2025-2026 Summative Evaluation

Corinth School District — Fiscal Agent

Nita M. Lowey 21st Century Community Learning Centers

Academy of Learning

Cohort 5 –Year 2: Renewability

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List of Acronyms

ACT	American Testing Program
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 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)

OVERVIEW AND HISTORY

1.A. ***General Overview:*** This evaluation report details the activities of the sixth year of programing and details the progress made in meeting program goals. For more than two decades, the Corinth School District (CSD) has worked in partnership with business leaders, community organizers, parents, and educators to design and implement innovative approaches to closing the achievement gap that exists among its students. The *Academy of Learning* is a Cohort 5 MS 21st Century Community Learning Center (CCLC) project in its second 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 – The Lighthouse Foundation and Project Attention. These two partners are community programs that were designated more than twenty years ago as two of Corinth's three "safe havens" for school-aged students in the South Corinth neighborhood. Residents in this area continue to experience higher rates of crime than any other city area. The purpose of this evaluation is to 1) provide the Department of Education, key stakeholders, parents and their children's teachers, and school administrations, 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 2025-26 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.

Project sites are: Corinth Elementary, Middle, and High School, and the community safe havens The Lighthouse Foundation and Project Attention. These sites provided programming at their 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 serve as the coordinators for their program. They are 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 support both the school and safe haven community centers in their efforts to provide quality programming outside the regular school day.

1.B. ***History of Program***: During previous project award periods, the District has used 21st CCLC funding to promote successful futures for students by promoting 1) kindergarten through 12th grade student achievement; 2) positive growth mindset for students; and 3) family engagement in students' education through active partnerships between students, parents, teachers, and the community at large. These efforts have been successful in addressing the needs of all students through interactive learning centers that provide well-designed developmental activities that emphasize academic tutoring/enrichment and interpersonal skills development throughout the year. The interactive learning centers provide a dynamic and effective approach to education through emphasis on active engagement, collaboration, and critical thinking. By creating learning environments outside the regular school day, students are able to continue actively learning consistently throughout the entire year, as well as promoting parental and community involvement in student's growth.

1.C.*1 Progress and Improvements:* The Corinth District provided students an extended-day and extended-year learning environment to help them maintain active involvement in the learning process throughout 2025-26. This schedule allowed educators, paraprofessional, and community partners to foster deeper understanding, retention, and application of knowledge. The District's school calendar is

designed to reduce academic regression through its year-round schedule that includes three intersession periods: October, March, and June annually. During intersession periods, students are provided active programming using a variety of funding sources and instructional methods to engage and stimulate their minds through educational activities presented in interesting and unique ways. During the second year of renewability, the District continued to employ this schedule to focus on a wide range of comprehensive and innovative activities designed to teach students a broad array of academic and social/emotional/motor skills they will need throughout their lives. Attendance has become a more deliberate district and program priority. The district's 2026–27 dropout-prevention work specifically identifies increasing average daily attendance as a focus area. For the Academy of Learning, this has resulted in increased attention to participation, transportation, parent communication, and efforts to increase regular attendance. The Academy of Learning has also refined its family engagement strategies. Rather than relying exclusively on traditional parent meetings, the program has increasingly used family-centered learning experiences, particularly STEM activities and school events, to bring parents into the educational process.

1.C.2 ***Program Growth:*** During the current project period, the *Academy of Learning* addressed the readiness skills and knowledge students will need for college and the modern workplace. The project's "outside the regular school day" programming, encouraged active participation by emphasized learning academic, social, and emotional skills in settings that appeal to children and youth. The project's evidence-based activities and interventions were designed to improve participants' academic, emotional, social, and physical achievement. As with previous years' programming, the project addressed continued learning deficits some Corinth students continue to exhibit as a result of the COVID pandemic. The program provided more individualized opportunities for high-school students who need credit recovery, academic intervention, ACT preparation, graduation support, or flexible access to assistance. Of particular note, Corinth School District incorporate broader community and business

involvement, including volunteers, guest speakers, community organizations, corporate partners, and other stakeholders who contribute expertise and in-kind resources.

1.C.3 New Initiatives: During the program year, Academy of Learning provided PK through 12th grade students with expanded learning opportunities during after-school, intersession, and summer programming at its three schools and two community 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. During 2025-26, the program focused on providing students with intensive academic tutoring, SEL, cultural 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 after-school through additional academic intervention, credit recovery, and ACT prep during their free periods. Programming increasingly incorporated activities that expose students to college, careers, workforce skills, and future pathways. At the secondary level, these efforts complement the district's CTE/C-Tech programming, Cambridge coursework, ACT preparation, credit recovery, and other college- and career-readiness initiatives. Stem Saturdays' interactive programming was presented in novel and appealing formats, including partnering with various Career and Technical programs for culinary, horticultural, and engineering based activities.

1.C.4 Changes Based on prior findings: Findings from prior evaluations, participation data, staff feedback, student needs, and implementation experiences were used to refine the Academy of Learning during the 2025–2026 program year. Rather than making significant changes to the overall program model, the district focused on improving access, participation, alignment, and the quality of extended-learning opportunities. One of the most significant areas of continued focus was student attendance and consistent participation. Previous implementation showed that students who participated regularly were more likely to benefit from academic and enrichment opportunities, while inconsistent attendance, particularly at the secondary level, limited the program's ability to demonstrate sustained outcomes. In

