2024-2025 Summative Evaluation

Corinth School District — Fiscal Agent

Nita M. Lowey 21st Century Community Learning Centers

Academy of Learning

Cohort 5 –Year 1: Renewability

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List of Acronyms

ACT	American College Testing
ADA	Average Daily Attendance
APR	21st **A**nnual **P**rogress **R**eport
CCLC	MS-21st Century Community Learning Centers
CCR:	College and Career Readiness
CSD:	Corinth School District
ELL:	English Language Learners
iReady:	Internet-based assessment and instruction program licensed to school districts by Curriculum Associates
MAAP	Mississippi Academic Assessment Program
MAAP-EOC	Mississippi Academic Assessment Program – End of Course
MS:	Mississippi
PBL:	Project Based Learning
STEM:	Science, Technology, Engineering, and Mathematics
GPRA	Government Performance Results Act (1993)

Executive Summary

The *Academy of Learning* is a Cohort 5 MS 21st Century Community Learning Centers (CCLC) project in its ***first year*** of RENEWABILITY. The project consists of a partnership of the Corinth District, and two of Corinth's designated "safe havens" for children and youth living in the South Corinth Area: (1) The Lighthouse Foundation and (2) Project Attention. Both of these partners are community programs that were designated more than twenty years ago as Corinth "safe havens" for school-aged students. In 204-25, the project continues to focus on a wide range of comprehensive and innovative activities designed to teach students a broad array of the academic and social/emotional skills they will need for future success. The following sites served students in Pre-K through 12th grades for one day or more: Corinth Elementary (386 students), Corinth Middle (252 students), Corinth High (361 students), Project Attention (25 students) and The Lighthouse Foundation (60 students) for a total of 1,084 students throughout the school year, intersession, and summer.

The fiscal agent, Corinth District, is using the 21st CCLC funding to ensure successful futures for students by 1) promoting P-K – 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 addressed in interactive learning centers through well-designed developmental activities that provide academic tutoring, enrichment, and interpersonal skills development during before and after school, intersession periods, summer programming, and tutoring for high school students occurring during the school-day during their free period(s). Interactive learning centers provide a dynamic and effective approach to education that emphasizes active engagement, collaboration, and critical thinking. By creating an environment where students are actively involved in the learning process, educators can foster deeper understanding, retention, and application of knowledge.

Academy of Learning also addresses the readiness skills and knowledge students will need for college and the modern workplace. Programming occurs outside the regular school day, emphasizing learning academic, social, and emotional skills in settings that appeal to children and youth thereby encouraging their active participation. The project's evidence-based activities and interventions were designed to improve participants' academic, emotional, social, and physical achievement. Previous progress reports have documented the positive results of programming during the original four-year project period. As with previous years of programming, the project continues to be concerned with addressing the learning losses Corinth students continue to exhibit as a result of the COVID pandemic.

As with previous years of project implementation, funding has been used to provide a comprehensive array of educational opportunities at multiple times and in multiple settings. Activities were 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. All schools included in the project are eligible for Title I funding that supplements the learning needs of students Pre-K through high school.

In 2024-25 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, science/technology. Technology was used to engage students, thereby making the activities more relevant to each child. The project addressed students' areas of need by providing structured academic intervention. 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.

The *Academy of Learning* goals of promoting PreK-K-12th grade student achievement include positive growth mindsets of students in all grades. Through 21st CCLC funding, activities have been provided that promote family engagement in students' education. Documented student progress can be attributed in part to the active partnerships forged between parents and schools. Significant progress toward meeting project goals has been accomplished throughout the years of implementation through the well-developed plan providing academic tutoring, enrichment, youth development activities, before/after-school, intersession, and summer programming. Interactive learning centers such as art, music, physical fitness, and cultural history were developed to tie children's leaning to their personal interests. In 2024-25 services were available to students at the Districts' three school sites and the two community enrichment programs: The Lighthouse Foundation and Project Attention, designated as Safe Havens for South Corinth children and youth are highly successful programs primarily for students living in the South Corinth Neighborhood.

A logic model continues to be used to evaluate the projects' effects and outcomes 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's 2024-25 year of funding on enhancing the learning and well being of students most at-risk. In addition to staffing and instructional resources (print and digital), grant funds have been used to meet the academic and social, 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 project period and attained higher academic performance levels. 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 project years. 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.

This evaluation summary, reports on the activities and outcomes for SY 24-25 programming. Areas emphasized during all project years are: (1) key stakeholders providing a range of strategies to increase the number of students regularly attending *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 made available to all students to meet College and Career Standards. English Language Learners have been provided additional opportunities to participate during in-school and out-of-school hours to make significant advances in English language understanding and usage.

Evaluation Purpose

The purpose of this evaluation is to 1) provide key stakeholders, parents and their children's 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 for future grant funding opportunities, and (4) provide all stakeholders and the funding agency with a report on the project's 2024-25 year of operation. Data from diverse sources (e.g. interviews, surveys, achievement tests, activity schedules, etc.) were used to provide a comprehensive view of the project, describe its impact on participants, and provide recommendations that can be implemented to enhance the management of future projects and their resources. Of great importance, is sharing the findings and suggestions within this evaluation report with students, parents, community partners and their staff members.

Program Focus

The *Academy of Learning* provided P-K through 12th grade students with expanded learning, including before- and after-school, intersession, and summer programming at project sites. The project was inclusive in nature and was available to all students, particularly at-risk students, students with special needs, and English Language Learners. The program focused on providing students with intensive academic tutoring, enrichment, fine arts instruction, financial literacy, and study skills to enable them to succeed in school and the workplace. Service provision was provided daily in Before/After-school, during intersession and summer periods, and ACT prep during students' free periods. Interactive programming was available during intersession periods. The intersession periods were designed to prevent regression during the summer months.

To address the learning gaps of "Limited English Proficient" students, total immersion with appropriate translation support was provided. Students were identified for services 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 assessments; failure to pass the state's testing program exams. All students received Multi-Tiered System of Support (MTSS) and students who were placed on literacy improvement plans received the highest priority for programing. The project offered students high-quality, research-based instruction aligned with the Districts' 5-Year Strategic Plan and used state standards and national college to career standards as its foundation. Additionally, the highly acclaimed Cambridge University curriculum, adapted for the Corinth District by its teachers and administrators, was used as the learning curriculum for students enrolled in Pre-K through 12th grades.

Overview of *Academy of Learning* Project Sites, Elements and Implementation Plan

Project Sites for Academy of Learning: Project sites were: Corinth Elementary, Middle, and High School, community safe havens of The Lighthouse Foundation and Project Attention. These sites 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 site. 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.

Project Elements: To meet students' needs, the District created programs that incorporate elements thought to be critical to addressing the expressed needs of families/children living in all areas of Corinth.

- Before-school, After-school, and Intersession tutorials, enrichment, counseling, and study skills
- Leisure reading
- Nutrition/health, snacks
- Character education activities
- Mini-Camps in collaboration with community partners during the summer holiday/intersession periods
- Family literacy events
- Career planning
- Interactions with academic and social/emotional/behavioral interventionists
- STEM Saturdays for elementary and middle students through 6th grade
- ACT Preparation sessions for students in grades 9-12, both during-school-hours, afterschool, and during intersession periods
- Childcare for students through the Little Warriors component
- Academy for Pre-K – 4th graders who require supervision after school

After-school operated 2.25 hours per day during the school year. After a brief snack, the first hour was devoted to emphasizing study skills, followed by 30 minutes engaged in intensive academic tutoring in reading/language arts and mathematics, with an emphasis on MS College and Career Standards. For the next 30 minutes, students explored digital academic enrichment. With more than a dozen software programs scattered among the project sites, students had opportunities to participate in STEM, Art, Project-based Learning (PbL) activities, and/or financial literacy. The final 15-minutes was spent in character education, anti-bullying, healthy lifestyles, and dropout prevention. Students attending The Lighthouse Foundation after regular school hours participated in tutoring, sports activities, and leadership programs encouraging goal setting and providing life coaching. Students received ample opportunity to explore the arts, create their own works of art with a variety of medium, and exhibit/perform for their peers.

Zero Period (Before School): Intense academic tutoring was provided for students attending the before school program element. For younger students, free choice centers aligned with the MS Learning Standards were offered while children participated in small, teacher-directed group instruction focusing on literacy and early numeracy development.

Summer/Intersession High Interest Camps leadership development opportunities were imbedded throughout project programming. Camps were developed to provide opportunities for marginalized students to lead groups of their peers. Specific programs such as BOYZ2MEN and REFINED (for girls) will be offered at the Lighthouse. Career Coaches and intervention specialists will provide life coaching for 7th -12th grade students. The SEL specialist will coordinate K-6th efforts to address executive functioning, social/emotional, and fixed vs. growth mindset – all of which impacts leadership ability of

young people. The Lighthouse and Project Attention, provided students with character education with a leadership focus.

Intersession Intervention & Enrichment provided intense intervention and enrichment for three weeks in October, and two weeks each in March and June during regular school hours. Age and grade appropriate activities included core subject tutoring, ACT prep, financial literacy, and grade appropriate activities including core subject tutoring, ACT prep, financial literacy, Credit Recovery and academic tutoring. Pre-K and K students received both instruction to **prevent regression** and enhance learning through cultural activities. Leadership training was imbedded in camps, intersession, before and after school tutoring, and STEM Saturdays. All intervention and enrichment was coordinated with the curriculum and instructional processes that flow from the grade-level Mississippi College and Career Standards taught by highly qualified classroom teachers who were also *Academy of Learning* instructors/tutors, and support personnel. Students were provided with two intersession periods during the school year. These intersessions were available because of the unique, extended school year calendar. Students could attend Foundational Studies program to receive intensive tutoring in the core academic subjects, ACT prep, financial literacy, and Credit Recovery. The structure of intersession and the shortened summer schedule, were designed to prevent summer loss. Each day of intersession, staff provided presentations on character education, dropout prevention, and mental health. For high school students, Intersession also included tutoring, *ACT prep*, and *Credit Recovery*. Intersession activities were targeted at students enrolled in all grades: the goal to lower dropout rates. All libraries remained open during each program component at all school sites.

High school students had options for expanded learning time throughout intersession and "outside" the school day. Additional learning opportunities were offered to students daily during their study period. These activities were free choice for students, however, regular school-day teachers would counsel students to ensure they understood how the extra time could help them successfully matriculate through courses that were more difficult. Some of the tutors for this activity were provided through the 21st CCLC budget. A blended learning model of teaching was employed, such as blended learning model of teaching/learning, linking digital literacy, real-world reading and writing instruction.

Language Acquisition for EL's – To address learning gaps of "Limited English Proficient" students' total immersion, with appropriate translation support, was practiced. Priority was given to EL students when scheduling and providing services. During each program component, these students benefitted from targeted English instruction from an EL interventionist and a program designed to address

learning a foreign language. Corinth High and Middle School EL and significantly below grade level students were enrolled in an extended block class to ensure instructional time in English core academic subject.

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 duties. The District's Federal Programs Director and Special Projects Coordinator served as the Project Director**.** The Director 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 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 to the project advisory team, partner organizations, and evaluator. She directly supervised the Data Manager who ensured all data were collected and maintained as described in the evaluation portion of the project narrative. 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/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. Cafeteria staff, along with project staff, provided daily snacks for the Corinth District through its USDA food allotments.

Regular-school-day Bus Drivers, with commercial certifications, were paid with grant funds to provide students' 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. 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 schoo1 day until 5:15.

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. Additional staff meetings were called when a specific issue was brought to the attention of the Coordinator or Director. Throughout the project period, Site Coordinators held orientation sessions for their individual centers and conducted regular discussions to provide appropriate programming for each center. The Project Director periodically monitored at least one meeting at each of the sites during project implementation.

Additional professional development sessions were conducted throughout the school year for project staff. All certified teachers employed by *Academy of Learning* attended professional development provided by the Principals/Directors of the district. The Corinth District provided professional development throughout the school year.

Adequacy of 21st CCLC Sites: The sites in this project more than adequately met the needs of students who were eligible for program 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 project 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 educational enrichment. 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 was 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 encouraged 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.

Progress Toward Goals and Measurable Objectives

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 6 points to more than 40 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 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 P-K classroom records.

Question 5: Twenty percent overall growth in social/emotional development of participating P-K 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 at least 50% of students attending 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.

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

half to three-fourth 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.

** Documentation available for review in 21st CCLC Director's Office

Conclusions and Recommendations

Community Impact. The *Academy of Lear*ning funds supported a strong program that met the needs of students who live in highly stressed areas of the Corinth District. The project had a strong impact on the South Corinth Community. The community safe havens provided a welcoming and wholesome environment for children and youth to attend meaningful after-school, summer, and intersession activities, along with daily 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 students and parents greatly enjoyed all aspects of programming during the year.

Student Impact: The 21st Century Learning Centers programming provided -K – 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). Particularly, 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. 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. 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.

Personnel: Having Stem Saturdays available to students/parents throughout the year, including the summer months, continues to receive high praise from families and students. This is an activity that is planning and execution intensive and may become impossible for the current staff to manage throughout the year. It is recommended that funds be allocated to employ a person to assist the Project Director with planning and executing 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. Efforts should be made to encourage community members to assist in the STEM Saturdays.

Student Attendance: Taking full advantage of the opportunities afforded by a project is key to improving overall student outcomes. During 2024-25 programming year, 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. This evaluator believes the attendance issue greatly negatively influences the overall impact of an outstandingly conceived, organized, and operated comprehensive educational before/after-school, summer, and intersession programs. It is the opinion of the evaluator that 21st CCLC director and staff need to make regular participation the most important issue to address in future program planning. Students cannot receive optimal benefit from the quality programming offered if they do no regularly participate. A few suggestions for future program planning are: 1) Staff should make sure that parents know that transportation is provided to interested students (with outreach in Spanish, as well). 2) Special

treats or field trips might be a means for increasing attendance; 3) establishing an "Attendance Wall" that provides positive reinforcement to students (i.e., individuals, sub-groups or teams); 3) student attendance and attainment of project goals be recognize by providing certificates, PBIS rewards, tokens, and notes from classroom teachers to students/parents. 4) The recognition parades provided by the elementary school are a favorite of most of its students and there are activities currently being used to which middle-school students respond very positively. 5) using technology to post short videos of students and teachers (in action at various activities) should positively impact student attendance. 6) As the case in 2023-24, 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 for future funding, consideration be given to the type of activities that might generate the amount of appeal STEM Saturdays generated as a way to encourage attendance of both students and parents in future program offerings.

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. The programming provided during out-of-regular school hours, provides students with extra time to achieve academic concepts. During parent conferences, teachers should emphasize the benefits of regular attendance at the year-round programming provided during out-of-regular school hours. This quality programming provides a great opportunity for academically struggling students to receive extra instructional time to achieve academic concepts. June intersession has proven to be an effective means of reducing summer loss of academic skills and knowledge.

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 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 is recommended to self-assess all aspect of a project's implementation during the concept and writing stages of future funding applications.

Appendices

Appendix 1*: List of People Interviewed*

Tanya Nelson, Director Pre-School Program and Title IX (Homeless)

Hannah Montgomery, Special Projects and Federal Programs Director

Jay Walker, Director of Special Education

Yvonne Fair, Data Manager for State and Federal Programs

Carl Swartz, Behavioral Specialist

Misty Whitemore, Chief Financial Officer

Corinth District Principals

Directors of Safe Havens

Project Attention

Lighthouse Foundation

Representative Teachers - Grades 1st – 12th

Appendix 2*: 21st CCLC Teachers' End of Year Survey*

(Afterschool – Extended Day – Intersession)

21st Academy of Learning Sites

Corinth Elementary

Corinth Middle

Corinth High School

Project Attention

Lighthouse Foundation

Appendix 2: Student and Teacher Surveys

Student Survey Part I

21st Century Community Learning Centers

Give Part 1 to students 4th grade and above before or immediately after they join the program. Give Parts I and II to students at the end of the year of program activity.

Name_____

Grade/School_____

	Yes	**No**
Do you look forward to going to school?		
Do you study hard for tests?		
Do you feel safer after school?		

Do your parents talk to you about school or homework?

Student Survey Part II

21st Century Community Learning Centers

Give Part 2 to students 4th grade and above at the end of the year or program activity

Name_____

Name of activity_____

I attend this activity about_____days each week.

Thanks for participating in this survey. We'd like to know what you thought about it. Please fill out all parts of this survey so we know if you enjoyed it and so we know what you thought about the quality of the activity.

Enjoyable?	**YES**	**NO**
I like it.		
I look forward to attending the program		

High Quality	YES	NO
I feel comfortable talking to the 21st CCLC staff.		
I think there is someone available n the program to help when I need it.		
I think that I'm doing better in school since I started coming here.		

Teacher Survey

21st Century Community Learning Centers

Give this survey to each regular attendee's teacher at the end of the year or program activity.

