-Tiered System of Support (MTSS) and students who have been placed on literacy improvement plans will receive the highest priority for programing. The project offered students high-quality, research-based instruction aligned with the Districts’ 5-Year Strategic Plans and used state standards and national college to career standards as its foundation.

Overview of *Academy of Learning* Project Implementation and Program Elements

Corinth *Academy of Learning* aptly addressed the needs of the representative communities as identified through local survey results. The project’s proposed programs and activities are specific to the identified needs of socially, emotionally, and academically "at-risk" students.

- ❖ Approximately 77% of parents desired after-school services.
- ❖ More than 68% of parents said their child/ren would attend summer camps, before/after school/intersessions educational activities, and Saturday technology sessions.
- ❖ Almost 60% of parents said they would serve as volunteers in after-school/summer programs,
- ❖ More than 55% of parents desired assistance in guiding their children's educational and career pursuits,
- ❖ Almost 60% of parents indicated they needed and would participate in family literacy and technology sessions,
- ❖ More than 80% of parents indicated they are unable to provide performing arts, educational enrichment, and physical education training for their children but would like their child(ren) to attend such activities afterschool and during District intersession periods. To meet these needs, the District has created programs that incorporate elements thought to be critical to addressing the expressed needs of families in all areas of Corinth.

Project Sites for *Academy of Learning*: Project sites were: Corinth Elementary, Middle,

and High School, along with the school partnership site, Ripley Middle School. The community safe havens of The Lighthouse Foundation and Project Attention provided programming at their site locations within the Corinth city limits. The agency sites have been active partners with the Corinth District in providing after-schooling programming for *more than two decades*. The Directors of each of the community sites served as the Coordinator for their program. They were responsible for maintaining appropriate staff to operate programs, financial management of contract dollars to support the centers supervision of staff, planning of activities, and the management of specific programs operated at each center. A cadre of community volunteers supported both the school and safe haven community centers in their efforts to provide the project's activities, goals, and objectives.

Staff Paid with Project Funds: All project staff employed for *Academy of Learning* were employees of the Corinth District and worked for the project on a part-time basis outside of their regular District scheduling. The District's Federal Programs Director served as the Project Director. She was responsible for coordinating the after-school programs and regular school programs. A portion of her salary was paid by the *Academy of Learning* Project. Time and effort were recorded daily to ensure documentation was maintained and the percentage of her workday was in accordance with the project's budget and state/federal requirements for salaried personnel. The Project Director provided direct supervision of project staff and the overall operation of the project. She worked with the Evaluator to ensure the District's activities were in alignment with the District's project budget and as described in the project's narrative. She served as a liaison of the project advisory team, partner organizations, and evaluator. She directly supervised the Data Manager/Expanded Learning Instructor who ensured all data were collected and maintained as described in the Evaluation portion of the project narrative. Additionally, this position was employed as an instructor in the after-school component. All project personnel were part-time and involved in a varied schedule depending on the activities they were assigned for any given week. Children and youth requiring special behavioral programming were referred to the Behavior Specialists employed by the Districts to design and monitor individual behavioral management plans that were implemented and monitored by the Site Coordinators. Site Coordinators/Lead Tutors were certified educators who were responsible for the day-to-day operation of the school and external sites. Coordinators were responsible for all administrative duties in the operation of the project centers. They supervised employees, coordinated schedules, tutored children, met with school staff, and completed reports to ensure accurate and complete data regarding activities, participation, and results of programming. The site coordinators worked each day at the sites. Certified teachers were employed by *Academy of Learning* funds as Certified Tutors and Enrichment Specialists to plan and

implement academic units of study and develop individualized student interventions, along with skills-reinforcement in-group sessions. The certified tutors worked to maintain teacher to student ratios between 1:5-1:10, depending on the number of students who participated in the programs on any given day. The Coordinators and Tutors, supervised the daily snacks provided by the Corinth and South Tippah Districts through their USDA food allotments.

Regular-school-day Bus Drivers, with commercial certifications, were paid with grant funds to provide students with transportation home from the school-based after-school programs. Drivers started at 4:45 p.m. (after completing their District routes) and concluded when *Academy of Learning* routes were completed. Completion times were flexible due to bus routes and number of students riding the buses.