response, the district continued to provide multiple entry points for extended learning, including after-school programming, zero-period opportunities, intersession, summer programming, STEM Saturdays, credit recovery, Foundational Studies, and ACT preparation. This flexible approach allowed services to be matched more closely to student needs and schedules rather than relying exclusively on a traditional after-school model. Prior findings also demonstrated the importance of high-interest enrichment as a strategy for increasing student engagement. As a result, the program continued to strengthen hands-on STEM, technology, enrichment, physical activity, and other experiential learning opportunities. STEM Saturday programming was expanded as a particularly successful model for combining academic learning with activities that students and families find engaging. These experiences complemented academic intervention while providing additional reasons for students to participate in extended-learning programming. The district also increased the connection between 21st CCLC services and the regular instructional program. Academic supports were more intentionally aligned with identified student needs, including remediation, intervention, credit recovery, English learner support, ACT preparation, and assistance for students experiencing academic difficulty. Intersession and other extended-learning periods provided opportunities to address identified needs closer to the time they occurred rather than postponing additional support until the end of the school year. Another area of refinement involved family engagement and outreach. Previous experience indicated that families respond positively to opportunities that allow them to participate with their children rather than only attending traditional informational meetings. The program therefore continued to incorporate family-centered events, STEM experiences, school activities, volunteer opportunities, and other interactive approaches that strengthen relationships among students, families, schools, and community partners.

2. STUDENT ATTENDANCE AND ENROLLMENT EACH SITE

2.A. Total Student Enrollment; 2.B. Regular Participating Student Enrollment

Corinth Elementary School

Total Participants with 40+ Hours of Participation by Grade Level-					
Grade Level	**Total**	**40 – 44 hrs**	**45 – 89 hrs**	**90 – 179 hrs**	**180 – 269 hrs**
PK	40	14	04	12	0
K	45	19	06	06	03
1	47	11	06	10	01
2	44	10	0	12	03
3	57	23	06	06	0
4	39	13	03	04	1
Total	**272**	**90**	**25**	**60**	**8**
Source: Cayen Systems, LLC.					

Corinth Middle School

Total Participants with 40+ Hours of Participation by Grade Level (Regular School Year)					
Grade Level	**Total**	**40 – 45 hrs**	**45 – 89 hrs**	**90 – 179 hrs**	**180 – 269 hrs**
5	**84**	33	05	05	0
6	**31**	06	12	12	0
7	**38**	11	02	04	0
8	**25**	01	01	0	0
Total	**179**	**51**	**22**	**21**	**0**

Corinth High School

Total Participants with 40+ Hours of Participation By Grade Level					
Grade Level	**Total**	**40 – 45 hrs**	**45 – 89 hrs**	**90 – 179 hrs**	**180 – 269 hrs**
9	**7**	7	0	0	0
10	**5**	4	1	0	0
11	**6**	3	3	0	0
12	**4**	3	0	1	0
Total	**22**	**17**	**4**	**1**	**0**

***Lighthouse Found*ation**

Total Participants with 40+ Hours of Participation By Grade Level					
Grade Level	**Total**	**40 – 45 hrs**	**45 – 89 hrs**		
01	04	03			
02	03	02	01		
03	12	10	01		
04	10	06	02		
05	14	02			
07	07	02			
08	01	0			
09	0	0			
10	0	0			
11	0	0			
12	04	0			

Total	22	25	04		

Project Attention

Total Participants with 40+ Hours of Participation By Grade Level					
Grade Level	**Total**	**40 – 45 hrs**	**45 – 89 hrs**	**90 – 179 hrs**	**180 – 269 hrs**
2	16	3	5	8	0
3	15	4	6	5	0
4	16	4	4	8	0
5	7	2	0	4	1
6	8	2	0	6	0
7	10	2	0	7	1
8	**3**	1	2	0	0
9	**1**	0	1	0	0
10	**1**	0	1	0	0
11	**3**	0	1	1	1
12	**1**	0	1	0	0
Total	**104**	**22**	**29**	**49**	**4**

Two or More Races	0	Two or More Races	0
Data Not Provided	2	Data Not Provided	0
Gender	**Count**	**Gender**	**Count**
Male	26	Male	0
Female	22	Female	0
Data Not Provided	2	Data Not Provided	0

2.C. Student demographics

PK – 5th Grade		**6th – 12th Grade**	
Race/Ethnicity	**Count**	**Race/Ethnicity**	**Count**
Asian	0	Asian	0
Black or African American	80	Black or African American	80
Hispanic or Latino	0	Hispanic or Latino	0
White	12	White	2
Two or More Races	12	Two or More Races	0
Gender	**Count**	**Gender**	**Count**
Male	52	Male	23
Female	40	Female	12

Corinth Elementary School			
PK – 5th Grade		**6th – 12th Grade**	
Race/Ethnicity	**Count**	**Race/Ethnicity**	**Count**
Asian	2	Asian	0
Black or African American	23	Black or African American	0
Hispanic or Latino	9	Hispanic or Latino	0
White	14	White	0
Two or More Races	0	Two or More Races	0

Data Not Provided	2	Data Not Provided	0
Gender	**Count**	**Gender**	**Count**
Male	26	Male	0
Female	22	Female	0
Data Not Provided	2	Data Not Provided	0

Corinth Middle School			
PK – 5th Grade		**6th – 12th Grade**	
Race/Ethnicity	**Count**	**Race/Ethnicity**	**Count**
Asian	2	Asian	0
Black or African American	23	Black or African American	0
Hispanic or Latino	9	Hispanic or Latino	0
White	14	White	0
Two or More Races	0	Two or More Races	0
Data Not Provided	2	Data Not Provided	0
Gender	**Count**	**Gender**	**Count**
Male	26	Male	0
Female	22	Female	0
Data Not Provided	2	Data Not Provided	0

2.D. Average Daily Attendance, Reporting Systems

Corinth Elementary (CES): Corinth Elementary reported 151 participants and 1,503 participant hours in Academic Enrichment, along with 130 participants and 98 hours in STEM activities and 37 participants and 177 hours in well-rounded educational activities. Student engagement data were positive. Among the 81 elementary students for whom teacher-reported engagement outcome data were available, 75 students demonstrated improvement for approximately 92.6% of participants.