Name of Student _____

Grade/School_____

Subject taught if middle or high school:_____

Over the past _____has this student . . .

Improved in turning in her/his homework on time	YES	NO
Improved in completing homework to your satisfaction.		
Improved in participating in class.		
Improved in volunteering (e.g. for extra credit or more		

responsibilities.

Improved in attending class regularly.

Improved in being attentive in class.

Improved in behaving well in class.

Had classroom academic performance that was satisfactory

or better.

Improved in coming to school ready/prepared to learn

Improved in getting along well with other students.

Appendix 3

STEM SATURDAYS

Throughout the year on designated Saturdays, the Project Director planned special technology-based activities for students and their parents. This program has become a favorite of both students and parents. Throughout the year, this activity generates the highest participation by parents and their children, as well as the highest favorability ratings of any of the project activities. Following are detailed reports of the Stem Saturday activities.

Sept. 7

(26)

Corinth Hosted Around the World STEM Saturday

Laine Williams
Sep 18 2024

The Corinth School District hosted an Around the World STEM Saturday camp on September 7 where students learned about different countries and cultures. Over 120 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students learned about animals from around the world using paints and markers. Kindergarten students learned about Brazil, the rainforest and the butterfly life cycle. Students in first grade celebrated Cinco de Mayo by creating sombreros and maracas.

Students in second grade focused on Italy and constructed gondolas and leaning Towers of Pisa. Third grade students created Mexican mirrors and flags in celebration of Mexico.

Fourth grade students learned about music around the world, creating maracas. Students in fifth and sixth grade traveled back to medieval Japan. "We built replicas of Norimono vehicles that would transport the royals," said Kaitlin James, STEM Saturday teacher. "I enjoyed watching the students express their creativity and work together. The students really liked testing their creations and watching them go from one side of the room to the other on our zipline."

STEM Saturday students also participated in internationally themed Makerspace activities including creating Chinese dragons out of paper cups and carnival masks using paper plates and feathers. "The hands-on experiences on STEM Saturday make learning fun and meaningful," said Yvonne Fair, STEM Saturday teacher. "The students are able to explore options that are not available in regular classroom settings. The excitement on the students' faces makes my job rewarding. The Chinese dragon was hard to put together, but the outcome was spectacular."

Also, all students also learned about France and played the classic game of Petanque. "Getting to teach younger kids about French culture was such a fun experience," said Lucy Steen, high school student. "They loved the game and learning a couple of French words. I'm so grateful I was a part of it."

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Fall into STEM, on October 19. Sign up at www.corinth.k12.ms.us.

September 7, 2024
81 attended

STEM Saturday Camp Parent Survey

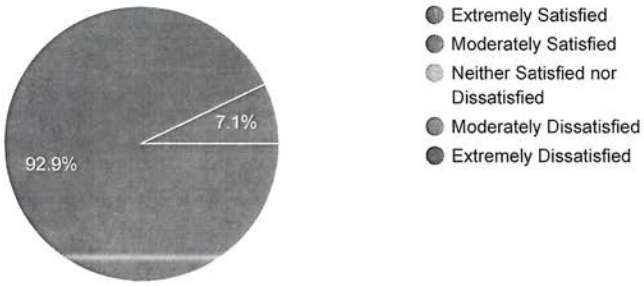
14 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

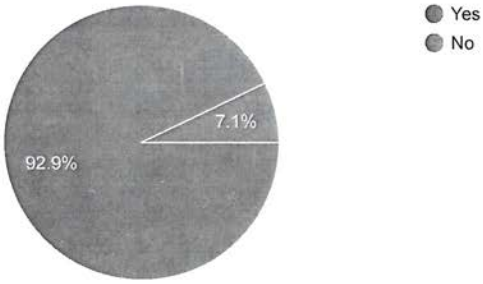
14 responses



Did transportation arrangements meet your child's needs?

Copy

14 responses



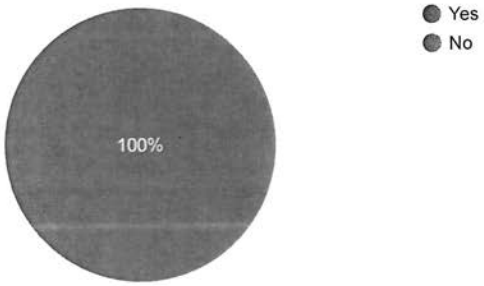
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

14 responses



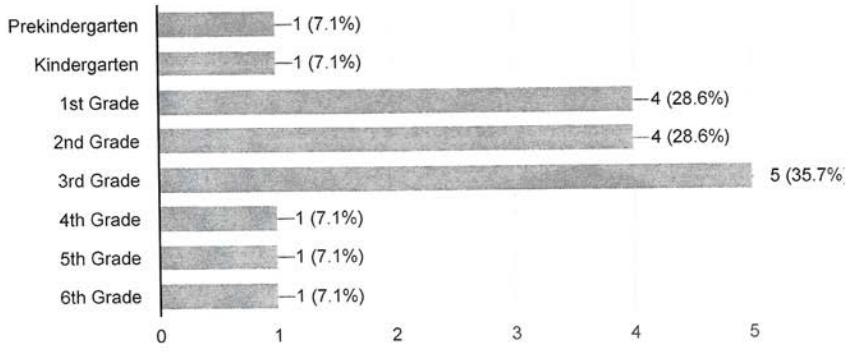
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

14 responses



Oct 19

Corinth Hosted Fall-Themed STEM Saturday

Laine Williams
Nov 11 2024

On Oct. 19, the Corinth School District hosted "Fall into STEM" Saturday camp. Over 100 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students made fall wreaths and autumn masks while learning about the different weather seasons. Kindergarten students conducted a vanishing ghost experiment and learned about static electricity by creating dancing ghosts with balloons and tissue paper. First grade students made fall leaves artwork with paint and coffee filters and learned all about the science of pumpkins. "It is awesome to see the kids apply problem-solving and critical thinking skills," said Katie Latch, STEM Saturday teacher. "We enjoyed getting to use pumpkins to do a fun scientific experiment for fall."

Students in second grade created ghost volcanoes and made dancing ghosts and bats. Third grade students made a candy corn catapult and concocted candy corn slime.

Fourth grade students learned about density through weighing and measuring pumpkins. Students in fifth and sixth grade created a candy/toy grabber using popsicle sticks.

Pre-K through 2nd grade students also participated in fall-themed Makerspace activities including making beaded corn and monster puppets. The 3rd-6th grade students enjoyed creating a pumpkin with lights while they learned about how copper conducts electricity to fuel circuits.

All students also designed and created a corn maze using pipe cleaners and construction paper.
"I had so much fun with my students designing intricate corn mazes!" said Melissa Owens,

STEM Saturday teacher. "Watching them get lost in each other's designs and cheering each other on was a joy. We have some incredibly smart students with creative, clever ideas—each maze was a masterpiece in its own way!"

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Holly Jolly STEM, on December 7. Sign up at www.corinth.k12.ms.us.

October 19, 2024
76 attended

STEM Saturday Camp Parent Survey

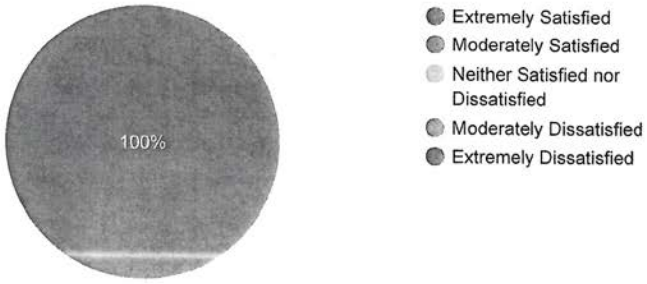
9 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

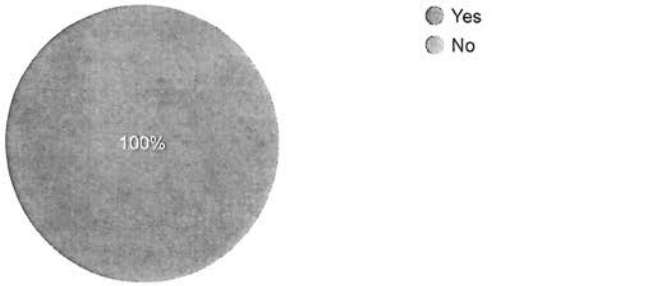
9 responses



Did transportation arrangements meet your child's needs?

Copy

9 responses



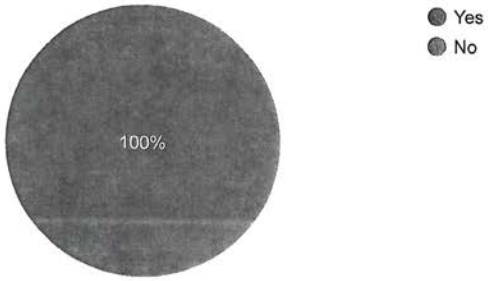
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

9 responses



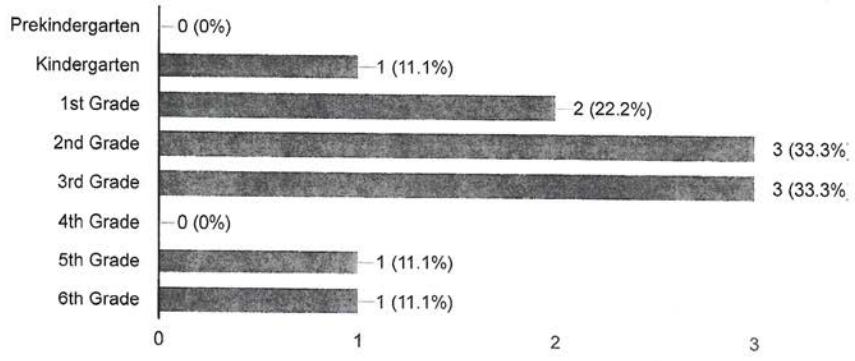
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

9 responses



Dec 7

Holly Jolly STEM Saturday 2024

Laine Williams
Dec 17 2024

On Dec. 7, the Corinth School District hosted "Holly Jolly" STEM Saturday camp. Over 130 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students painted Christmas-themed ornaments and sewed foam stockings. Kindergarten students made a candy cane ornament using pipe cleaners and played a Christmas tree stacking game. "Christmas is such a fun time of the year, and STEM Saturday activities are always even more exciting when we can add a little holiday cheer!" said Melanie Mills, STEM Saturday teacher. "The kids loved the Christmas tree stacking activity. They enjoyed collaborating to see what they could create, and it was great to see."

First graders created a melting snowman ornament learning about how plastic absorbs energy and becomes a liquid. Students in second grade concocted holiday slime and also melted ornaments. "We made slime and it was fun!" said Ava Butler, second grade student. "We used shaving cream, contact solution, baking soda, food coloring and sprinkles. We also made ornaments by coloring a plastic cup, melting the cup in the microwave and then adding a string."

Third grade students created a flying reindeer and a Rudolph ornament while enjoying Santa face paint. Fourth grade students learned about the environment when they created their own pinecone Christmas trees. Students in fifth and sixth grade created their own ornaments using all different items from the Makerspace cart.

Pre-K through 2nd grade students also participated in Christmas-themed Makerspace activities create Christmas tree ornaments out of tongue depressors and pipe cleaners.

The Corinth High School (CHS) Culinary Arts students baked and cut out allergy-friendly gingerbread houses for all students to participate in a Gingerbread Engineering and Design activity. The high school students helped the students construct and decorate their houses.

"STEM Saturday is an excellent opportunity for students to explore their world in a different way," said Kristie Studdard, teacher at CHS. "Building gingerbread houses is an activity I already include in my lessons; therefore, it felt like the perfect activity for a December STEM Saturday. We all had an amazing time using icings as glue, placing candies on our houses, and watching them turn from a stack of pieces into a structure."

All STEM Saturday students participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday camp, Winter Wonderland, on Jan. 11. Sign up at www.corinth.k12.ms.us.

December 7, 2024

106 attended

STEM Saturday Camp Parent Survey

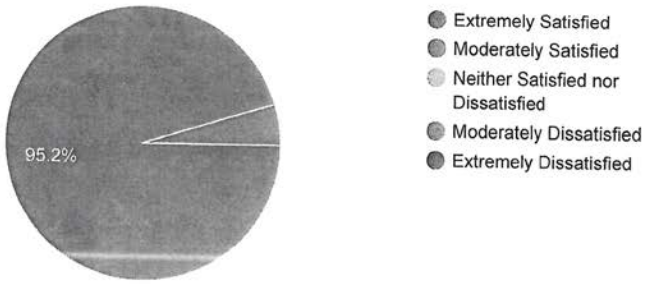
21 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

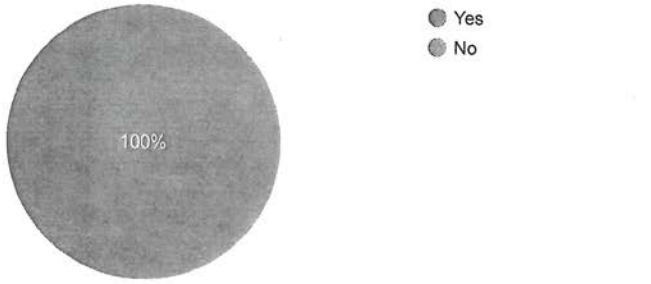
21 responses



Did transportation arrangements meet your child's needs?

Copy

20 responses



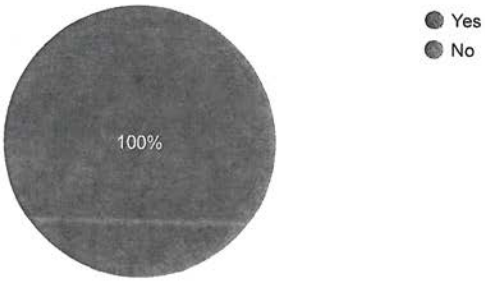
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

21 responses



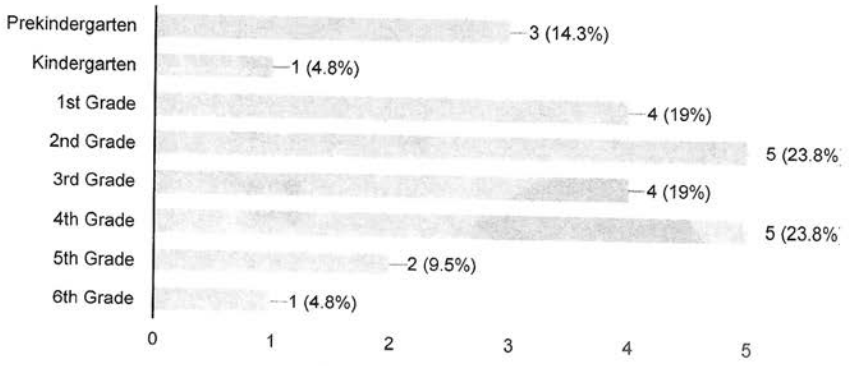
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

21 responses



Jan. 18

Corinth Hosted Winter Wonderland Camp

Laine Williams
Feb 4 2025

On Jan. 18, the Corinth School District hosted "Winter Wonderland" STEM Saturday camp. Over 100 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students made detailed snowflake ornaments and cheerful snowmen out of synthetic snow, bringing the winter wonderland indoors. Kindergartners were mesmerized by the magic of artificial snow, learning the science behind snow.

First graders created sensory winter bottles and puffy paint snowmen, blending art with sensory exploration. Second grade students experimented with chemistry by growing crystal borax snowflakes and making fluffy snow slime. Third graders honed their artistic skills by designing paper snowflakes, sculpting a fake snowman and painting intricate snowflake salt masterpieces.

Fourth graders enjoyed creating winter magic with handmade snow globes using winter figurines, mason jars and glitter. Fifth and sixth graders had fun learning about fiber optic lights and seeing how infrared lights work.

Pre-K through 2nd grade students also participated in winter-themed Makerspace activities including creating cotton ball snowmen. "STEM Saturday is always a fun time for our students and teachers!" said Porcshia Wyke, STEM Saturday teacher. "We get to teach through exploration and art, which is the BEST part about teaching and learning. My favorite portion is Makerspace where students get to create art based on the subject. For January, students used paint markers, cotton balls, buttons, and wax twine to create their own snowmen. We talked about the best kinds of snow for real snowman building. All of their projects turned out so well." Third through 6th graders created paper cup luminaries and icicles in Makerspace.

English

All students also created one-of-a-kind photo keepsake ornaments. "STEM Saturday was an absolute blast!" said Libby Pritchard, STEM Saturday teacher. "The kids had so much fun exploring photography with Polaroid cameras and getting creative by making their own frames out of popsicle sticks. It was so precious to see their excitement as they captured memories and designed unique keepsakes. Activities like these make the best memories for everyone involved!"

