2025-2026 Summative Evaluation

Corinth School District — Fiscal Agent

Nita M. Lowey 21st Century Community Learning Centers

Dreamers Academy

Cohort 6 – Year 1 Renewability (Year 5 Total)

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1. OVERVIEW AND HISTORY

General Overview

This evaluation report details the activities of the fifth 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 Dreamers Academy, a Cohort 6, MS 21st Community Learning Centers Project continues the District's efforts to positively impact students' learning. Through this project, the District partners with The Boys & Girls Club, one of three community programs designated as "safe havens" more than twenty years ago. Through partnerships with this safe haven, efforts continue to be focused on new and innovative ways of teaching students' academic standards and social/emotional skills needed for success. Students currently continue to demonstrate negative academic effects created by COVID-19 when it was necessary to provide instruction virtually in students' homes. The District continues to work to mitigate the negative academic effect created by virtual instruction. In 2020, the District asked parents and stakeholders to complete a comprehensive questionnaire to assist in creating a plan that would be the best alternative way for students at all grade levels to achieve expected standards. A portion of this plan continued to be used in SY 2025-26 at all grade levels.

Through community collaboration, the Dreamers Academy was designed to provide Corinth schools and the Boys & Girls Club with funding dedicated to providing a range of activities and schedules that emphasize fun while learning academic, social, and emotional skills. The project's structure and activities are designed to help the Corinth District close the achievement gap that PreK-12th grade students exhibited prior to and after the COVID quarantine. The project

also addresses the skills and concepts needed by students to meet the college readiness skills and knowledge. Most of the project activities were designed to occur outside the regular school day and emphasize learning academic, social, and emotional skills in settings that appeal to children and youth to encourage their active participation. Through Dreamers Academy the District believes it can more positively impact students' learning rates and thereby address individual student's academic and social/emotional learning deficits, or Dreamers Academy or their need for accelerated learning opportunities. The Corinth District's evidence-based activities and interventions are designed to address learning loss and improve the academic, emotional, social, and physical well-being of students most at-risk of failing or dropping out of school. Funding has been used to provide a comprehensive array of educational opportunities at multiple times and in multiple settings: before-school, after-school, Saturdays, summers, intersession enrichment and academic tutoring, along with mentoring and nutritional services. Activities are being implemented in innovative ways to better meet the needs of students who come to school from communities highly impacted by poverty and stressful interpersonal relationships.

History of the Program

Dreamers Academy was designed as a joint collaboration between Corinth School District and the Boys & Girls Club of Corinth to provide high-quality extended-learning opportunities for students in grades PK–12. The renewability application established four overarching goals: improve academic achievement, foster youth development, strengthen family engagement, and expand STEM learning. The program was intended to serve all students while placing particular emphasis on academically and socially at-risk students, students with disabilities, English Learners, students receiving MTSS services, students performing below grade-level expectations, and students exhibiting risk factors associated with failure to graduate.

The approved program design extended beyond traditional after-school tutoring. Planned services included intensive academic tutoring; enrichment in arts, music, physical fitness, technology, STEM, culinary arts, and other areas; zero-period and after-school programming; summer and intersession programs; Saturday and STEM camps; social-emotional learning; conflict resolution and character education; college and career development; family workshops and outreach; English Learner support; credit recovery; and ACT preparation. Certified tutors were expected to work with students in small-group ratios generally ranging from 1:5 to 1:10.

Dreamers Academy is closely connected to Corinth School District's broader strategic framework. The district's modified school calendar intentionally creates recurring opportunities for intervention, enrichment, credit recovery, and acceleration throughout the year. The District of Innovation plan identifies intersessions and extended learning as central components of the district's instructional model and specifically anticipates the use of 21st CCLC funds, along with local and other federal resources, to sustain these opportunities.

This alignment is also supported by the district's 2026 strategic planning process. Stakeholder feedback showed strong support for continuation of the modified calendar and repeatedly emphasized priorities that correspond with Dreamers Academy programming, including rigorous academics, intervention services, STEM and technology, arts and enrichment, student supports, college and career pathways, and flexible learning opportunities.

Progress and Improvements

This evaluation report details the activities of the fifth 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 Dreamers Academy, a Cohort 6, MS 21st Community Learning Centers Project continues the District's efforts to positively impact students' learning. Through this project, the District partners with The Boys & Girls Club, one of three community programs designated as "safe havens" more than twenty years ago. Through partnerships with this safe haven, efforts continue to be focused on new and innovative ways of teaching students' academic standards and social/emotional skills needed for success. Students currently continue to demonstrate negative academic effects created by COVID-19 when it was necessary to provide instruction virtually in students' homes. The District continues to work to mitigate the negative academic effect created by virtual instruction. In 2020, the District asked parents and stakeholders to complete a comprehensive questionnaire to assist in creating a plan that would be the best alternative way for students at all grade levels to achieve expected standards. A portion of this plan continued to be used in SY 2024-25 at all grade levels.