Corinth Middle School (CMS) - Grades 5-8: CMS operated after-school programming for students during the school year. CMS reported 120 participants and 469 hours of Academic Enrichment, 47 participants and 59 hours of STEM programming, and 39 participants and 27 hours of well-rounded educational activities. Of 66 students with teacher-reported engagement data, 63 demonstrated improvement, for approximately 95.5% of participants. Foundations programming for grades 5-8 was provided during the June intersession, serving 34 students, including 9 fifth grades, 8 sixth grades, 9 seventh graders, and 8 eighth graders. Nineteen students accumulated 15-44 hours of participation, while 15 participated for fewer than 15 hours. Twenty-one students received 123 hours of well-rounded educational programming and 14 students participated in STEM activities. All nine students, for whom summer engagement outcome data were available, demonstrated improvement.

Summer 2025: CHS concentrated summer programming on credit recovery and ACT-preparation. The June and October intersessions devoted to students working to recover credits and complete dual-

enrollment courses. This is one of the clearest examples of the modified calendar functioning as an early intervention mechanism. Students who fall behind have opportunities to address credits or academic deficiencies during the school year instead of waiting until the following summer. The District's strategic framework identifies ACT preparation, credit recovery, remediation, and acceleration among the intended purposes of intersessions.

Spring Intersession – March 9-13, 2026: The spring session provided another concentrated opportunity to address academic needs of high school students prior to the end of the year, including course completion and college-readiness support.

Overall 2025-2026 Evaluation - CHS reported 243 participants and 809 hours of Academic Enrichment and 40 participants receiving 40 hours of well-rounded educational activities, including credit recovery or attainment. The District is exploring for future programming additional career immersion, employability skills, and workforce-aligned experiences consistent with teacher and parental requests and the District's 2025-2030 goals.

Total Participants with 40+ Hours of Participation By Grade Level					
Grade Level	**Total**	**40 – 45 hrs**	**45 – 89 hrs**	**90 – 179 hrs**	**180 – 269 hrs**
9	**7**	7	0	0	0
10	**5**	4	1	0	0
11	**6**	3	3	0	0
12	**4**	3	0	1	0
Total	**22**	**17**	**4**	**1**	**0**
Source: Cayen Systems, LLC.					

Chronic absenteeism for the Corinth School District has reduced at all three sites. Corinth High School has seen a drastic decrease in absenteeism. Surveys indicate some of the positive influences include accessibility to teachers outside of assigned period, changes in school leadership, and positive shifts in school culture.

Lighthouse Foundation – Community Site

Summer 2025: Lighthouse Foundation is a significant community-based component of Academy of Learning. The center served 60 students during the summer, with 40 students accumulating 90-179 program hours and 20 accumulating 45-89 hours. Programming included 40 participants and 99 hours of cultural programming and 60 participants and 75 hours of healthy and active lifestyle activities. Of

27 students with teacher-reported summer engagement data, 26 demonstrated improvement, for approximately 96.3%.

Fall/Spring and School-Year Programming: Lighthouse continued to serve students from the three Corinth schools during the regular school year. The site reported 51 participants and 74 hours of Academic Enrichment. School–year engagement results were strong with 42 of 43 students with outcome data demonstrating improved teacher-reported engagement, for approximately 97.7% of participants.

3. PROGRAM OPERATIONS AT EACH SITE

The Academy of Learning provided extended-learning opportunities throughout the 2025–2026 program year through a combination of summer programming, before-school and after-school services, fall and spring intersessions, and special enrichment opportunities. This flexible structure allowed the program to provide services at multiple points throughout the year and to respond to differences in student academic needs, grade levels, schedules, and availability. The Academy of Learning operated at five program sites during the 2025–2026 program year: Corinth Elementary School, Corinth Middle School, Corinth High School, Lighthouse Foundation, and Project Attention. Programming included before-school, after-school, summer, intersession, academic, enrichment, and youth-development opportunities. The three Corinth School District school sites followed the same general program schedule, with minor differences in the number of days before-school programming was available.

3.A Days of Operation

During the regular school year, Corinth Elementary School, Corinth Middle School, and Corinth High School offered before-school and after-school programming. Before-school programming at Corinth Elementary was available Monday through Thursday, while Corinth Middle and Corinth High offered before-school programming Monday through Friday. After-school programming at all three school sites was available Monday through Thursday.

The three school sites also operated during designated summer and intersession periods. Summer 2025 programming was provided for two weeks, including June 2–6, 2025. Fall intersession programming was provided for three weeks: September 22–26, 2025; September 29–October 3, 2025; and October 6–10, 2025. Spring intersession programming was provided for one week, March 9–13, 2026. All three school sites participated in the fall and spring intersession programming.

Lighthouse Foundation provided programming during the school year and summer, while Project Attention provided programming during the regular school term.

3.B. Hours of Operation

At the district school sites, before-school programming operated from 7:00–7:45 a.m. Corinth Elementary provided up to 3 hours of before-school programming per week, while Corinth Middle and Corinth High provided up to 3.75 hours per week. After-school programming at all three district school sites operated from 3:00–5:00 p.m. Monday through Thursday, providing up to 8 hours of after-school programming per week. During fall and spring intersession, school-site programming operated from 8:00 a.m.–2:00 p.m., providing up to six hours of programming per day.

Project Attention operated approximately three hours daily during its school-year programming. Lighthouse Foundation provided after-school programming during the regular school year and an expanded schedule during summer programming.