All professionals paid by the project for their work outside their regular school duties were licensed teachers who meet the "No Child Left Behind" highly qualified designation. They were responsible for planning and delivering the instructional components of the extended programming. They met with general education teachers to coordinate the activities taking place in the programs. Classroom Teachers provided tutors with students' learning needs and concepts/academic skills requiring attention during the "outside school-day activities. The teachers provided instruction after the end of the school day until 5:15 p.m. and during Intersession periods and Zero Period sessions. These individuals worked to provide specific enrichment activities and tutorials in language arts and mathematics for students by incorporating activities such as art, music, physical education, and other skills into the academic instruction. All activities focused on integrating these activities into reading, language arts and mathematics instruction. The project staff provided instruction from fifteen minutes after the end of the school day until 5:15 and for forty-five minute periods prior to the beginning of the school day for Zero Period.

Project Sites for *Academy of Learning*: Project sites were: Corinth Elementary, Middle, and High School, along with the school partnership site, Ripley Middle School. The community safe havens of The Lighthouse Foundation and the Boys & Girls Club of Corinth provided programming at their site locations within the Corinth city limits. The agency sites have been an active partner with the Corinth District in providing after-schooling programming for *more than two decades*. The Directors of each of the community sites served as the Coordinator for their program. They were responsible for maintaining appropriate staff to operate programs, financial management of contract dollars to support the centers supervision of staff, planning of activities, and the management of specific programs operated at each center. A cadre of community volunteers supported both the school and safe haven community centers in their efforts to provide the project's

goals and objectives.

Initial and Follow-up Staff Meetings: The Project Director provided the overall coordination for the project. Site Coordinators, were responsible for individual site coordination, the staff orientation process, and convening regular staff meetings. The Project Director emphasized the importance of regularly scheduled staff meetings to coordinate activities and programs to meet the ever-changing needs of students throughout the school year. The Project Director conducted an orientation process with all project staff upon initial employment and at the opening of each center at the start of the year. Specific goals and objective, programmatic activities, and grant requirements were reviewed in these meetings. Project Staff meetings and Site Staff meetings were held monthly. A staff meeting was called when a specific issue was brought to the attention of the coordinator or director. Site Coordinators held orientation sessions for their individual centers and conducted regular staff meetings to provide appropriate programming for each center. The Project Director monitored at least one meeting at each of the six sites during project implementation.

Additional professional development sessions were conducted throughout the school year for project staff. Additionally, all certified teachers employed by *Academy of Learning* attended professional development provided by the Principals/Directors of the district. The Corinth and South Tippah Districts provided a total of ten days of professional development throughout the school year.

The program targeted students who were in the greatest need of acceleration and/or remedial interventions in the areas of reading/language arts, and mathematics. Technology was used to engage students, thereby making the activities more relevant to each child. The focus of the language-based interventions was on word analysis, comprehension, and vocabulary. The project addressed these issues by providing structured academic intervention. Students were engaged in a range of literacy activities, from using Lexile-level guided reading materials, vocabulary building activities, word-based exploration, creative/expository writing and book publication, and self-selected reading activities. All participants used iPads, laptops, and/or personal computers, as well as a range of learning software applications to engage in interactive lessons, projects, and curriculum-based materials. Educators used the regular Corinth and South Tippah curricula as the foundation for their interventions. Educators personalized each child's program.

Adequacy of 21st CCLC Sites: The sites in this project more than adequately met the needs of students who were eligible for this program's service. The sites were scattered throughout the district and in areas where students could attend a site either at their home school or in their community. The

school sites had facilities that included classrooms, gymnasiums, playgrounds, libraries, computer laboratories, and cafeterias. All of these facilities were available for use by the project. All of the school sites were fully accessible to individuals with disabilities and all of the sites met the Title IV - Safe and Drug Free Schools requirements. Each project site had an outdoor recreation space, classrooms, and access to technology in a facility meeting safety and accessibility requirements. Sites provided before-, during, after-school services, intersessions, and morning and afternoon summer camps. The hours of operation for the community centers were especially beneficial to the children and parents who lived in those areas. Each of the centers established operating hours for the school year, summer, and intersession periods and followed these hours, except for district holidays.

Assessment of Management Plan: The management system for the project addressed in the original project proposal was efficient and effective in supporting project staff. The Project Director was responsible for managing all components/activities of the program operation. These individuals coordinated activities and the use of facilities with principals and community center directors. The director also coordinated collaboration among project staff, regular school day teachers, as well as services provided by volunteer organizations, community organizations, and the external evaluator. Site coordinators were charged with the responsibility of coordinating and planning all activities for the regular school-day programs. These site coordinators worked with teachers to develop individualized learning programs for students and coordinated activities with regular education teachers during the regular school year.