Students also participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

January 18, 2025
80 attended

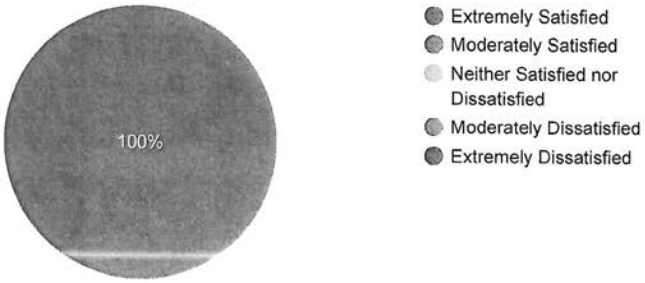
STEM Saturday Camp Parent Survey

10 responses

Publish analytics

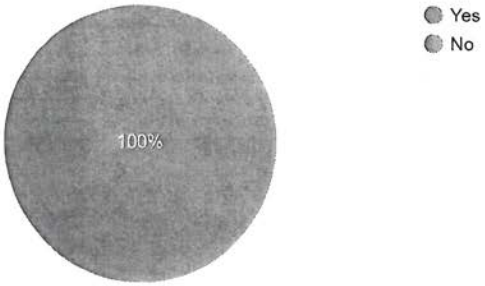
Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child. Copy

10 responses



Did transportation arrangements meet your child's needs? Copy

10 responses



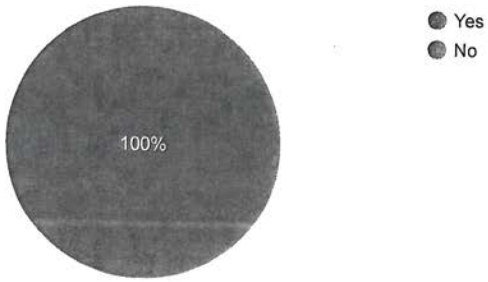
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

10 responses



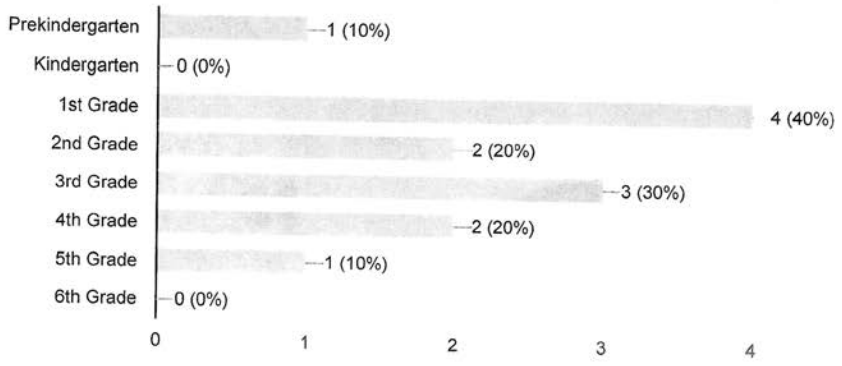
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

10 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

19 responses

Helps them learn about the bigger world and how to make friends with different cultures, etc

About all thé christmas creative things they did

That he tries new foods and makes new friends

Make ginger bread houses.

The different projects that they do with the children that attend

Willow Rose was beaming with excitement when she was picked up. She said "I had the best time ever. Can I go back tomorrow?" She loved creating her gingerbread house and was SO proud of it.

I liked that she got to make several different things. She was very excited and I like that she felt like she accomplished something. She was ready to hang the ornaments on the tree. I like how fun is mixed with learning.

Not only is it fun but she also learns how things work and how learning can be fun.

A fun activity

Making gingerbread houses

She enjoyed herself

I like it because it teaches my children different things.

Positivity, interaction with exciting activities, the teachers are great!

Makes them think in more ways

Having fun with activities

They were delighted to bring home the things they created! They enjoyed lunch, and it was provided for them, which was such a treat!

Having fun doing what she does at STEM

Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

15 responses

Cooperation and how to interact with others

Créativity,

All about Christmas

How to make a gingerbread house and work as a team

She learned how to make an ornament by melting a cup. She also enjoyed making the triangle ornament and LOVED making the gingerbread house.

It's helping her with her social skills. Her focus and mindset is stronger. She is learning to complete 1 task before .moving to the next

How to build

She learned how to make a gingerbread house

How to make a Christmas tree out of the pine cone and decorate a gingerbread house.

He had a great time interacting with the teachers and doing all of the activities. W

Learning hands on

Learning things by demonstrating

How to melt a plastic cup on the microwave to shrink it into a circle

how to take a bad situation and make it a good one. She dropped her gingerbread house and she made it a digital one..

How to make Christmas ornaments and treats (gingerbread house).

Feb 8

Corinth Hosted Heart-themed Camp

Laine Williams
Feb 24 2025

On Feb. 8, the Corinth School District hosted "Fall in Love with STEM" Saturday camp. Over 120 students registered to attend the Saturday camp that helps students learn how STEM (Science, Technology, Engineering and Math) connects to the world around us through fun, hands-on experiments and activities.

Pre-K students learned how magnets worked by creating their own heart magnets. They also designed heart trees and sand art. Kindergartners loved building creative hearts out of Legos, as well as creating geometric hearts.

First graders crafted thumbprint glass heart magnets and hidden message Valentine's cards using white crayons and paint. Second graders experimented with floating glitter and shaving cream hearts. "STEM Saturday is all about experiments, measurements, and all around having fun!" said teacher Kendall Morgan. "We get to do activities that we don't always have time in the classroom to do. We had a blast at the February STEM Saturday, as we always do! We 'painted' hearts using shaving cream; we made floating heart sensory bottles; and we built heart shaped towers with solo cups. The students had to use measurements, think critically, and explore different ways to make their tower stay in the shape of a heart. The students had such an amazing time!"

Third graders combined coding with a Valentine's theme, participated in a heart cup tower challenge and created heart art canvases. Meanwhile, fourth graders tackled the Valentine's Day Delivery Robots challenge, enhancing their problem-solving and teamwork skills. Students in grades five and six experimented with Doodle Bots, a fun robotics program that blends art and technology.

Pre-K through 2nd grade students also participated in heart-themed Makerspace activities including creating Valentine's Day windsocks. Third through 6th graders created lace up hearts and heart canvases in Makerspace.

One of the highlights of the day was the Culinary Arts experience! STEM Saturday teamed up with the Culinary Arts program at Corinth High School Career and Technical Center to create heart-shaped Valentine's Day chocolate boxes. Students then filled their boxes with custom chocolates crafted by our talented Culinary Arts students. "STEM Saturday is such a fun experience and I always enjoy doing it," said Isaac Godwin, senior Culinary student. "The students are always so happy and excited to do something new. I love seeing their smiles."

"I love doing STEM Saturday because it allows me to make a positive impact on the students," said Antasia Alexander, junior Culinary Arts student. "It always makes my day when the students remember me from the previous STEM Saturdays as it shows that the time I spent helping them left a positive impression."

Students also participated in a Robotics and Engineering center. Students maneuvered Sphero BOLT robots using iPads and specialized apps that allow the robot to be controlled through block or text-based programming.

Join us for our next STEM Saturday on April 5 with a Spring theme. Register at www.corinth.k12.ms.us.

February 8, 2025

96 attended

STEM Saturday Camp Parent Survey

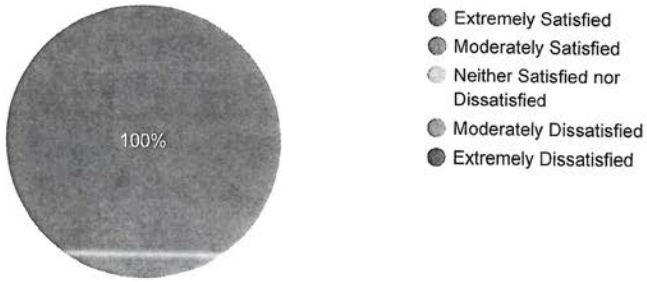
14 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

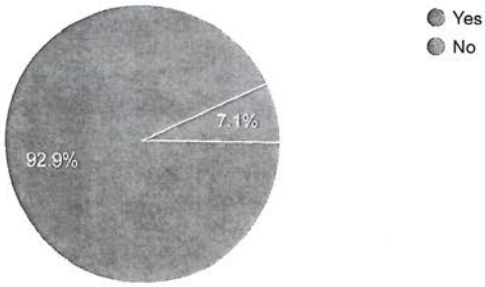
14 responses



Did transportation arrangements meet your child's needs?

Copy

14 responses



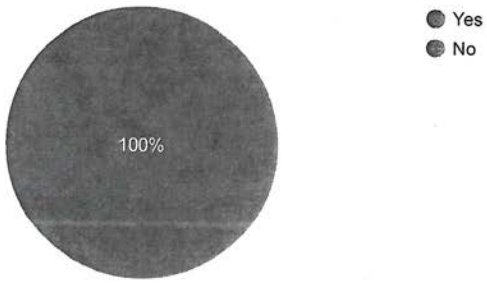
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

14 responses



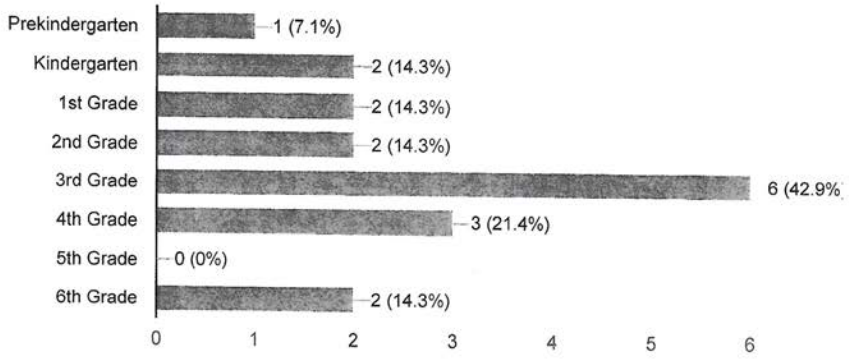
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

14 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

10 responses

Learning opportunities that they don't normally get. They love crafting and experiments!

I think the things they make are really neat.

Doing slime

They had a great time while learning. Helps reinforce that learning can be fun!

How they enjoyed learning & making new thinhs

She gets to be creative and express her style while learning and having fun.

It has helped my son try different foods. So now he actually tries to eat a variety instead of just lunchables and nuggets

Seemed to keep him engaged the whole time. He loved it. Can't wait for next month.

I love the crafts they made to bring home

He loves to go! Very educational and fun!

In order to improve the STEM Saturday Camps, what suggestions do you have for us?

6 responses

Keep up the good work.

I would like the food for lunch to be more healthy

Nothing

I like it just the way it is.

Keep it up!

No suggestions! Y'all are doing a great job! They love stem! They look forward to it every month.

Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

10 responses

How to make various crafts

How to make artificial snow.

Learned to do crafts

About robots, how snow is formed, about glycerins use, and art techniques

They made portrai

She learned about winter. She really enjoyed adding the glitter, dye, and snowflakes to the water bottle. She told me all about it. She was especially proud of the snowman made with the glitter and sand (or salt?). She loves getting to be creative.

I can see he has learned to be a little more patient

Learned to control a robot on an iPad. Made a snow globe out of a water bottle.

Snow can never stay. And a dance party!

He made snow, a light, and snowflakes

April 5, 2025
104 attended

STEM Saturday Camp Parent Survey

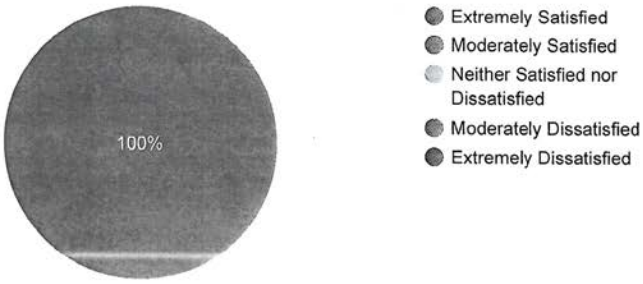
11 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

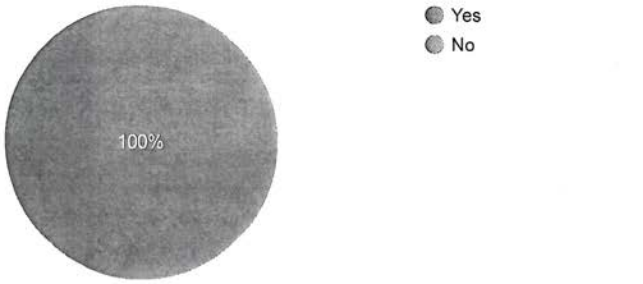
11 responses



Did transportation arrangements meet your child's needs?

Copy

11 responses



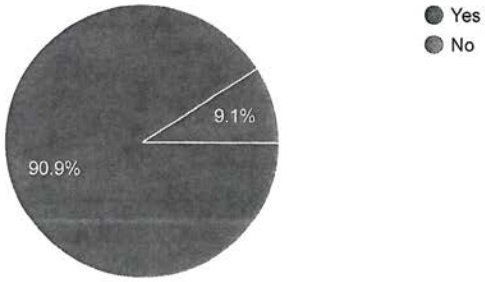
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

Did meal arrangements meet your child's needs? Copy

11 responses



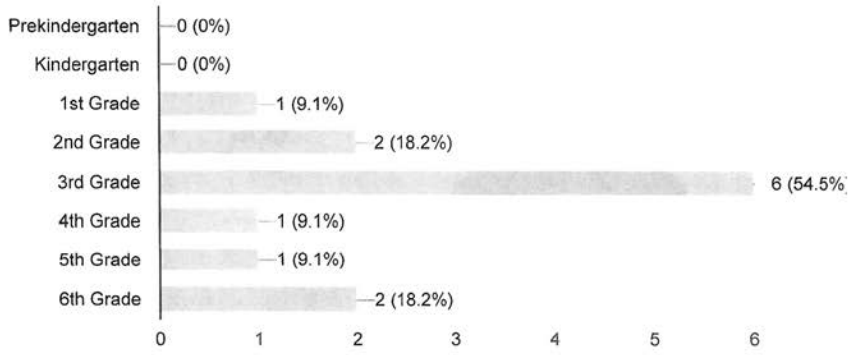
If you responded "no" to the previous question, please explain.

1 response

She would prefer something different

What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

11 responses



What did you like most about the STEM Saturday Camp as an experience for your child(ren)?

12 responses

Making stuff, robotics

Skills in arts,

They made crafts and she was happy

The excitement she has when I pick her up, the continual learning she receives.

Yes

My child liked painting and making jewelry.

I like that it gives my child something productive to do on the weekends.

Like always she gets in the car talking 500000 words a second about everything and everyone at STEM. I am lucky to catch every other word! She was proud to show off her bracelets and necklaces her and her friends made and the other activities she done and brought home! STEM is one of her favorites and she gets so excited every time to go!

They love the Valentine themed crafts they made!

I liked the finished products that my child brought home. Very creative.

It gives the children a chance to learn but in a different way from ordinary school. They see it as fun instead of learning which is great! My children really look forward to stem and it can't ever get here fast enough for them! Thankful y'all do this program!

A learning experience for my child

Based on your conversation/interaction with your child(ren) at home, what did your child(ren) learn?

9 responses

Team work, fun activities

Robotics, arts

Crafts

She was excited about the robot she made

Construction

She learned how to craft a bracelet

She has learned how to interact with others more.

How to be creative.

How to make projects

May 10 write-up

STEM Saturday Takes Off With Flying Classroom Virtual Adventure

(Family event)

Laine Williams
May 28 2025

By Mark Boehler
Corinth School District

Families had the opportunity to join their Corinth Elementary School students for a hands-on educational experience at a recent STEM Saturday event.

Parents, siblings and caregivers participated in the "Flying Classroom" curriculum. The curriculum is based off of the adventures of Captain Barrington Irving, the youngest person to ever fly solo around the world and the first African-American to accomplish the feat.

First and second graders learned about the honey bee and built honey bee hotels, while third and fourth graders explored python hunting in the Florida Everglades and created python dioramas.

"The day was so much fun for everyone," said Kristen Barnett, Special Projects Coordinator for the Corinth School District. "Families had a really good time. When you can get families to come to school on a Saturday, you know that you have created something special."

Family engagement was the primary focus of the May 10 event along with hands-on learning and fun activities associated with STEM. Approximately 40 families took part in this event. "Due to the outstanding success of this family engagement event, we hope to provide more of these types of activities in the future," said Barnett.

Parents Steven and Lynzie Haywood attended with their entire family. "It was great to get the entire family involved," said Haywood. "My boys love STEM Saturdays and have yet to miss one."

Second grader Samuel and first grader Tiller participated in the activity along with their sisters, fifth grader Cora and four-year-old Eleanor, who will start Pre-K at Corinth Elementary School this fall.