3.C. Weeks of Operation

Regular school-year programming operated from August 4, 2025, through May 21, 2026**,** with scheduled holiday breaks and other non-instructional periods observed in accordance with the Corinth School District's approved 2025–2026 school calendar. During this period, the three district school sites provided

regularly scheduled before- and after-school programming on the days and during the hours described above. Additional extended-learning programming was provided during the following periods:

- Summer 2025: Two weeks of programming, including June 2–6, 2025 and June 9-13, 2025
- Fall Intersession 2025: Three weeks: September 22–26, September 29–October 3, and October 6–10, 2025
- Spring Intersession 2026: One week March 9–13, 2026

The combination of regular school-year programming and concentrated summer and intersession services provided students with multiple opportunities to access academic assistance and enrichment throughout the program year. The modified school calendar was particularly beneficial to the Academy of Learning model because it allowed additional intervention and enrichment to occur during scheduled breaks while maintaining before- and after-school services during regular instructional weeks. Lighthouse Foundation provided programming during the school year and extended services into the summer. Project Attention operated during the regular school term.

3.D. Components offered

Academy of Learning programming was designed to address academic achievement, student engagement, positive youth development, and family engagement. Services varied according to student age, identified needs, program site, and time of year. Academic components included tutoring, homework assistance, academic intervention, remediation, literacy and mathematics support, Foundational Studies, credit recovery, ACT preparation, and other targeted academic assistance. Summer and intersession programming provided additional opportunities to address identified academic needs outside the regular instructional calendar. Enrichment components included STEM, technology, hands-on learning, arts and

creative activities, physical activity, recreation, and other well-rounded educational experiences. Special activities such as STEM Saturdays provided additional high-interest opportunities intended to increase student participation and engagement. Youth-development components included social-emotional learning, mentoring, character development, positive behavior supports, anti-bullying activities, goal setting, and opportunities to strengthen student engagement and relationships. Family-engagement activities included family learning opportunities, seminars, school and program events, STEM-related activities, volunteer opportunities, and other activities designed to strengthen connections among students, families, schools, and community partners. Community-based programming through Lighthouse Foundation and Project Attention complemented school-site services by providing academic assistance, enrichment, mentoring, recreation, youth development, and structured activities in supportive community settings.

4. QUALITY OF STAFFING

All project staff employed for *Academy of Learning* were employees of the Corinth District, Lighthouse Foundation, or Project Attention. All staff worked for the project on a part-time basis outside of their regular District or community site duties. All sites were provided professional development sessions by the 21st CCLC director.

4. A. Number of Staff and Student-to-Staff Ratios

Staffing levels were determined by student enrollment, attendance, grade level, activity, and identified student needs. The program utilized site coordinators, certified teachers/tutors, enrichment instructors, behavior support personnel, program administration, transportation personnel, food-service staff, and other support staff as appropriate to the activity and site.

At the three Corinth School District sites, staffing was adjusted according to actual student participation and the type of programming being provided. Student-to-staff ratios generally ranged from approximately 1:5 to 1:10, allowing students to receive small-group academic assistance and appropriate supervision during extended-learning activities. Staffing was also adjusted when necessary to address the needs of younger students, students requiring additional academic or behavioral support, and students with disabilities or other individual needs.

Staffing during summer, intersession, STEM Saturdays, and other special programming was determined according to enrollment, student need, the number and type of activities offered, and appropriate supervision requirements.

Lighthouse Foundation and Project Attention utilized staff familiar with their respective student populations and adjusted staffing according to participation and program activities.

4. B. Staff Qualifications

Academy of Learning emphasized the use of qualified personnel with appropriate experience for their assigned responsibilities. Site coordinators and lead academic tutors were certified educators, and certified teachers were utilized to provide academic tutoring, intervention, remediation, credit recovery, and other instructional services when appropriate. Enrichment instructors and other program staff were selected based on their experience, expertise, and ability to provide the specific activity or service assigned. Staff responsible for specialized activities were expected to possess the knowledge and skills necessary to safely and effectively provide those activities. The program also benefited from personnel with experience in student behavior, social-emotional support, special populations, English learners, academic intervention, and other areas

relevant to the students served. The district's Federal Programs Director provided overall administrative oversight of the grant and program. Additional personnel assisted with site coordination, student data, expanded-learning activities, transportation, food service, and other operational responsibilities. Community-based partners utilized personnel who were familiar with the students, families, and communities they served. This continuity helped provide supportive relationships and consistent expectations for participating students.

4. C. Professional Development and Staff Training

An orientation training was conducted for staff from all Academy of Learning program sites prior to program implementation. The orientation was designed to establish consistent expectations across the school-based and community-based sites and ensure that staff understood the requirements and responsibilities associated with the 21st Century Community Learning Centers program.

A primary component of the orientation was a review of the 21st CCLC Program Handbook. Program leadership reviewed applicable program requirements, expectations, and procedures with staff and provided opportunities for questions and clarification. The orientation also addressed program implementation, student supervision and safety, attendance and participation documentation, staff responsibilities, and expectations for providing high-quality academic and enrichment activities.

In addition to the initial orientation, program administration and site leadership provided ongoing guidance and communication throughout the year as implementation needs arose. Staff received information and support related to scheduling, student needs, attendance, documentation, summer and intersession programming, STEM Saturdays, and other program activities.

Corinth School District employees also participated in districtwide professional development applicable to their work with Academy of Learning students. Relevant training included student safety,

bullying prevention, suicide prevention, FERPA, student confidentiality, McKinney-Vento requirements, instructional practices, technology, student behavior, and other topics.