Attendance: The following attendance data represent the number of students who attended one or more days in one or more program components during the project year. The *Academy of Learning* had a total of 419 students who attended at least one day during all programming at the four school sites; 66 students at The Lighthouse Foundation, and 28 students at Project Attention for summer and/or after school programming. This represents a total of 503 students (duplicated count) at all program sites for one or more days in PK through 12th grades. Students from PK through 12th grades attended programs at the Corinth school sites; 5th through 8th grades at Ripley Middle School, students in grades 1st through 9th at the Lighthouse Foundation and students in grades 1-6 at Project Attention. Activities at all sites included extended day where students were provided an array of services including tutoring in core academic subjects, physical education, snacks, fine motor activities, gross motor activities, team sports, anti-bullying sessions, art projects, and technology activities. High school students were provided Cambridge Test Preparation; Intersessions blocks of instruction in core academic subjects; Extended Day Tutoring in the core academic subjects in which each student was struggling to succeed; online Credit Recovery instruction in courses in which students were struggling; Foundational Studies that

covered reading in the content areas, which each student was tutored in the course/s in which they were either failing or having difficulty mastering.

Progress Toward Goals and Measurable Objectives

Mississippi data were not used for purpose of evaluating project impact because datasets were not available to the districts in a time conducive to analyses by the evaluator. Data from iReady were available for Corinth students and used for purposes of monitoring the project's impact on students.

Question 1: A five percent annual increase in the number of students meeting grade level expectations.

Students average gain in scores on iReady programming in reading and mathematics ranged from 7 points to more than 35 points. Interestingly, there does not seem to be a clear relationship between performance of regular attendees, and the performance of students who attended sporadically. This could be for two reasons: (1) Sample size (i.e., fewer students attended 30 or more days) and/or (2) the composition of students who attend more or less than 30 days.

Question 2: Ten percent of students achieving a 5-point annual increase in GPA with B as the goal.

This assessment question was met with ten percent of students achieving a 5-point annual increase in GPA; however the performance objective was met with less than ten percent of participants with a B average.

Question 3: Five percent annual increase in the percent of students scoring proficient on state tests.

This evaluation question was not met for students in elementary and middle school on state tests. High school students' scores on Cambridge Assessments were not available for review.

Question 4: Twenty percent annual increase for P-K students receiving intervention will meet grade K expectations as demonstrated by meeting the cut score on the state test.

This evaluation question was MET with an excess of twenty percent meeting the grade K expectations for the evaluation period. Documentation may be reviewed within the PK classroom records.

Question 5: Twenty percent overall growth in social/emotional development of participating PK and K students.

This evaluation question was MET with an excess of twenty percent meeting overall growth in social/emotional development for the evaluation period. Documentation may be reviewed within the P-K and K classroom records.

Question 6: 50% of students will demonstrate an increase in positive school behaviors.

Subjective oral and written teacher reports and teacher survey results indicate that more than 50% of students attending a variety of available project activities improved in their school behaviors, i.e, turning in homework; improvement in classroom behavior, responding to questions asked in class, school attendance, and attitude toward school. Additionally, anecdotal evidence from educators across the district and frequency counts of office behavior referrals indicate that *Academy of Learning* positively impacted 50% at a students at a minimum who attended project activities throughout the year.

Question 7: Fifty percent of parents will participate in at least five school events during year.

Question 8: Twenty-five percent of parents will volunteer to assist with school events.

Question 9: Twenty-five parents participating in parenting classes/activities.

Based on attendance records, parent surveys, and attendance counts at school events, these questions were met. On satisfaction surveys completed by parents participating in school events more than 90% of respondents indicated Extremely Satisfied with the activities and instructors. Events in which parents participated include teacher/parent conferences; elementary character parades; field events; graduation activities and exercise; sports events; grade-level field day events; school presentations by students; annual comedy event performed by the seniors; annual homecoming preparations and parade; parent-teacher conferences, *STEM* Saturdays, etc. Attendance records and parent surveys may be reviewed at the school sites.

Conclusions and Recommendations

Community Impact. The Academy of Learning funds supported a strong program that met the needs of students who live in highly stressed areas of the participating school district. The project had a strong impact on the South Corinth Community. The two community safe havens provided a welcoming and wholesome environment for children and youth to attend meaningful after-school, summer, and intersession activities with nutritious snacks. These activities helped to keep our most at-risk children, early adolescents, and adolescents off the streets by allowing them to be involved in academic, recreational, and technology programs. Students received additional tutoring to supplement the regular classroom instruction. The extended school year programs offered through *Academy of Learning* have also had a dramatic effect on the community. Engaging students in these activities over the summer helps to reduce the crime in the community because students have somewhere to go and something to do. Satisfaction surveys indicate more than seventy-five percent of students and over 90% of parents greatly enjoyed all aspects of programming during the year.