After each STEM activity, students had the opportunity to present and discuss their projects via Zoom with the Flying Classroom instructors.

In addition to building honey bee hotels, all students created a decomposable seedling pot, serving as a great gift for Mother's Day weekend.

Third and fourth graders created a set of spy glasses to enhance their python diorama. "Students had to experiment and use engineering principles to create a set of glasses that would allow them to see in front and behind them. In the Everglades, it's important to see from a wide range of angles as you never know where creatures are hiding," said Barnett.

Join the Corinth School District for its next STEM Saturday with the theme "Beach Party" on June 7. The camps are open only to Corinth School District students. Parents must pre-register their child on the Corinth School District website at www.corinth.k12.ms.us.

STEM Saturday Family Engagement Event Survey- May 10, 2025

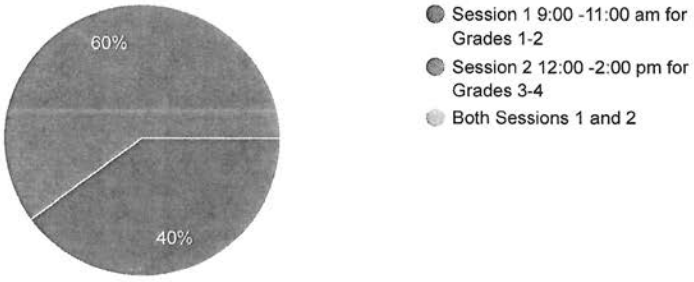
5 responses

30 each session attendance | Special family engagement event

Publish analytics

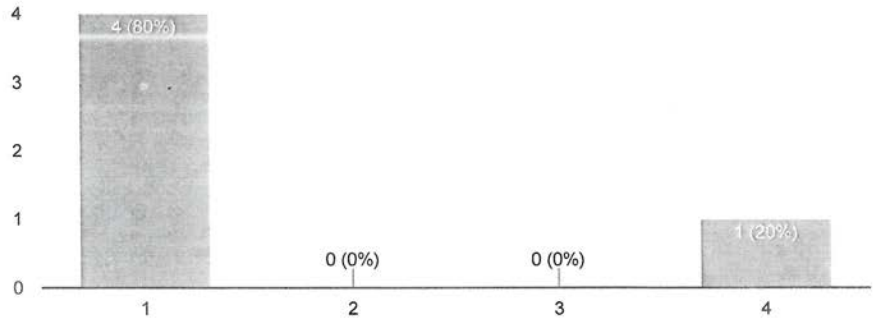
Which STEM Saturday Family Engagement Session did you attend? Copy

5 responses



How would you rate your overall experience at today's STEM Saturday Family Engagement session? Copy

5 responses



What was your favorite activity or part of the event?

5 responses

Creating snake enclosure

Building the bee hotel and spending time with my son

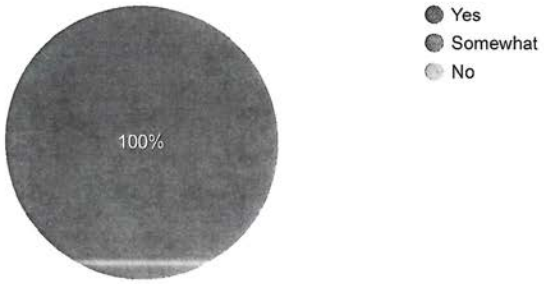
Been able to create with my son

Building the habitat with my daughter

The construction and time whit the family

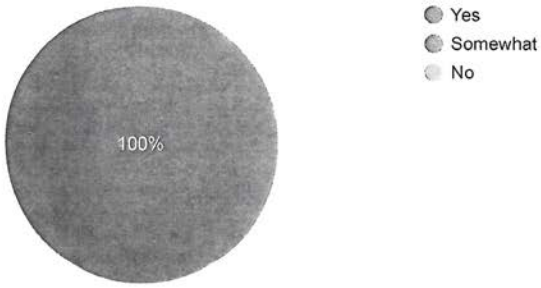
Did you feel the event helped your child learn more about STEM (Science, Technology, Engineering, and Math)? Copy

5 responses



Was the event welcoming and inclusive for your family? Copy

5 responses



June 7th Parent Survey
78 students attending grades PK-6

STEM Saturday Camp Parent Survey

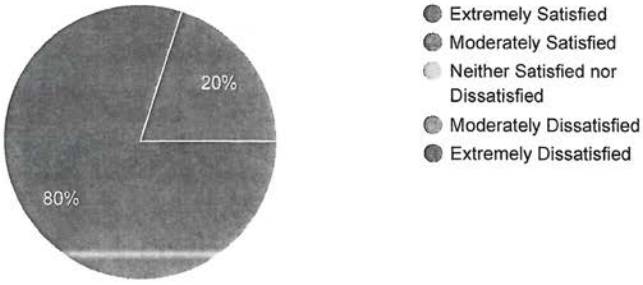
5 responses

Publish analytics

Overall, please rate your satisfaction with the STEM Saturday Camp as a positive experience for your child.

Copy

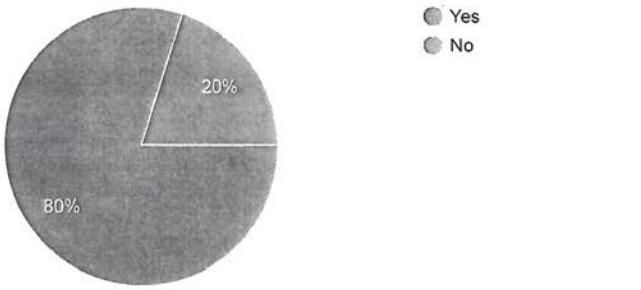
5 responses



Did transportation arrangements meet your child's needs?

Copy

5 responses



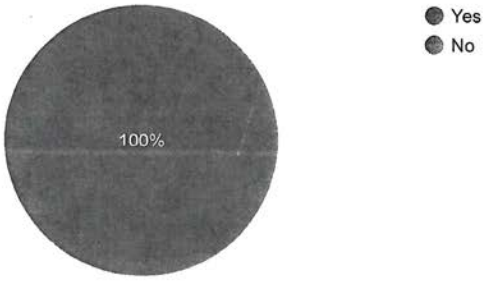
If you responded "no" to the previous question, please explain.

1 response

We put to be picked up by bus. We waited outside from 7:45am-8:45, however the bus didn't come.

Did meal arrangements meet your child's needs? Copy

5 responses



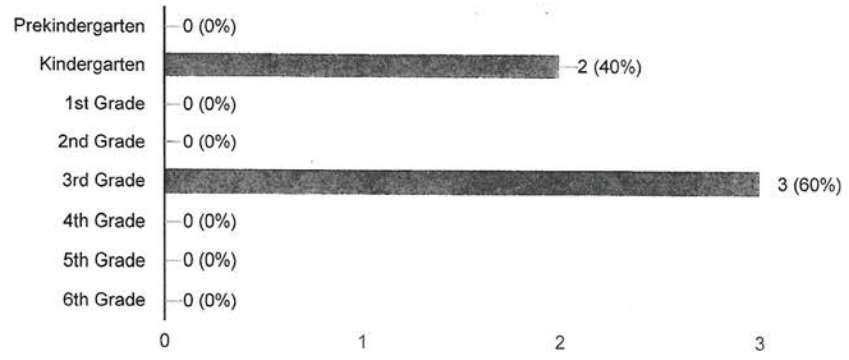
If you responded "no" to the previous question, please explain.

0 responses

No responses yet for this question.

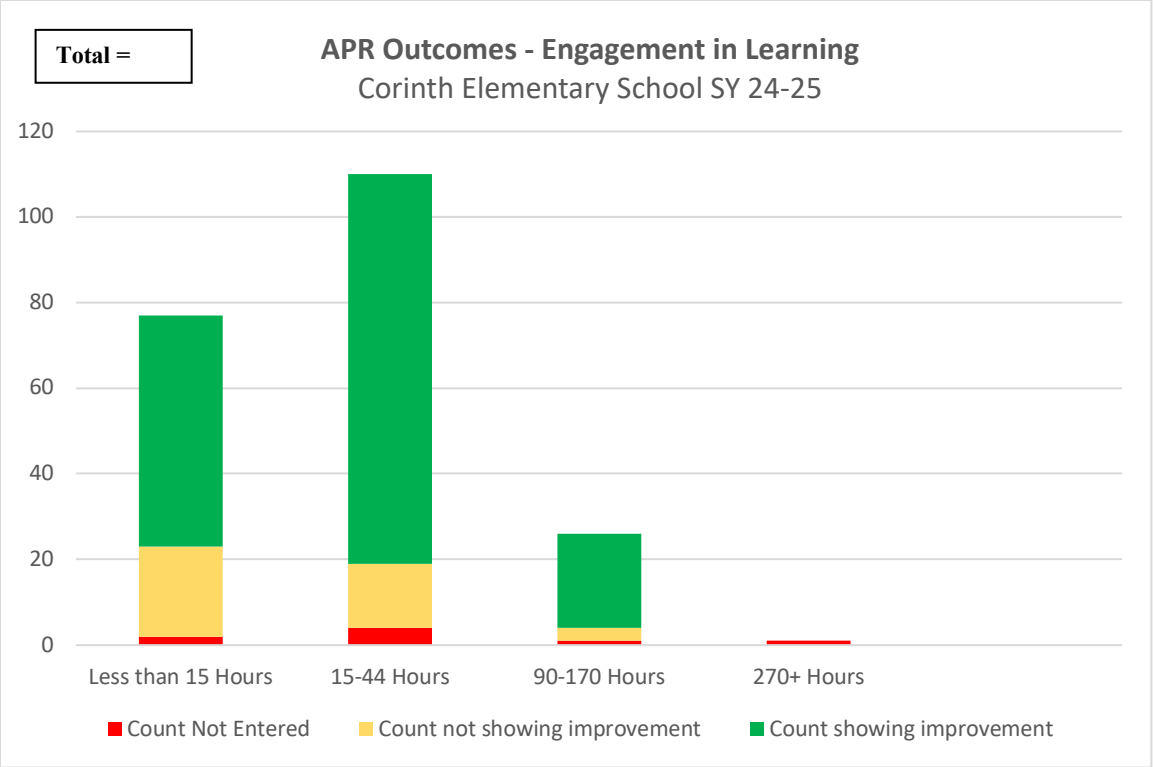
What grade is your child enrolled in? You may check multiple boxes if you had more than one child in attendance. Copy

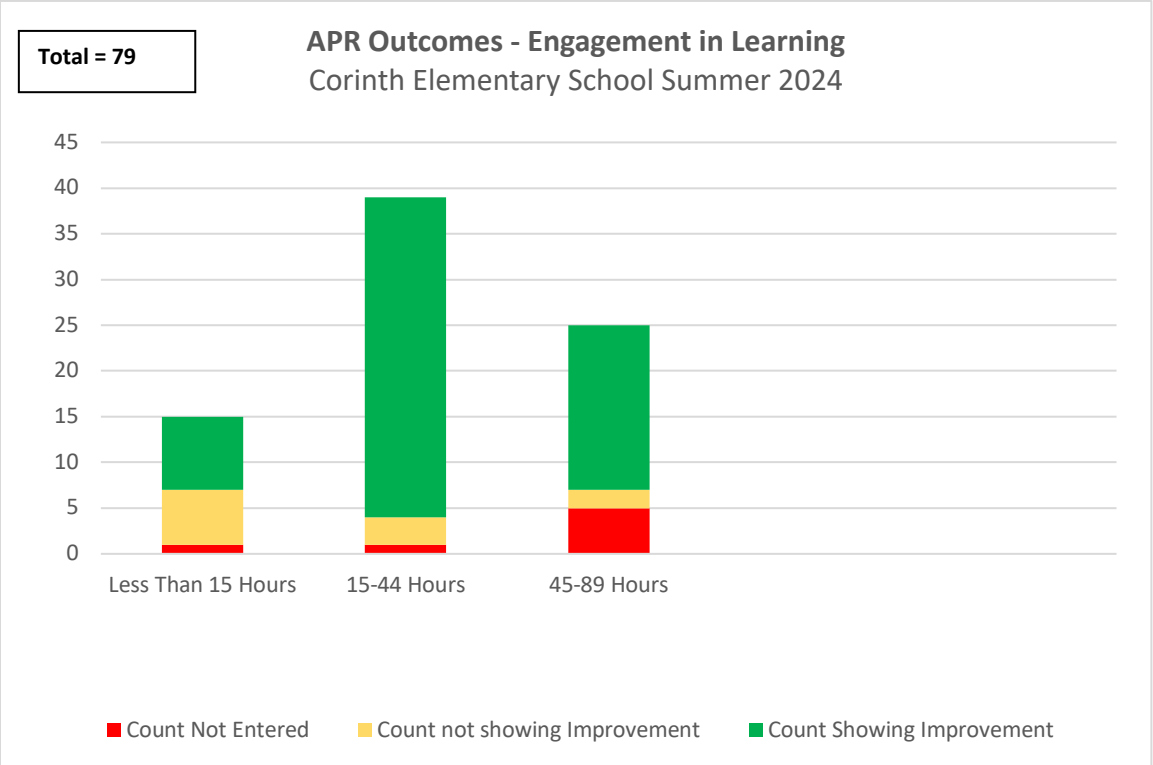
5 responses

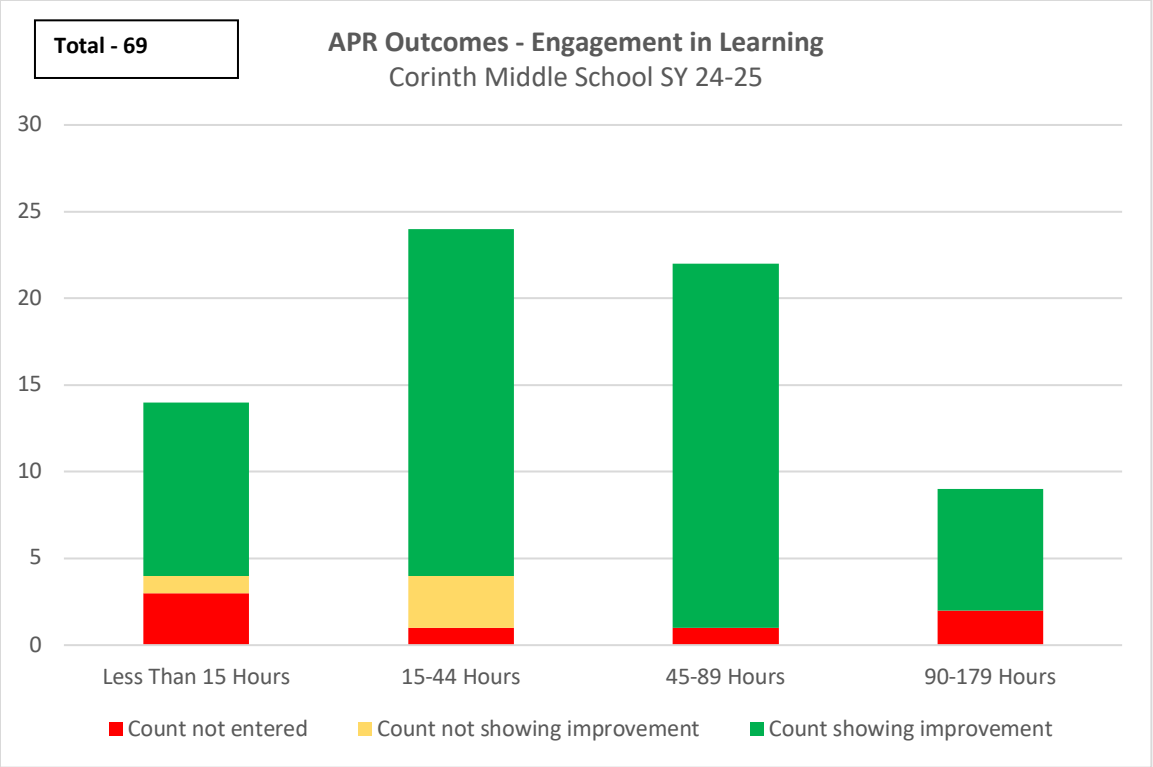


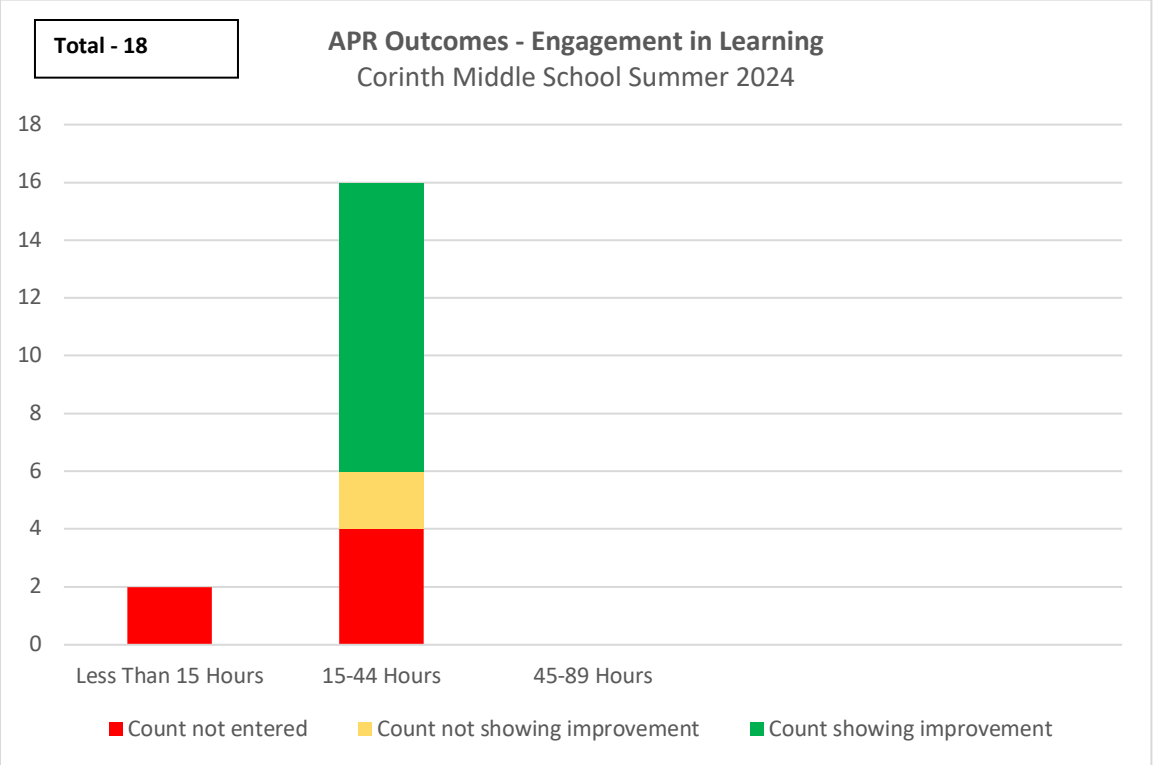
APPENDIX 4:

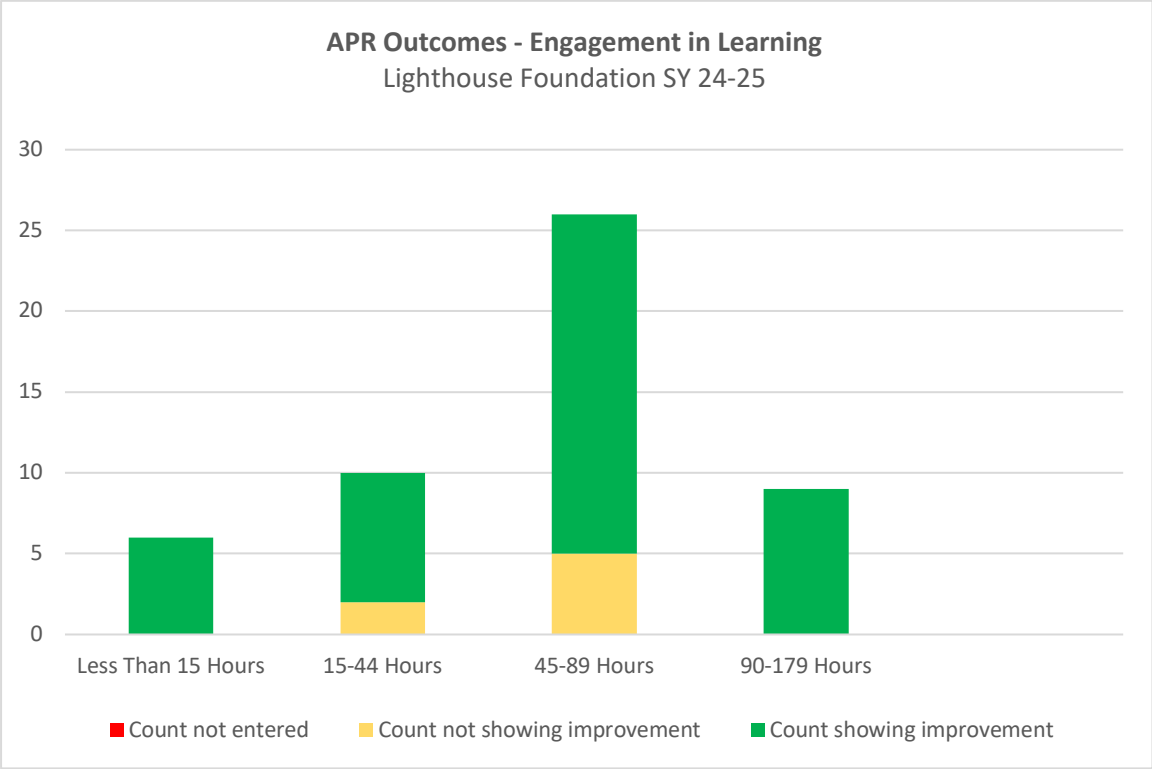
APR CHARTS


Total =
APR Outcomes - Engagement in Learning
Corinth Elementary School SY 24-25
120
100
80
60
40
20
0
Less than 15 Hours
15-44 Hours
90-170 Hours
270+ Hours
Count Not Entered
Count not showing improvement
Count showing improvement

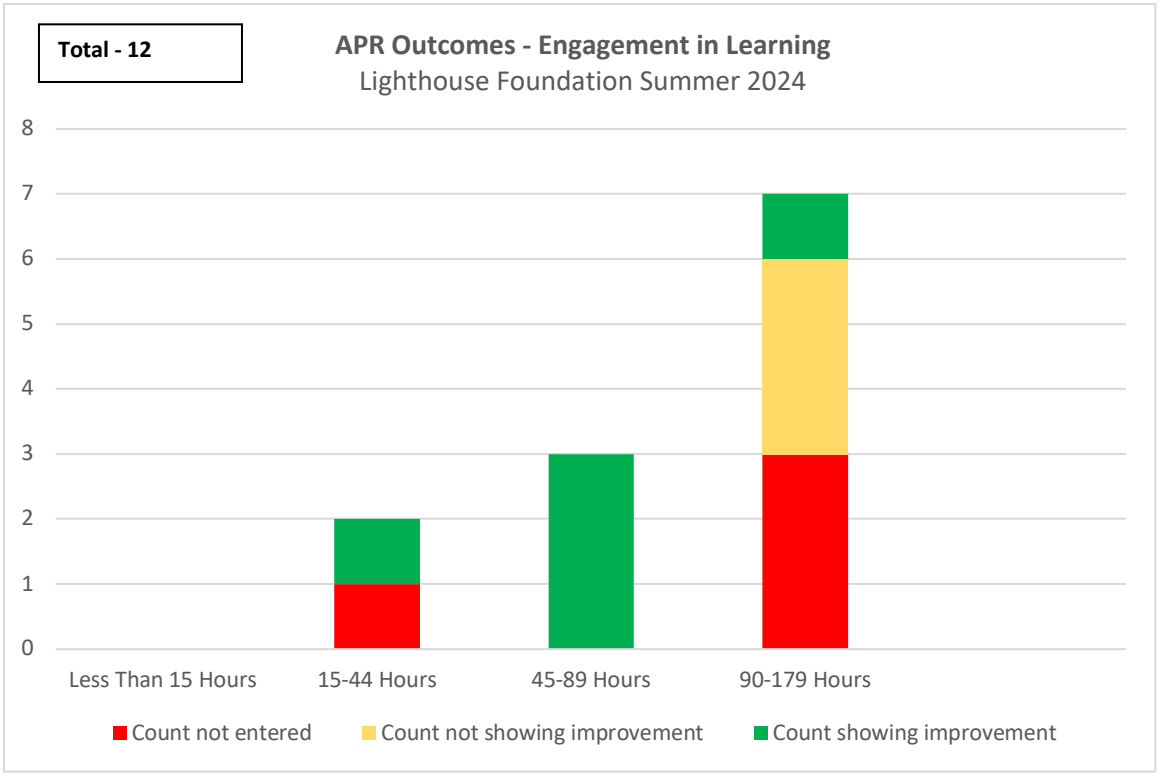

Total = 79
APR Outcomes - Engagement in Learning
Corinth Elementary School Summer 2024
45
40
35
30
25
20
15
10
5
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
Count Not Entered
Count not showing Improvement
Count Showing Improvement

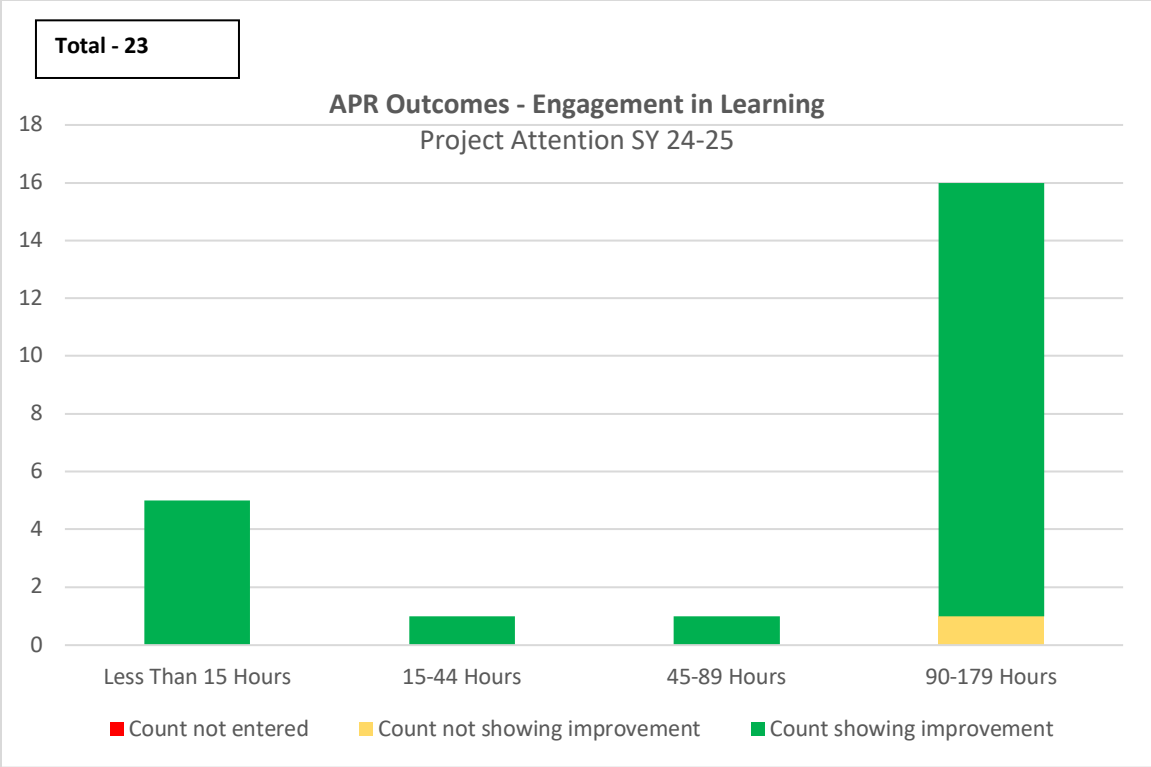

Total - 69
APR Outcomes - Engagement in Learning
Corinth Middle School SY 24-25
30
25
20
15
10
5
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
90-179 Hours
Count not entered
Count not showing improvement
Count showing improvement

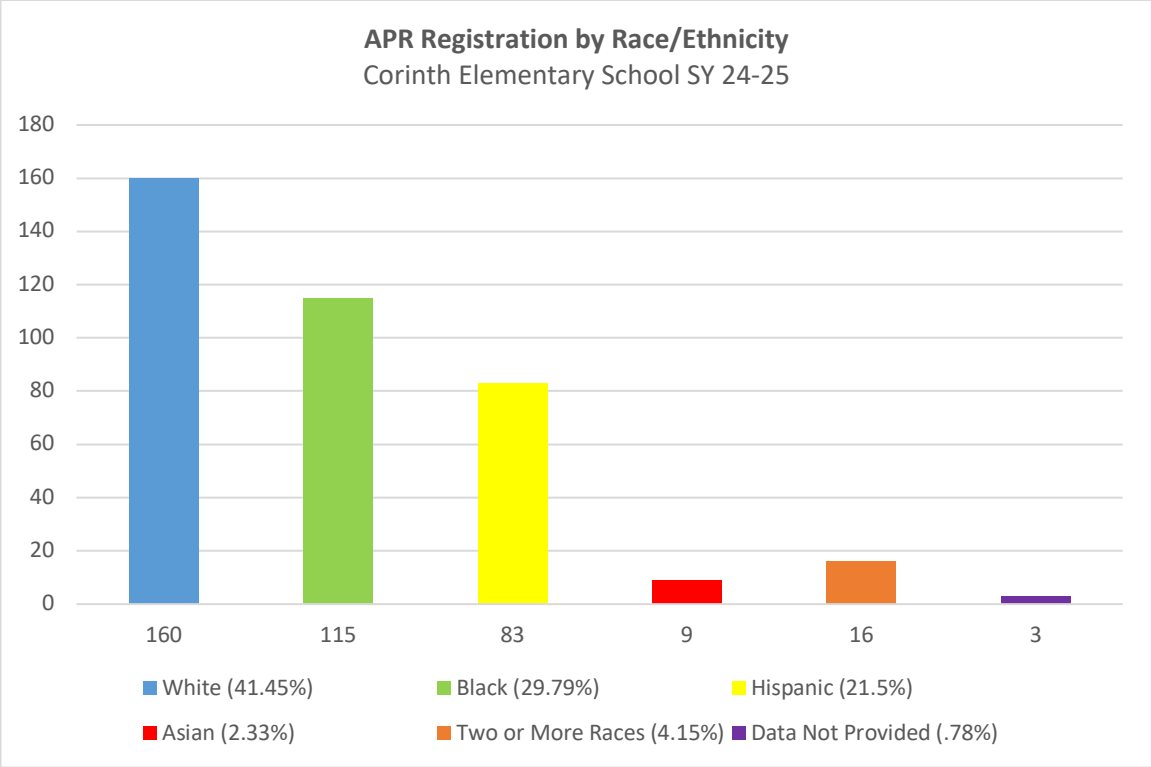

Total - 18
APR Outcomes - Engagement in Learning
Corinth Middle School Summer 2024
18
16
14
12
10
8
6
4
2
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
Count not entered
Count not showing improvement
Count showing improvement

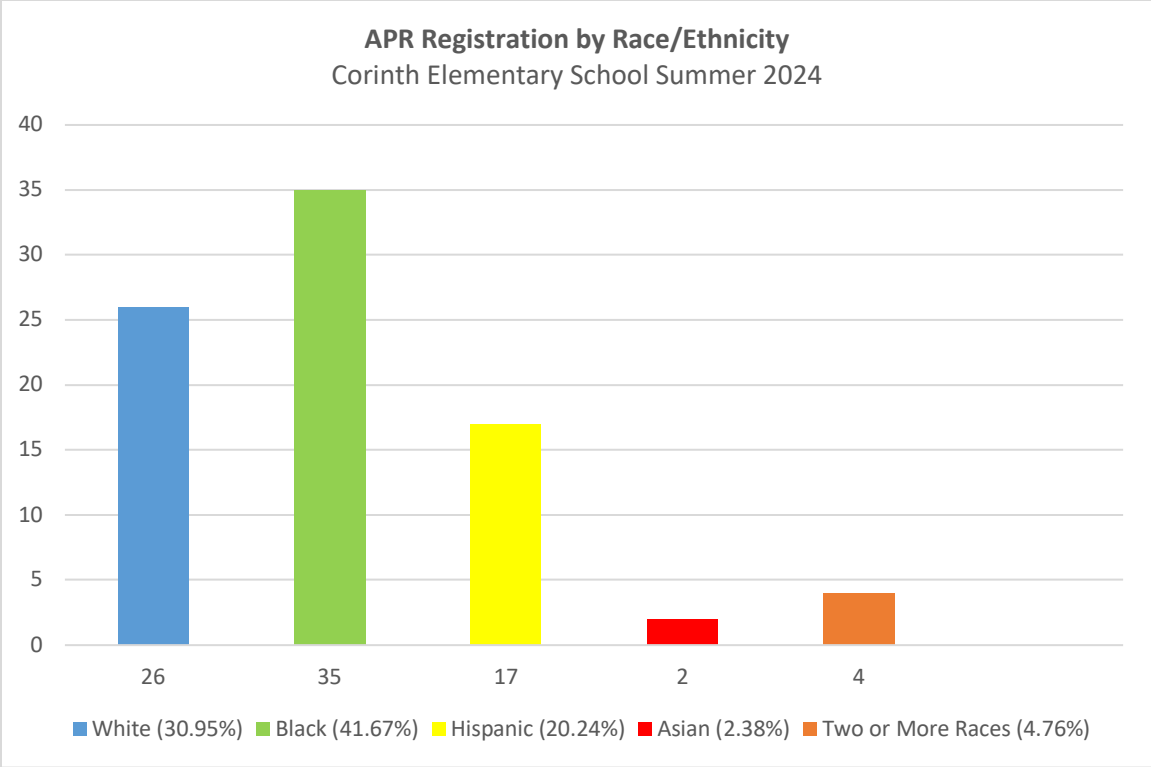

APR Outcomes - Engagement in Learning
Lighthouse Foundation SY 24-25
30
25
20
15
10
5
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
90-179 Hours
Count not entered
Count not showing improvement
Count showing improvement