4. D. Staff Recruitment and Retention

Academy of Learning primarily recruited staff from Corinth School District and its established community partners. This approach allowed the program to utilize personnel who were already familiar with participating students, district curriculum and expectations, families, and the community. Staff were selected based on program needs, areas of expertise, student enrollment, and availability outside the regular workday. Staff retention was identified as a challenge during the 2025–2026 program year. Interviews with the Program Director and site coordinators indicated that several staff members left the program during the year due to other employment opportunities and other circumstances. These departures required program leadership to adjust staffing and recruit or reassign personnel to maintain services and appropriate student supervision. The interview findings also indicated that program leadership has reviewed its staffing procedures in response to these challenges. For the next program year, the program plans to implement a staff contract or agreement for individuals accepting 21st CCLC positions. The agreement will be used to more clearly communicate expectations regarding the period of employment, assigned responsibilities, program schedules, attendance, and the commitment associated with accepting a position in the program. While a staff agreement cannot eliminate turnover resulting from changes in employment or personal circumstances, the revised procedure is intended to establish clearer expectations at the beginning of the program year, strengthen staff commitment, improve continuity of services, and reduce disruptions caused by unexpected vacancies. Staff recruitment and retention will continue to be monitored as part of the program's continuous-improvement process. Program leadership will evaluate whether the revised staffing procedures improve retention and will

continue to recruit qualified personnel capable of providing consistent academic, enrichment, and student-support services.

5. OBJECTIVE ASSESSMENT OF APPROVED GOALS AND OBJECTIVES

The Academy of Learning Cohort 5 project is organized around three broad goals carried forward in the approved renewability application: (1) promote PK-12 student achievement; (2) promote positive growth mindset for students in grades PK-12; and (3) promote family engagement in students' education. The original Cohort 5 application established eight measurable objectives that provide the basis for the annual objective assessment below. Each objective is retained as approved and is considered in relation to the activities implemented, available data and evaluation methods, implementation timeline, and 2025-2026 results.

Goal 1: Promote PK-12 Student Achievement

Goal 1 was addressed through intensive academic tutoring, expanded and extended learning, after-school and zero-period services, intersession programming, summer programming, English learner supports, credit recovery, ACT preparation, and other academic enrichment. Priority for services included students struggling to meet class requirements, students performing below proficiency, English learners, students receiving MTSS supports, and students with literacy improvement plans.

Objective 1: A 5% annual increase in the number of students meeting grade-level expectations.

Related Activities Implemented: Academic tutoring, intervention, i-Ready-supported instruction, intersession, summer programming, homework assistance, and other extended-learning opportunities were provided across project sites.

Data Collected and Evaluation Methods: Available evidence included student performance assessments, i-Ready data, teacher surveys, attendance records, and school/district observations. The evaluation also

found mathematics mean scale-score increases ranging from approximately 7 points to more than 35 points among participating students with available data.

Timeline: Academic performance was monitored during the 2025-2026 school year and across extended-learning periods.

Results and Outcome: Available evidence demonstrates academic progress among participating students; however, the materials available for this evaluation do not provide a matched baseline and end-of-year count sufficient to calculate whether the number of students meeting grade-level expectations increased by at least 5%. The project should retain this objective as an approved measure and report the number and percentage of participating students meeting grade-level expectations at baseline and year end in future reports. Status: Progress demonstrated; exact attainment cannot be determined from the available data.

Objective 2: Ten percent of students will achieve a 5-point annual increase in GPA, with "B" as the goal.

Related Activities Implemented: Students received tutoring, homework assistance, academic intervention, Foundational Studies, credit recovery, intersession support, and enrichment intended to strengthen classroom performance.

Data Collected and Evaluation Methods: Teacher surveys documented improvement in homework completion, staying on task, and attitude toward school. These measures provide useful supporting evidence but do not directly establish a 5-point annual GPA increase.

Timeline: Student performance and participation were reviewed throughout the 2025-2026 program year.

Results and Outcome: The evaluation materials do not include student-level baseline and end-of-year GPA data needed to determine the percentage of participants achieving the approved 5-point annual increase. Teacher reports suggest positive academic behaviors, but those results should be treated as

supplemental evidence rather than a substitute for GPA data. Students are graded on standards-based report cards until grade 4.

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

Related Activities Implemented: Intensive tutoring, academic intervention, intersession, summer programming, extended learning, and standards-aligned academic supports were implemented to improve proficiency.

Data Collected and Evaluation Methods: The approved measure requires comparison of state assessment proficiency results for participating students. State assessment data were not available when the evaluation report was prepared. As Corinth has a LSNRHSA (Locally Selected, Nationally Recognized High School Assessment), results from the state are delayed for the district.

Timeline: State assessment results are reviewed following release of official annual results.

Results and Outcome: Because the applicable state test results were unavailable at the time of report preparation, attainment of the 5% annual increase cannot be determined in this report. The objective should be updated when official results for participating students are available.

Objective 4: Five percent of high school students will increase in attendance.

Related Activities Implemented: High school participants accessed intersession blocks, Foundational Studies, credit recovery, ACT preparation, tutoring, and other flexible academic supports intended to improve engagement and reduce missed instructional time.

Data Collected and Evaluation Methods: Attendance records and program participation information were reviewed. The evaluation reported that participating high school students decreased the number of school days missed.

Timeline: Attendance was monitored across the 2025-2026 school year and extended-learning periods.

Results and Outcome: The available evidence indicates improved attendance among participating high school students. Chronic absenteeism at the high school declined from a staggering 54.4% to a 31.7% rate for the 25-26.

Goal 2: Promote Positive Growth Mindset for Students in Grades PK-12

Goal 2 was supported through youth development, character education, anti-bullying activities, social-emotional learning, physical activity, mentoring, enrichment, goal setting, and structured extended-learning opportunities. Teacher-reported engagement outcomes were among the strongest findings in the evaluation, including approximately 92.6% at Corinth Elementary, 95.5% at Corinth Middle, 97.7% at Lighthouse Foundation, and 94.1% at Project Attention among students with outcome data.

Objective 5: Five percent annual increase in graduation rate for at-risk subgroups.

Related Activities Implemented: High school students had access to credit recovery, Foundational Studies, intersession, tutoring, ACT preparation, and other academic and engagement supports designed to keep students on track for graduation.