Student Impact: The 21st Century Learning Centers programming provided PK – 12th grade students with year-round quality programming that was both instructive and fun. This funding source continues to offer students opportunities that can have an impact on students' preparedness for college and career. Surveys of general education teachers and students suggest that teachers, tutors, community volunteers, and mentors are having a positive impact on student behavior and academic performance. Secondary teachers and students report that they are selecting more rigorous courses of study, making better grades, and exhibiting positive school-related behaviors (e.g., turning in homework). Elementary and middle school students and parents indicate positive outcomes in the areas of social/emotional, academic, interpersonal relationships, and retention of concepts/skills that they attribute in large part to year-round high quality programming.

Professional Development of Staff: The academic, behavioral, linguistic, and cultural backgrounds of students and their parents require that project staff receive professional development to address the diversity of needs presented by children who are targeted by the project. Of special interest to educators and other project staff could be effective strategies for improving English language proficiency among children and parents/caregivers who are learning English as a second language. Research suggests that direct instruction in basic English skills (e.g., phonological awareness, phonics, comprehension) may provide a lasting impact on those who are learning English. Professional development aimed at emphasizing the well being of students who live under chronic stress is considered to be desirable for school staff. A family-based approach has the potential to increase parental engagement in their child's education, as well as enhance the economic well being of the family. It is suggested other areas for professional development that may be emphasized are: (1) Using technology

to enhance literacy and numeracy skills, (2) additional hands-on STEM activities, (3) Using data to inform instructional decision-making, and (4) Using blended learning during periods outside the regular school day and year. Together, professional development, parental outreach, technology, and hands-on educational activities have the potential to increase the number of students who participate in the *Academy of Learning* program for the maximum number of days. Incentives for attendance are recommended as attendance continues to be a significant hindrance to the program's overall impact for a number of students.

Personnel: The project may benefit from seeking a credentialed person or community-based person who is bilingual in Spanish and other languages spoken at home. It may be possible to allocate some of future *Academy of Learning* funds to provide a person who could provide intensive language services to students and families learning English. Having Stem Saturdays available to students/parents monthly throughout the year, including the summer months, will, no doubt, be widely popular with families. This is an activity that is planning and execution intensive and probably impossible for the current technology staff to manage monthly throughout the year. It is recommended that *Academy of Learning* funds be provided to employ a person to assist the Educational Technology Coordinator plan/prepare for monthly sessions. Should funds not be available, it is recommended that efforts be made to find one or more high school students who can earn community services hours, if the District is unable to pay them for their work. Possibly, community members willing to volunteer to provide the extra personnel and support could be recruited.

Student Attendance: The project provided a wide-range of activities and staffing that could accommodate a large percentage of the students most in need. Unfortunately, students/parents did not take full advantage of the total number of days/sessions available to them. Taking full advantage of the opportunities afforded by the project is key to improving overall student outcomes. Staff may want to make sure that parents know that transportation is provided to interested students (with outreach in Spanish, as well). Project staff may also want to incentivize attendance by setting attainable goals for individuals and/or sub-groups of students. Special treats or field trips might be a means for increasing attendance. Another means of increasing attendance at each site could be establishing an "Attendance Wall" that provides positive reinforcement to students (i.e., individuals, sub-groups or teams). Project staff might recognize those who attain their goals by providing certificates, Cool-cash, tokens, notes to teachers and parents/caregivers. Recognition Parades are a favorite of most elementary students and there are activities currently being used to which middle-school students respond very positively (Houses concept, etc.) Using social media to advertise the various program offerings, posting short videos of students and teachers (in action at various activities) could be used to better incentivize

students to attend programming. Discussions with students asking the question: “What would make you want to come to before & after school, summer, and intersession activities/programs?” Their responses could prompt project staff to reconsider some of their activities, or how they operate, and/or discover additional activities the students would enjoy. This evaluator believes the attendance issue greatly negatively influences the overall impact of an outstandingly conceived, organized, and operated comprehensive educational after-school-hours program.

Personalization: The unique profiles of strengths, areas in need of improvement, and affinities provide project staff with opportunities to personalize each child’s daily activities. To achieve personalization, project staff may work on ways of communicating the results of formative and informal assessments that classroom teachers could use to provide children/youth with meaningful positive reinforcement to the children who regularly attend the program. Project staff may also survey or interview students about their profile of strengths, and areas in need of improvement. The access to technology that is available to students in *Academy of Learning* should be emphasized to students to incentivize them to attend the project. Surveying students’ interests and suggestions for program offerings could be an effective means of increasing attendance. The STEM Saturdays proved to be a great example of pairing academic/technology/teamwork/fun/parental involvement and hands-on activities to create excitement and the desire for parents and students to participate in *Academy of Learning*. It is recommended that efforts be made to develop other activities that generate the type and amount of appeal STEM Saturdays generated to assist in increasing attendance of both students and parents in all aspects of the program.