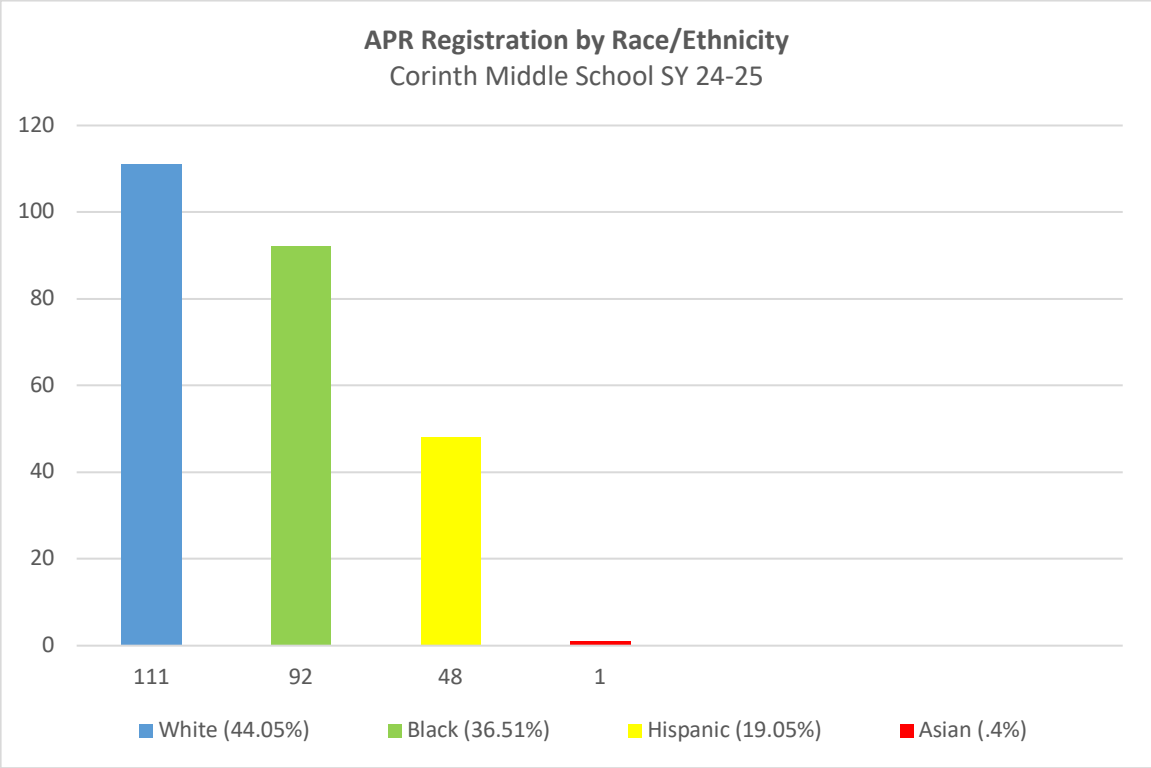
Total = 51

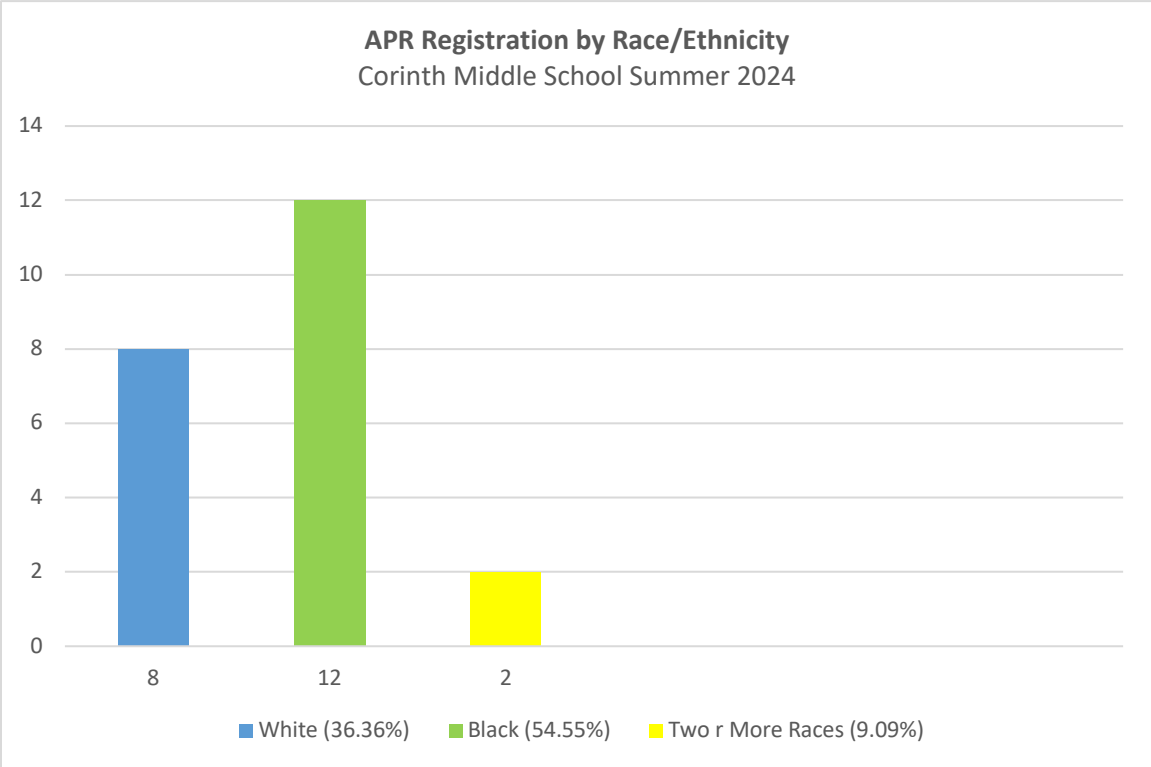

Total - 12
APR Outcomes - Engagement in Learning
Lighthouse Foundation Summer 2024
8
7
6
5
4
3
2
1
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
90-179 Hours
Count not entered
Count not showing improvement
Count showing improvement

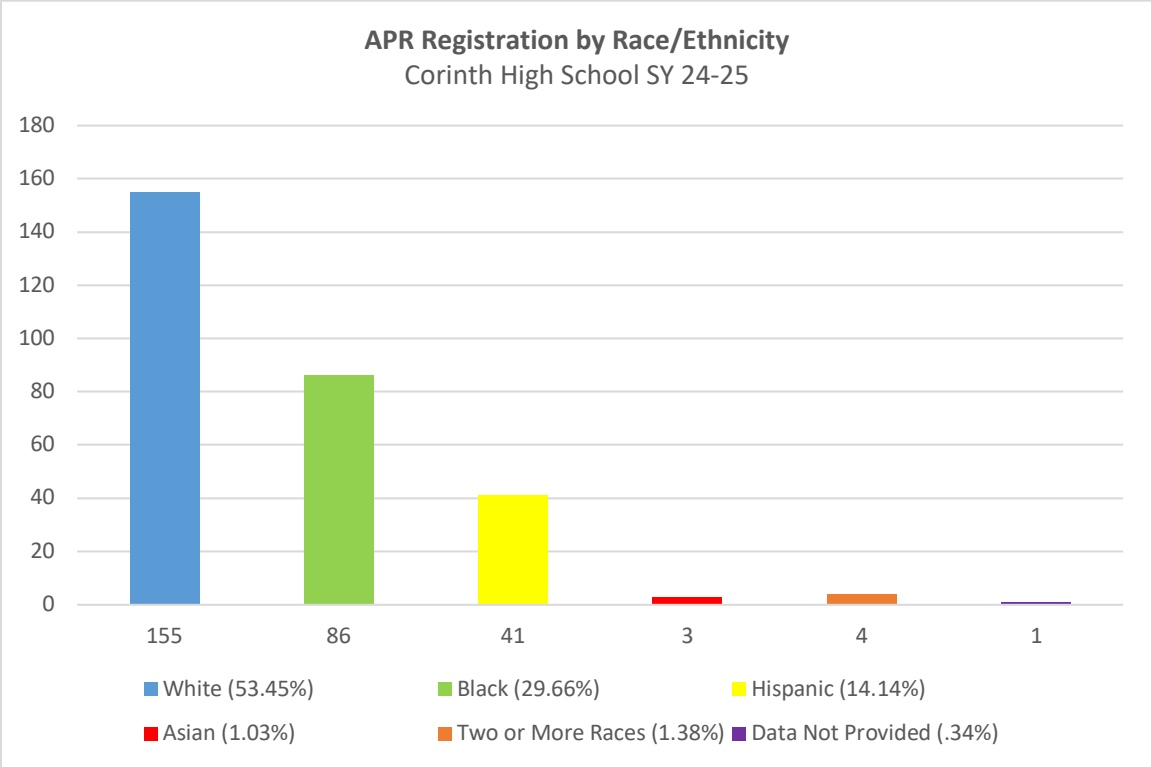

Total - 23
APR Outcomes - Engagement in Learning
Project Attention SY 24-25
18
16
14
12
10
8
6
4
2
0
Less Than 15 Hours
15-44 Hours
45-89 Hours
90-179 Hours
Count not entered
Count not showing improvement
Count showing improvement

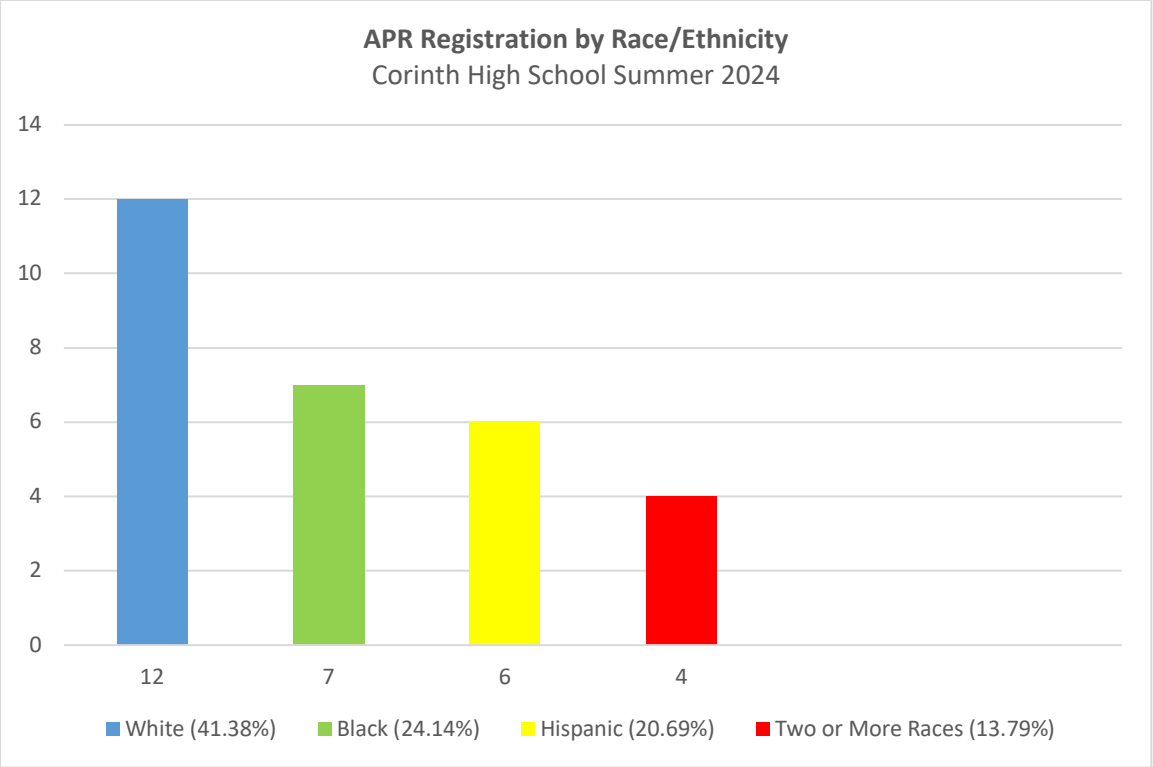

APR Registration by Race/Ethnicity
Corinth Elementary School SY 24-25
180
160
140
120
100
80
60
40
20
0
160
115
83
9
16
3
White (41.45%)
Black (29.79%)
Hispanic (21.5%)
Asian (2.33%)
Two or More Races (4.15%)
Data Not Provided (.78%)

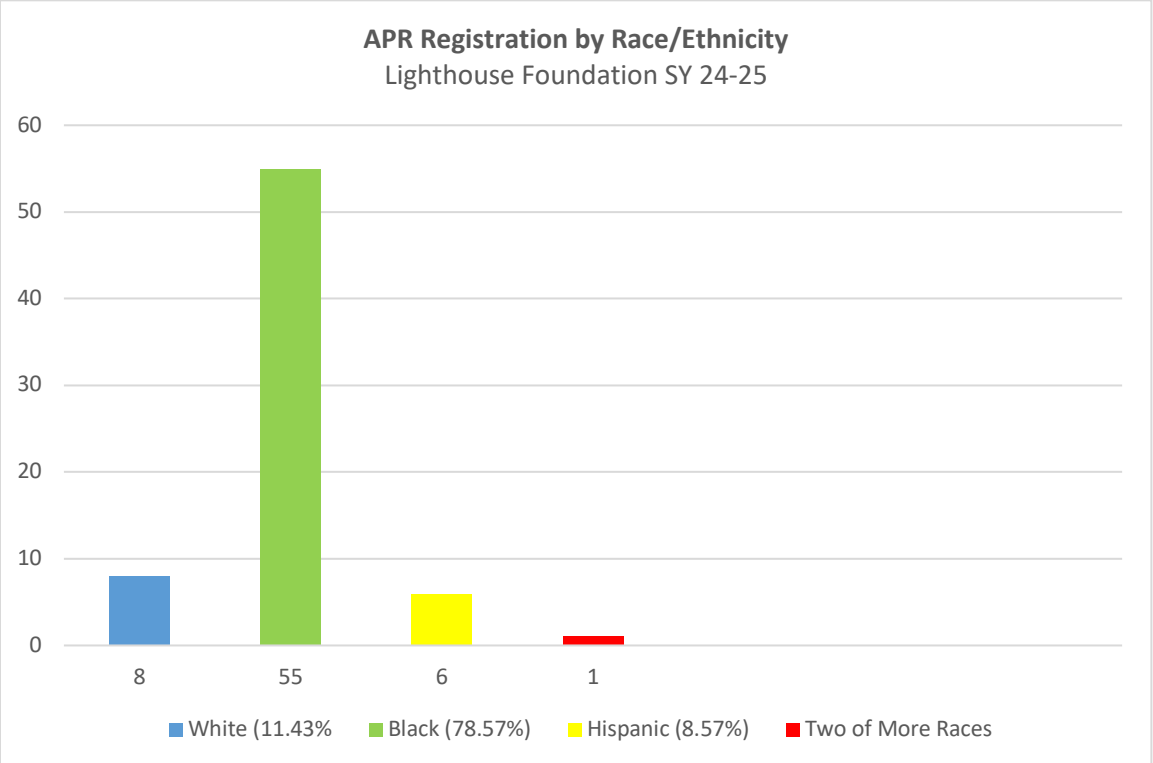

APR Registration by Race/Ethnicity
Corinth Elementary School Summer 2024
40
35
30
25
20
15
10
5
0
26
35
17
2
4
White (30.95%)
Black (41.67%)
Hispanic (20.24%)
Asian (2.38%)
Two or More Races (4.76%)