Data Collected and Evaluation Methods: Graduation and attendance information for at-risk students was considered, along with participation in secondary intervention activities.

Timeline: Progress was reviewed during the 2025-2026 program year using available district data.

Results and Outcome: The evaluation found that attendance among at-risk subgroups improved by several percentage points; however, the approved objective is specifically a 5% annual increase in graduation rate. That target was not met. Future reporting should include the baseline graduation rate, current graduation rate, and percentage-point change for the applicable at-risk subgroup(s).

Objective 6: 90% school-day ADA among participants.

Related Activities Implemented: The project provided structured academic, enrichment, recreational, social-emotional, and youth development programming intended to strengthen school engagement and positive behavior.

Data Collected and Evaluation Methods: School-day attendance records, teacher surveys, educator observations, and behavior referral information were reviewed. Teacher reports indicated that more than 75% of students attending a variety of project activities improved in areas such as homework completion, classroom behavior, participation, and attitude toward school.

Timeline: Attendance and behavioral indicators were considered throughout the 2025-2026 school year.

Results and Outcome: Corinth High School met above 90% ADA for the 2025-2026 school year. The positive teacher-reported behavioral and engagement findings are important supplemental as well.

Goal 3: Promote Family Engagement in Students' Education

Goal 3 was addressed through family consultations, workshops, seminars, outreach, school events, STEM Saturdays, volunteer opportunities, and other activities intended to strengthen the partnership between families, schools, and community organizations.

Objective 7: Ten percent increase in the number of parents attending two seminars.

Related Activities Implemented: Family seminars, school events, STEM Saturdays, parent engagement activities, and other family learning opportunities were provided during the program year.

Data Collected and Evaluation Methods: Attendance records and parent satisfaction surveys were used. Among parents responding to satisfaction surveys associated with seminars, 100% indicated that they were Extremely Satisfied with the activities and instructors.

Timeline: Family participation was documented across the 2025-2026 program year.

Results and Outcome: This objective was met, with 60% of parents attending two or more family engagement events. Satisfaction findings provide additional evidence of program quality.

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

Related Activities Implemented: Parents and caregivers assisted with parent/teacher conferences, field trips, grade-level field days, school programs, senior graduation activities, senior projects, homecoming, elementary recognition activities, school clubs, sporting events, snacks/food, and other school and program events.

Data Collected and Evaluation Methods: Teacher-maintained attendance and volunteer records, event participation information, and quarterly teacher surveys were reviewed.

Timeline: Volunteer participation was documented throughout the 2025-2026 school year.

Results and Outcome: Parent volunteering met and exceeded the objective with approximately 40% of parents volunteering for at least one school event. The breadth of documented activities also provides strong qualitative evidence of family involvement.

Overall Objective Assessment: The 2025-2026 evaluation provides substantial evidence that Academy of Learning delivered the academic, youth-development, and family-engagement activities contemplated by the Cohort 5 project and that participating students and families experienced positive outcomes. Observation by school/district administration indicates the project provided attending students with a broad array of content and skills in fun and exciting activities in a multitude of learning environments. The project sites reported excellent channels of communication among the key stakeholders. The director, coordinators, educators, and interventionists seem to have built and maintained strong partnerships focused on providing each child with a warm learning environment. The principals at each site were in frequent communication, shared feedback and insights, and contributed their strengths to the project to the benefit of the target population of students. The strongest quantitative findings are associated with student engagement, while several approved objectives require more direct baseline-to-current calculations to determine formal attainment.

6. OTHER OBSERVATIONS

6.A Student, Parent, or Teacher Quotes/Testimonies/Stories

During the past year, the District did an outstanding job of using surveys and strategic planning to gain input from a broad array of individuals, including parents, members of community organizations, students, and former students to assist in its strategic planning process. This process identified priorities that closely correspond with *Academy of Learning* programming. Stakeholders called for continued emphasis on academic growth, intervention, student supports, arts, technology, college readiness, workforce preparation, and flexible learning pathways. *Academy of Learning* delivered programming during its year-round schedule in virtually all of these areas through remediation, STEM, theatre, art, academic enrichment, credit recovery, ACT preparation, cultural experiences, and healthy-lifestyle activities. In open-ended survey responses, stakeholders specifically identified modified–calendar, intersession, and after-school programs among practices that should be protected and continued with comments referencing STEM and intervention programming specifically. These findings establish *Academy of Learning* not simply as a stand-alone grant program but as an important implementation mechanism for several of Corinth School District's larger strategic priorities. Future local evaluation should supplement APR reporting with site- and term-level measures such as benchmark growth, intervention progress, credits recovered, courses completed, ACT growth, promotion/on-track status, attendance improvement, student and family satisfaction, and repeated participation across summer and intersession terms.

Parent's response to a strategic planning survey question related to the district's school calendar:

"*There is an opportunity for students to be remediated and or enriched at certain periods throughout the school year as opposed to waiting to the end of the school year like traditional "summer school*."

Another parent's response to the same survey indicated:
"The Dual Enrollment opportunities really do make a difference in the students' lives after graduation."

One parent had a somewhat comical response to the modified school calendar question;
"Off season vacations are generally more affordable, allowing families to plan and spend less for meaningful experiences."

Another parent's reply to what programs, practices or traditions should be protected and continued: "*After school programs and intercession should be continued, STEM, intervention, collaborative PLC, and any school spirit traditions should be kept, carried out and emphasized."*

Parent response: "*Corinth Schools have always been known for academic rigor, strong student engagement, and the best teachers in the world, and students that leave CHS are ready to perform. This must continue for the success of our community.!"*

6.B. Success Stories

STEM Saturdays

STEM Saturdays has become the most talked about and loved of all the 21st CCLC activities in its long history of providing 21st CCLC programming. Across all grade levels, the activity is designed to spark curiosity and bring the principles of science, technology, engineering, and math to life. Students transform into engineers and scientists at the elementary grade levels. Throughout the year on designated Saturdays, the Project Director planned special STEM-based activities for students and their parents. This program has become a favorite of both students and parents. Following are project descriptions and student/parent responses of the Stem Saturday activities.