Intersession: The Corinth School District continues its highly popular and successful Intersession program. Parents, students, and the community at-large are extremely pleased with this innovative and culturally enriching programming during these breaks. These intersession periods should be highly recommended by school staff to students and parents as a means of providing students extra time to achieve academic concepts. All of the current activities and programming scheduled during the 2022-23 SY appeared to be highly effective.

Sustainability of Project

The Finance Project’s **Sustainability Self-Assessment Tool** contains eight elements of sustainability, along with tasks specific to each element. This self-assessment is used to provide

Academy of Learning

essential information about the health of a project and its sustainability potential. This self-assessment was completed prior to implementation of *Academy of Learning*. This tool will be used to self-assess the program prior to implementation of activities for all project yearly periods. See Appendix for the sustainability plan for the *Academy of Learning* Project.

Appendix

List of People Interviewed

Tanya Nelson, Federal Programs Director

Hannah Montgomery, Special Projects Director/Grants Specialist

Jay Walker, Director of Special Education

Yvonne Fair, Data Manager for State and Federal Program Projects

Carl Swartz, Behavioral Specialist

Misty Whittemore, Chief Financial Officer

Principals of Elementary, Middle, and High Schools

Sustainability Action Plan for *Academy of Learning*

**MS 21CCLC Project
Academy of Learning**

**Corinth – South Tippah Academy of Learning 21st CCLC Sustainability Action Plan
3 Year Plan (36 months)**

The Corinth School District is the fiscal agent of two 21st CCLC projects. Much of the sustainability plans will be the same, due to administrative structure and policies regarding district operations. Differences will be contingent upon data outcomes, personnel differences, uniqueness of partner relationships, and projects goals and objectives.

Plan Component	Action Steps	Timeline
Develop Vision, Mission, & Case for Support	<ul style="list-style-type: none"> Advisory Committee guides planning process; re-evaluate in years 2 & 3 Establish why program is needed Who will benefit Coordinate with community organizations with same mission 	Months 1-2; reviewed annually
Research and identify potential stakeholders	<ul style="list-style-type: none"> Identify priorities for community engagement and communication Solicit ideas from agencies, schools, faith communities, & clubs 	Months 1-3; reviewed annually
Initiate relationship with potential stakeholders	<ul style="list-style-type: none"> Schedule community & partner meetings Formulate meeting agendas Prepare outline of program's purpose and vision 	Months 4, 16, & 28
Analyze Program Costs	<ul style="list-style-type: none"> Map current spending Analyze funding gaps Develop financing strategies Evaluate options Develop recommendations 	Months 5, 17, & 29
Continue to cultivate Stakeholders and create by-in for 21 st CCLC	<ul style="list-style-type: none"> Hold meetings Map current spending & analyze gaps Develop financing strategies Evaluate options Develop recommendations 	Months 6, 18, & 30
Make the "ASK"	<ul style="list-style-type: none"> Determine key community leaders to involve Level of collaborative commitment for which to ask Develop strong "case" for potential partner involvement Be specific about level of commitment requested 	(completed by) Month 7
Follow-up	<ul style="list-style-type: none"> Formalize relationships with MOUs Position descriptions for volunteer; revising as needed throughout the program Formalize advisory committee roles 	Months 8 & ongoing
Be a Good Steward	<ul style="list-style-type: none"> Opportunities for continued involvement through regular meetings and dialogue Celebrate successes through publicity 	Months 8 & Ongoing

<p>Create and execute fundraising</p>	<ul style="list-style-type: none"> • Ensure program is mutually beneficial to all partners • Identify program services valued in community that could produce income to offset project expenses Create marketing plan for program • Identify budget items that can be provided by in-kind partners & other stakeholders • Select methods & teams for fundraising/resource gathering for future • Use multiple fundraising methods (grant writing, direct mail, special events, create donors clubs, • Meetings with administrators to discuss program funding re-alignment • Select members of advisory committee, school board, and other community leaders to act as fundraising committee • Prepare a fundraising plan with objectives and timelines • Launch and execute fundraising efforts 	<p>Month 8 and carry forward into Years 2 & 3</p>
---------------------------------------	---	---