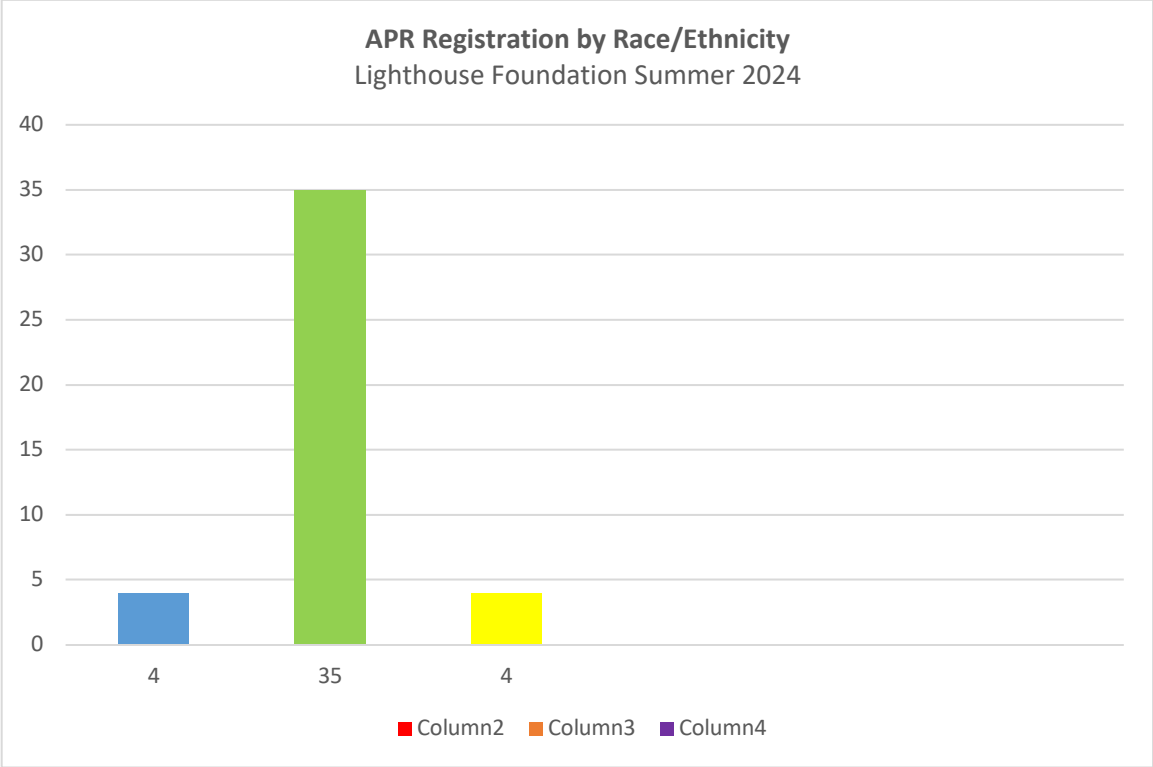

APR Registration by Race/Ethnicity
Corinth Middle School SY 24-25
120
100
80
60
40
20
0
111
92
48
1
White (44.05%)
Black (36.51%)
Hispanic (19.05%)
Asian (.4%)

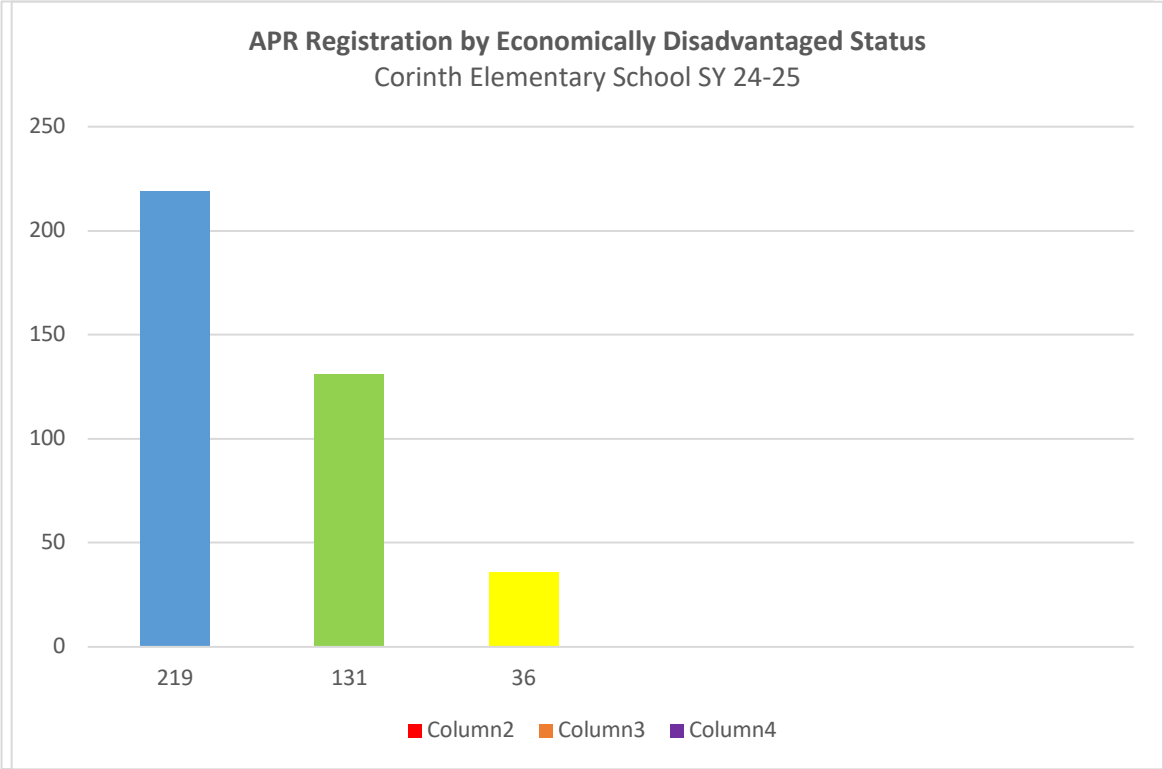

APR Registration by Race/Ethnicity
Corinth Middle School Summer 2024
14
12
10
8
6
4
2
0
8
12
2
White (36.36%)
Black (54.55%)
Two r More Races (9.09%)

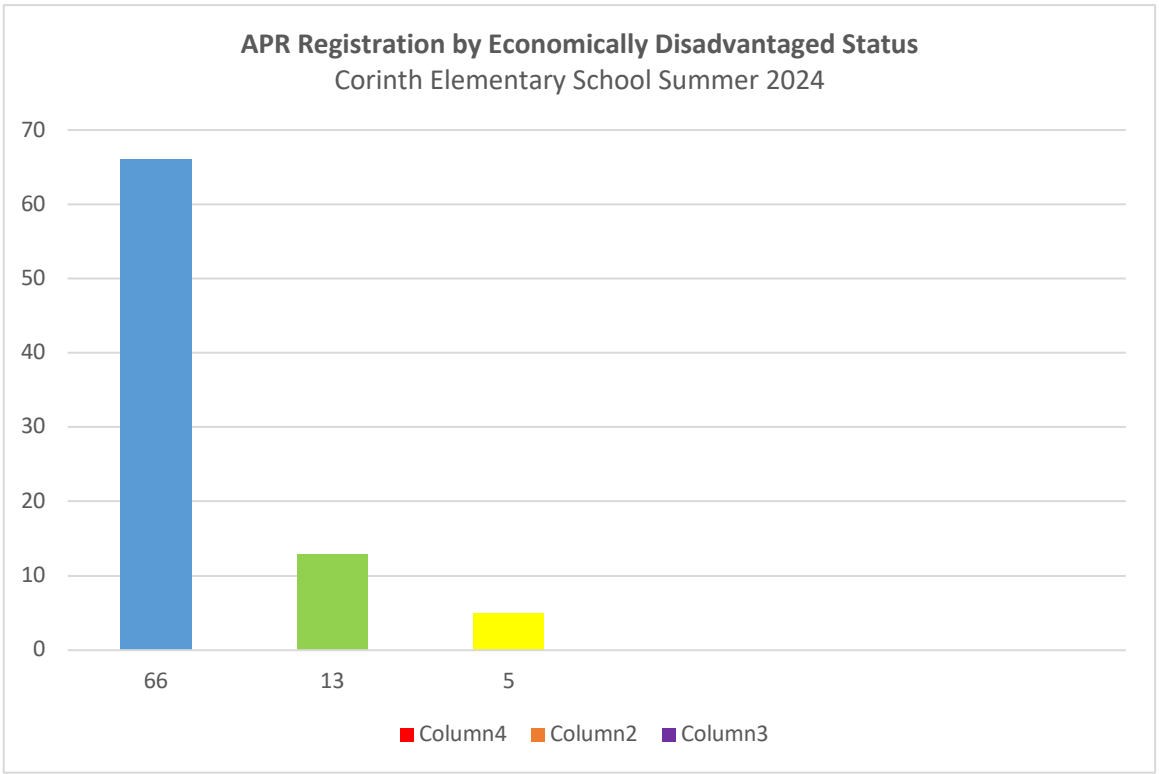

APR Registration by Race/Ethnicity
Corinth High School SY 24-25
180
160
140
120
100
80
60
40
20
0
155
86
41
3
4
1
White (53.45%)
Black (29.66%)
Hispanic (14.14%)
Asian (1.03%)
Two or More Races (1.38%)
Data Not Provided (.34%)

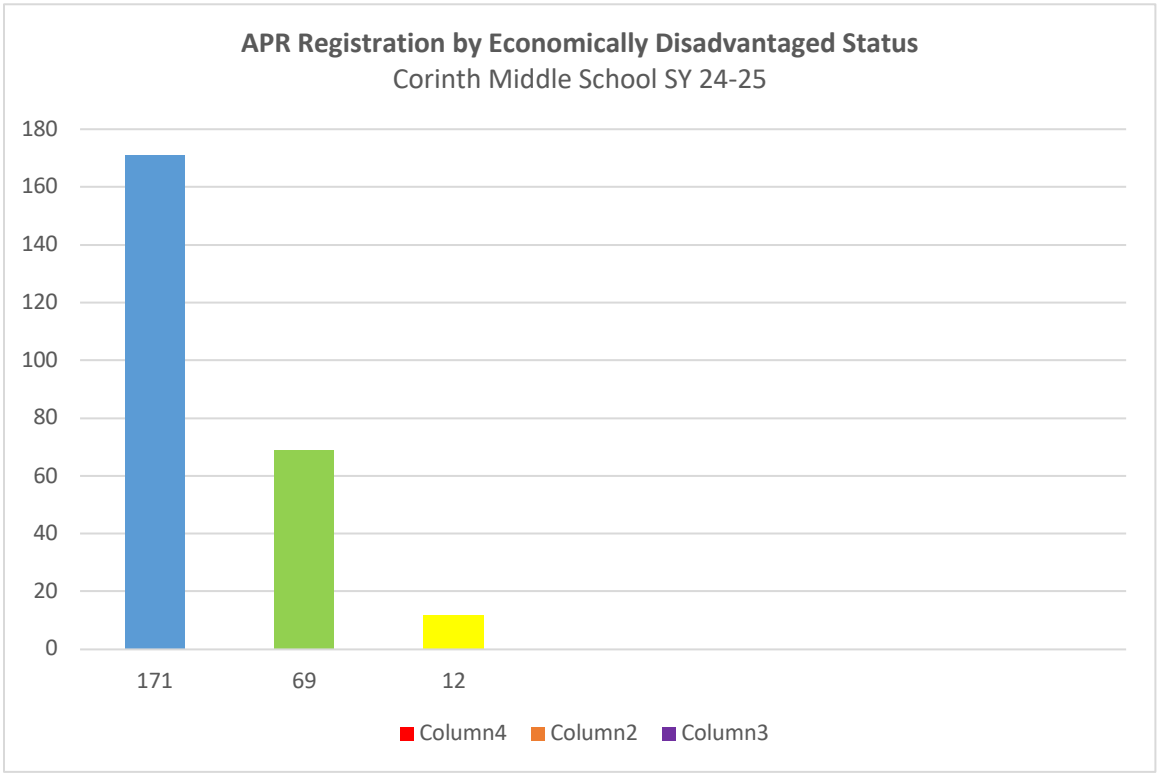

APR Registration by Race/Ethnicity
Corinth High School Summer 2024
14
12
10
8
6
4
2
0
12
7
6
4
White (41.38%)
Black (24.14%)
Hispanic (20.69%)
Two or More Races (13.79%)

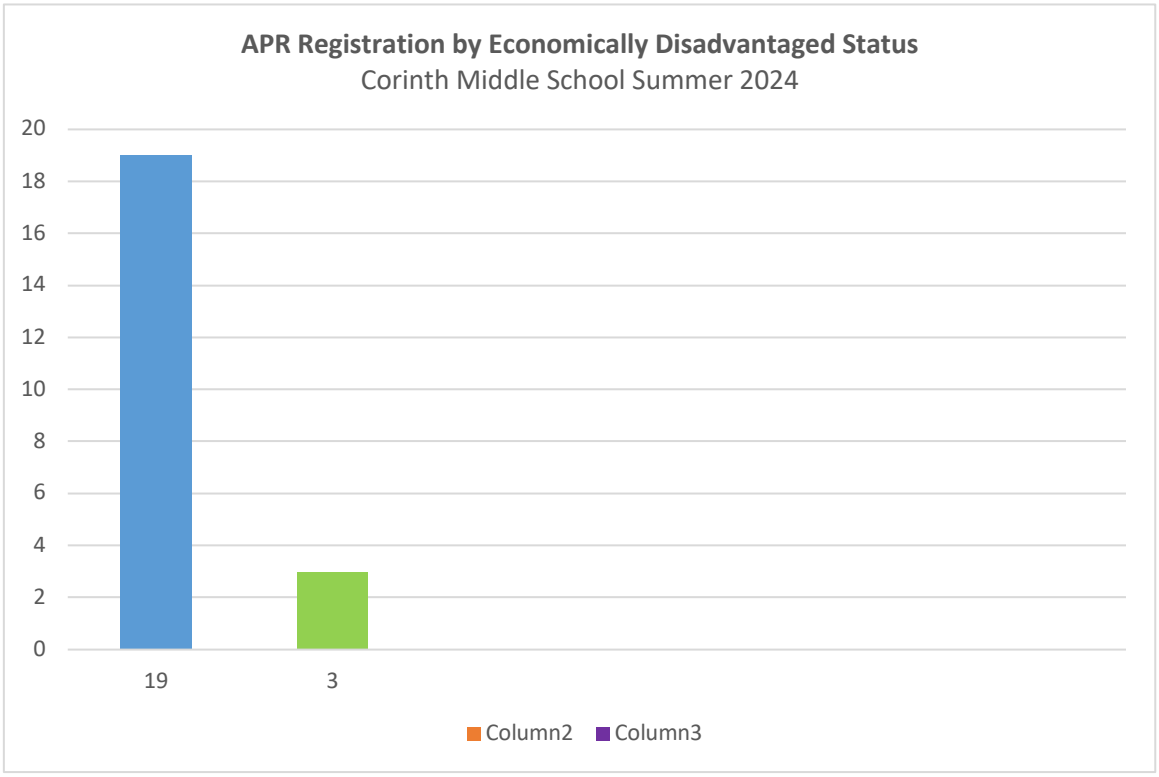

APR Registration by Race/Ethnicity
Lighthouse Foundation SY 24-25
60
50
40
30
20
10
0
8
55
6
1
White (11.43%
Black (78.57%)
Hispanic (8.57%)
Two of More Races

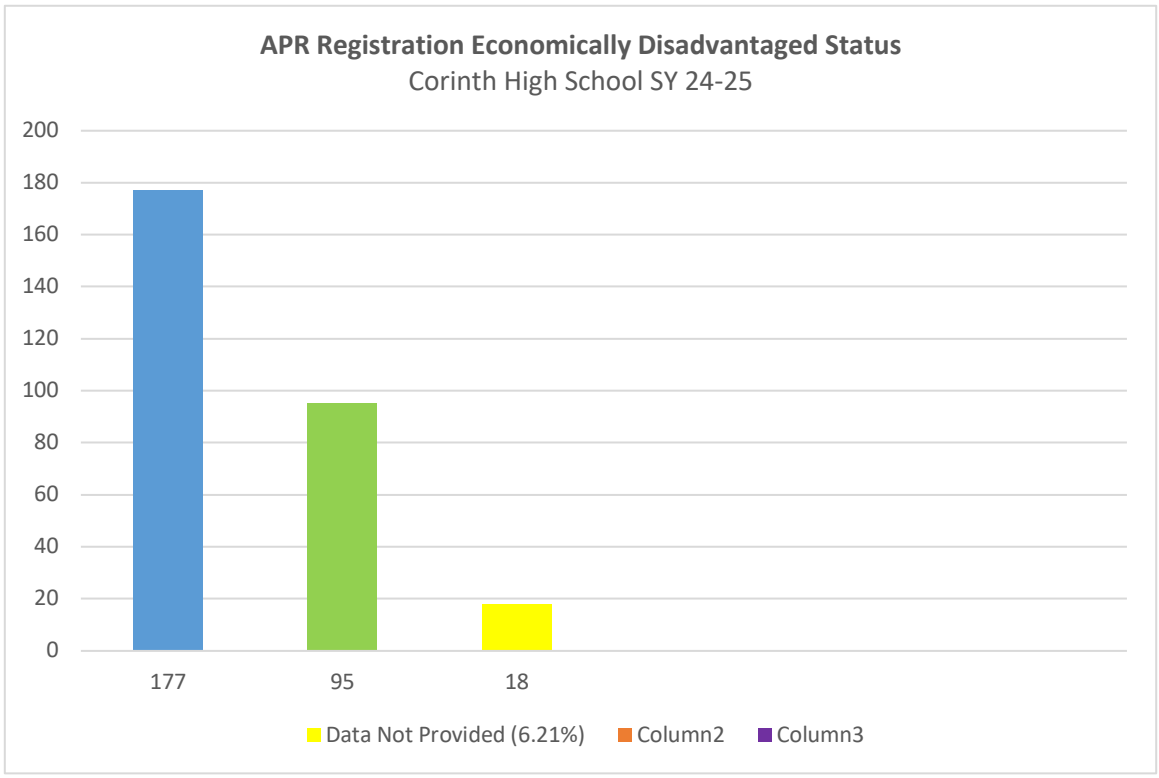

APR Registration by Race/Ethnicity
Lighthouse Foundation Summer 2024
40
35
30
25
20
15
10
5
0
4
35
4
Column2
Column3
Column4