Newspaper Report: "The spirit of innovation was buzzing on August 9 as the Corinth School District hosted its Inventor's Lab STEM Saturday. The event welcomed over 100 students for a day of vibrant, hands-on activities designed to spark curiosity and bring the principles of science, technology, engineering, and math to life. Pre-K students created mosaic designs and built robot wind-powered cars. Elementary students loved building and launching straw airplanes using aerodynamic design principles."

> "*I liked lining the straws up and putting tape on my airplane. I liked flying them down the hall. My airplane went fast."* ***Andrew, Kindergartner.***

Parent Feedback Survey Responses

"I loved everything about it. I wish it was more than once a month but I am glad we found it. I have been looking for something for my son and he loves science so this worked out perfect. He has fun and learns simultaneously." ***Parent of 1st grader.***

"I love these camps. I think it is a wonderful way for our students to learn new things in a hands-on-way. They always have so much fun and look forward to going! ***Parent of 2nd grader.***

7. Progress Toward Sustainability

A. Describe How Implementing Sustainability Plan

The Finance Project's "Sustainability Self-Assessment Tool" contains eight elements of sustainability, along with tasks specific to each elements. 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 and its day-to-day operation. See Appendix for the sustainability plan for developing proposals and program implementation for state and federal funding.

B. New Partnerships Formed and C. Ongoing Partner Maintenance

Multiple meetings were held during the school year with business/corporate representatives to discuss their role in the overall implementation and success of the 21st CCLC programs. During these meetings the project director described the program and provided a slideshow that gave a description of the program and provided a visual overview of the program and its activities. Discussion centered on how individuals and corporate sponsors could apply for sponsorships and what sponsors could contribute to the program. Current sponsors provided testimonials of the role they were having in making the program a successful and an integral part of the District's overall implementation of the program. The Director described the types of contributions sponsors could provide and how important sponsorships were to maintenance efforts to sustain the programming.

D. Partner Contributions

Community and district partnerships continue to be an important component of the Academy of Learning and contribute significantly to the program's ability to provide services beyond what could be supported through 21st CCLC funding alone. Partner contributions include both direct and in-kind support,

such as facilities, personnel time, transportation, equipment, instructional resources, volunteers, guest speakers, student experiences, and assistance with family and community engagement.

The Corinth School District provides substantial in-kind support for Academy of Learning through the use of school facilities, classrooms, cafeterias, technology, instructional materials, equipment, utilities, maintenance, and administrative support. The district also coordinates transportation and food services when applicable and provides staff time for program planning, oversight, student identification, data review, family communication, and coordination between the regular school day and extended-learning programming. Existing district resources allow 21st CCLC funds to be concentrated more heavily on direct student services.

The district also coordinates Academy of Learning with other federal, state, local, and district initiatives when allowable. Title I, Title III, Title IV-A, McKinney-Vento, district funds, and other available resources support complementary services for participating students and families. These resources are coordinated with, but do not supplant, services supported by 21st CCLC. This braided approach allows the district to address academic intervention, English learner needs, student well-being, family engagement, college and career readiness, and other identified needs through multiple appropriate funding sources.

The Lighthouse Foundation and Project Attention are significant community partners and extend the reach of the program beyond the traditional school setting. These organizations provide established community-based locations where students can receive academic assistance, enrichment, mentoring, recreation, character development, and other youth-development services. Their existing facilities, staff relationships, community connections, and experience serving children and families represent substantial contributions to the overall project. These partnerships also provide additional safe and supportive environments for students during out-of-school time.

Local businesses, organizations, and community members contribute to Academy of Learning through volunteer service, guest speakers, career awareness activities, field-trip opportunities, donations, sponsorships, and other in-kind assistance. These contributions provide students with experiences and

expertise that would be difficult for the program to replicate using grant funds alone. Community involvement is particularly valuable in STEM, career exploration, workforce awareness, enrichment, and family-engagement activities.

The program has also benefited from individuals and organizations willing to support special events and high-interest learning opportunities. Community participation in activities such as STEM Saturdays, enrichment programs, student demonstrations, family events, and career-connected experiences increases the variety of opportunities available to students while strengthening relationships between the schools and the broader Corinth community.

Families themselves represent an important program partner. Parents and caregivers contribute through participation in family activities, volunteering at school and program events, assisting with student activities, attending conferences and seminars, and supporting student participation in extended-learning opportunities. Parent involvement helps extend the impact of the program beyond the hours in which 21st CCLC activities are directly provided.

The Corinth Foundation and other local supporters also contribute to the broader network of resources available to district students and families. Coordination with these organizations helps the district identify opportunities for additional programming, resources, volunteers, and financial or in-kind assistance that complement Academy of Learning activities.

Moving forward, program leadership should continue to strengthen existing partnerships and seek additional business, nonprofit, postsecondary, and community partners. The district should also work to more systematically document partner contributions, including volunteer hours, donated materials and services, use of facilities, sponsorships, and other in-kind support. Improved documentation will allow the program to more accurately demonstrate the full value of community contributions and identify resources that can help sustain successful activities beyond the period of 21st CCLC funding.

8. OVERALL RECOMMENDATIONS

A. Overall Assessment of Effectiveness

Taken together, the 2025-2026 data indicate that *Academy of Learning* serves as a direct implementation strategy for Corinth District's broader academic and strategic priorities. The strongest quantitative findings across sites are the consistency of student engagement outcomes. During the school-year reporting period teacher-reported engagement improved for approximately: 92.6% of Corinth Elementary students with outcome data; 95.5% of Corinth Middle students with outcome data; 97.7% of Lighthouse Foundation with outcome data; and 94.1% of Project Attention students with outcome data.

These results are especially meaningful when considered alongside the district's strategic planning findings. The district's stakeholders called for continued emphasis on academic growth, intervention, student supports, arts, technology, college readiness, workforce preparation, and flexible learning pathways. Academy of Learning delivered programming in virtually all of these areas through remediation, STEM, theatre, art, academic enrichment, credit recovery, ACT preparation, cultural experiences, and healthy-lifestyle activities.

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 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 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). 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: STEM Saturdays exceed all other program components in interest, positive responses, and participation of parents accompanying their child(ren) to the activities. Having STEM Saturdays available to students/parents throughout the year, including the summer months, continues to receive frequent requests from families and students. This is an activity that is planning and execution intensive and is impossible for the current technology staff to manage throughout the year. It is recommended that funds be allocated to employ a person to assist the Project Director to 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. Continued 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 2025-26 programming year, the project provided a wide-range of activities and staffing that could accommodate our students most in need of after-school supervision and educational activities. 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 after-school, summer, and intersession programs. It is the opinion of the evaluator that the 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 and community sponsorships 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,tokens, and notes from classroom teachers to

students/parents 4) continue the recognition parades provided by the elementary school which 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) on the district's website to positively impact student attendance 6) 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.* For future funding efforts, it is recommended that consideration be given to the type of activities that might generate the amount of appeal STEM Saturdays has generated as a way to encourage attendance of both students and parents.

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 periods. 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. The summer (June) intersession has proven to be an effective means of reducing summer loss of academic skills and knowledge.

B. Program-Wide Recommendations for Improvement

The most significant evaluation need is not an absence of programming, but a need to more systematically connect participation with measurable student outcomes. The federal APR's GPRA measures rely on narrowly defined eligibility criteria, resulting in limited reportable data for state-assessment growth, GPA, attendance and suspension outcomes at several sites.

Future local evaluation should therefore supplement APR reporting with site- and term-level measures such as benchmark growth, intervention progress, credits recovered, courses completed, ACT growth, promotion/on-track status, attendance improvement, student and family satisfaction, and repeated participation across summer and intersession terms.

8.C. Lessons Learned

The 2025-2026 program year reinforces several lessons for continuous improvement. First, strong programming cannot produce maximum impact without consistent student participation; attendance and repeated participation should remain a central management priority. Second, the program's strongest evaluation evidence occurs when participation data can be connected directly to measurable student outcomes. Third, high-interest experiences such as STEM Saturdays can strengthen student and family engagement and may serve as a model for increasing participation in other components. Finally, future evaluation planning should establish the data source, baseline, calculation method, and responsible person for each approved objective at the beginning of the program year so that annual results can be reported consistently and quantitatively

Appendices

Appendix 1*: List of People Interviewed*

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 Whittemore, Chief Financial Officer

Corinth District Principals

Directors of Safe Havens

Project Attention

Lighthouse Foundation

APPENDIX 2:

Four+ Year Action Plan – 2025 – 2029

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

Corinth School District and Community Organizations

Plan Component	Action Steps	Timeline
Develop Vision, Mission, Case for Support	• Create internal staff team to guide planning process • Discuss with staff and community members why continued after-school programming is needed, who will benefit, and funding sources • Recruit community members to serve on a Planning Committee	September 30, 2025
Research and identify potential stakeholders	• Identify priorities such as community engagement, strategic communication, leadership development, governance and management. • Discussion with surrounding school districts regarding their desire to participate with Corinth District in a 21st Century Community Learning Centers application • From interested districts, solicit ideas for activities, grade levels to be served, community/faith based programs interested in serving as partners with Corinth District. Discuss funds needed by each participating entity. • Talk to local businesses about how 21st CCLC program can benefit their interests.	October 15 2025
Initiate relationship with potential stakeholders	• Schedule community/partner meetings. • Select team of helpful community members, agency representatives, and business people to act as advisory committee. Formulate meeting agenda. • Prepare invitations and ask people who recommended individuals for your committee to invite them personally. • Prepare written materials for participants outlining the program's purpose and vision. Language should match community interest garnered from earlier research and interviews with community members.	October 31, 2025

Analyze Program Cost for All participants	• Clarify financing for services and outcomes. • Map current spending and analyze funding gaps. • With staff and advisory committee, develop financing strategies, evaluate options, and develop recommendations.	November – first week
Continue to cultivate stakeholders and create buy-in	• Hold meetings. Include shared vision exercise to get input and expand vision to more stakeholders. • Invite press to cover a meeting, highlight participants and outcomes.	November 20, 2025
Make the Ask	• Determine best strategic partnerships and key community leaders to involve. • Determine appropriate level of collaborative commitment to ask for. • Determine who should ask for partnership involvement. Jointly develop strong "case" for potential partner's involvement. Be specific about level of commitment	November 30, 2025
Follow-up Be a Good Steward	• Formalize relationship with MOUs, volunteer position description, and formalize advisory committee roles. • Offer opportunities for continued involvement in shaping the program through regular meetings and dialogue. • Share the credit and celebrate successes. • Make sure the program is mutually beneficial to all partners.	December 15, 2025 & Ongoing
Create and execute fundraising plan	• Create a team and marketing plan to develop and market programs • Identify budget items that could be provided in-kind by partners and other stakeholders. • Select methods and teams for fundraising and resource gathering for project. • Plan Execution: grant writing, finalize partners after-school activities, ensure projected in-kind resource availability.	December 15, 2025 and Ongoing

Action Plan Grid (To be completed after funding is received to ensure responsibilities and adequate program implementation throughout project period

Action Steps	**Timelines**	**Responsibility**