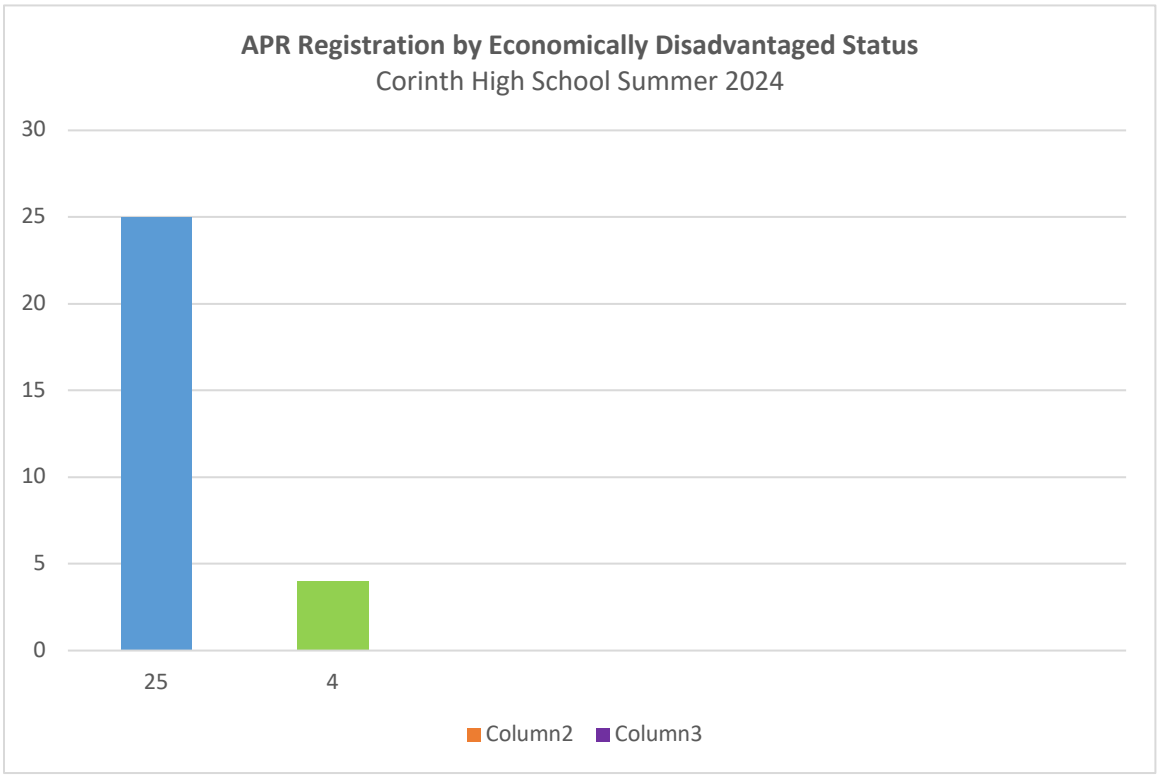

APR Registration by Economically Disadvantaged Status
Corinth Elementary School SY 24-25
250
200
150
100
50
0
219
131
36
Column2
Column3
Column4

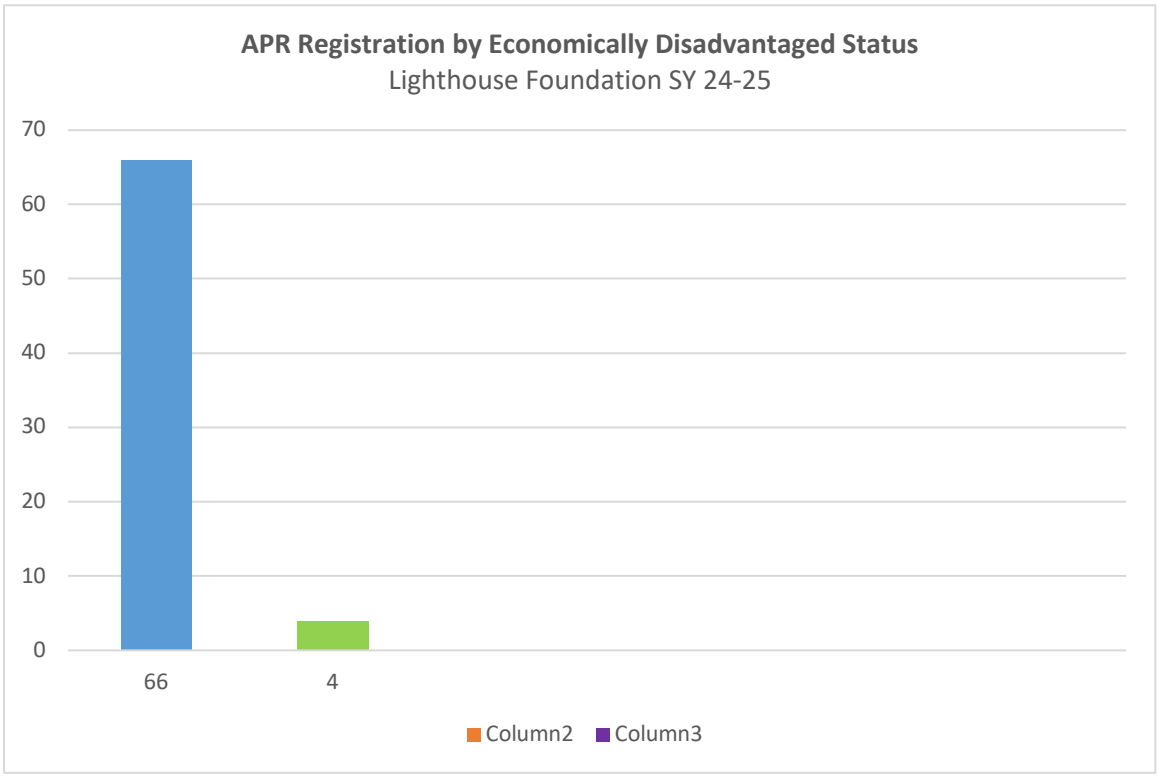

APR Registration by Economically Disadvantaged Status
Corinth Elementary School Summer 2024
70
60
50
40
30
20
10
0
66
13
5
Column4
Column2
Column3

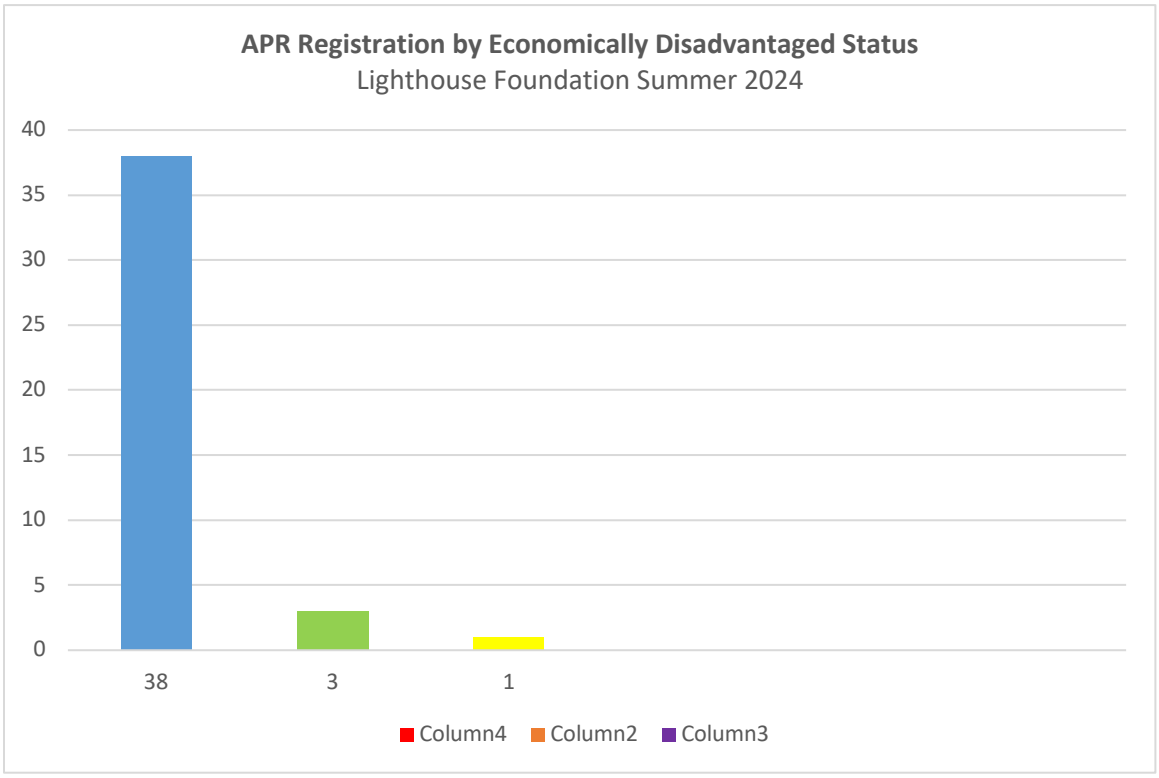

APR Registration by Economically Disadvantaged Status
Corinth Middle School SY 24-25
180
160
140
120
100
80
60
40
20
0
171
69
12
Column4
Column2
Column3

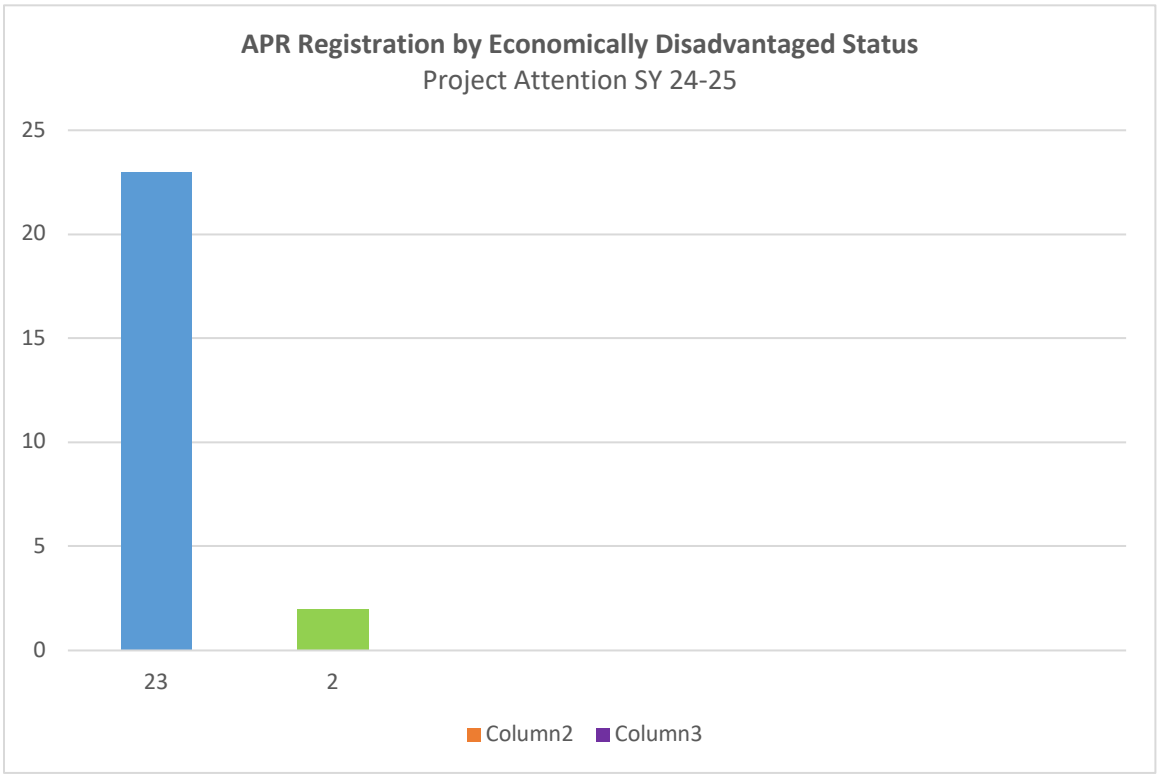

APR Registration by Economically Disadvantaged Status
Corinth Middle School Summer 2024
20
18
16
14
12
10
8
6
4
2
0
19
3
Column2
Column3


APR Registration Economically Disadvantaged Status
Corinth High School SY 24-25
200
180
160
140
120
100
80
60
40
20
0
177
95
18
Data Not Provided (6.21%)
Column2
Column3


APR Registration by Economically Disadvantaged Status
Corinth High School Summer 2024
30
25
20
15
10
5
0
25
4
Column2
Column3


APR Registration by Economically Disadvantaged Status
Lighthouse Foundation SY 24-25
70
60
50
40
30
20
10
0
66
4
Column2
Column3


APR Registration by Economically Disadvantaged Status
Lighthouse Foundation Summer 2024
40
35
30
25
20
15
10
5
0
38
3
1
Column4
Column2
Column3


APR Registration by Economically Disadvantaged Status
Project Attention SY 24-25
25
20
15
10
5
0
23
2
Column2
Column3

APPENDIX 5:

Four+ Year Action Plan – 2024 – 2029

Corinth School District, Other School Districts, and Community Organization

Action Plan for 21st CCLC Programming and other state and federal funding opportunities

Corinth School District *Academy of Learning* 21st CCLC Sustainability Action Plan
4 Year Plan (48 months)

Our two-fold mission is to help students focus on increasing their academic achievement and guide them in discovering the path that leads to success through participation in 21st CCLC intervention and enrichment experiences.

Plan Component	Action Steps	Timeline	Responsibility
Develop Vision, Mission, & Case for Support	• Advisory Committee guides planning process; re-evaluate in years 2, 3, and 4 • Establish why program is needed • Who will benefit • Coordinate with community organizations with same mission	Months 1-2; reviewed annually	Advisory Committee; 21st Century Administrators and School/Site Leaders
Research and identify potential stakeholders	• Identify priorities for community engagement and communication • Solicit ideas from agencies, schools, faith communities, & clubs	Months 1-3; reviewed annually	Advisory Committee; 21st Century Administrators and School/Site Leaders
Initiate relationship with potential stakeholders	• Schedule community & partner meetings • Formulate meeting agendas • Prepare outline of program's purpose and vision	Months 4, 16, & 28, 40	21st Century Administrators and School/Site Leaders with Assistance from the Alliance
Analyze Program Costs	• Map current spending • Analyze funding gaps • Develop financing strategies • Evaluate options • Develop recommendations	Months 5, 17, & 29, 41	Finance Director; Federal Programs Director; 21st Century Administrators; Superintendent
Continue to cultivate stakeholders and create buy-in for 21st CCLC	• Hold meetings • Develop "success stories" and growth statistics • Create publications highlighting successes	Months 6, 18, & 30, 42	Primary Researcher; Data Manager; Director of Communications
Make the "Ask"	• 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	Advisory Committee; 21st Century Administrators and School/Site Leaders
Follow-up	• Formalize relationships with MOUs • Position descriptions for volunteer; revising as needed throughout the program	Months 8 & ongoing	21st Century Administrators; Human Resources

	• Formalize advisory committee roles		
Be a Good Steward	• Opportunities for continued involvement through regular meetings and dialogue • Celebrate successes through publicity • Ensure program is mutually beneficial to all partners	Months 8 & Ongoing	Advisory Committee; Director of Communications; 21st Century Administrators and School/Site Leaders
Create and execute fundraising	• 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	Month 8 and carry forward into Years 2, 3, and 4	Director of Communications; 21st Century Administrators; Federal Programs Director; District Foundation Members; Partner with Alliance