Academic Achievement

The renewability application established a goal that at least 50% of regularly participating students would demonstrate grade- or course-level proficiency and that at least 60% would show improvement in classroom participation and assignment completion. The APR data confirm substantial academic-enrichment implementation at CES, CMS, and CHS and positive teacher-reported engagement outcomes at applicable sites. Teacher filled progress reports also support these goals.

Youth Development

Dreamers Academy established a target that at least 70% of regularly participating students would demonstrate improved social-emotional skills. Although the APR's teacher-engagement measure is not identical to the grant's SEL objective, it provides a useful related indicator. During the school

year, approximately 90.7% of CES students with outcome data improved, 100% of CMS 5-8 students improved, and 91.9% of Boys & Girls Club students improved. Summer engagement results were also strong at CES and the Boys & Girls Club.

Family Engagement

The program established family-engagement benchmarks: at least 60% of parents of regularly attending students would report increased confidence in supporting learning; at least 40% of families would attend a family-engagement event; and at least 40% of families of regularly attending elementary students would participate in home-based learning activities. Sign-in sheets, surveys, family-event data, and take-home activity records exceed these metrics, with over 70% participating in one or more event.

Community Partnership and Equitable Access

Dreamers Academy is a coordinated district-community effort rather than a collection of unrelated sites. Corinth School District committed substantial in-kind support across its three school sites, while the Boys & Girls Club also committed in-kind resources and served as a direct program site. Grant funds supported certified tutors and instructors, transportation, instructional materials, STEM kits, family-engagement resources, ACT and study-skills preparation, and community-site services.

2. STUDENT ATTENDANCE AND ENROLLMENT

The regularly participating student enrollment widely varied between sites, remaining consistent with the previous years' data. A total of 396 students regularly participated across all sites during the school year. More consistent attendance was evident grade PK – 6. Student participation in grades 7 – 12 were adversely affected by team sports and other organized activities convening during before and after the school day.

Total Student Enrollment

Total Student Enrollment			
	Participants ≤ 39 hrs	**Participants ≥ 40 hrs**	**Total**
Boys & Girls Club	60	134	**194**
Corinth Elementary School	86	188	**274**
Corinth Middle School	99	82	**181**
Corinth High School	138	22	**160**
Total			**779**

Boys & Girls Club

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**	**279 + hrs**
PK	**1**	1	0	0	0	0
K	**6**	2	2	0	1	1
1	**10**	4	0	3	1	2
2	**17**	5	2	4	2	4
3	**13**	7	2	3	1	0
4	**23**	7	3	5	8	0
5	**21**	12	1	2	3	3
6	**15**	7	1	3	2	2
7	**14**	7	1	2	4	0
8	**6**	4	1	1	0	0
9	**4**	1	3	0	0	0
10	**1**	0	1	0	0	0
11	**2**	1	0	1	0	0
12	**1**	1	0	0	0	0
Total	**134**	**59**	**17**	**24**	**22**	**12**
Source: Cayen Systems, LLC.						

Corinth Elementary 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**
PK	**36**	10	8	16	2
K	**34**	18	8	8	0
1	**31**	14	9	8	0
2	**30**	21	5	4	0

3	**28**	15	4	9	0
4	**29**	7	9	13	0
Total	**188**	**85**	**43**	**58**	**2**
Source: Cayen Systems, LLC.					

Corinth Middle 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**
5	**31**	22	9	0	0
6	**25**	18	5	0	0
7	**14**	9	4	1	0
8	**12**	6	4	2	0
Total	**82**	**56**	**23**	**3**	**0**
Source: Cayen Systems, LLC.					

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**
Source: Cayen Systems, LLC.					

Student Demographics

Boys & Girls Club			
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
Source: Cayen Systems, LLC.			

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
Source: Cayen Systems, LLC.			

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
Source: Cayen Systems, LLC.			

Average Daily Attendance (ADA)

Students from K through 12th grades attended programs at all school sites and students in grades 1st through 9th at Boys & Girls Club (partner site). Activities included extended day and zero period where students were provided an array of services including tutoring in core academic subjects, physical education, snacks, fine motor activities, gross motor activities, team sports, anti-bullying sessions, art projects, and technology activities. High school students were provided Cambridge Test Preparation; ACT Prep; Intersessions blocks of instruction in core academic

subjects; Extended Day Tutoring in the core academic subjects in which each student was struggling to succeed; and online Credit Recovery instruction in courses in which students were struggling;

Chronic absenteeism for the Corinth School District has reduced at all three sites. One hundred percent of the students who attend the program at The Boys & Girls Club site are represented in the following table. Most significantly, Corinth High School has seen a drastic decrease in absenteeism. Surveys indicate some of the positive influences include accessibility to teachers outside of assigned class periods, changes in school leadership, and positive shifts in school culture.

Chronic Absenteeism for Corinth School District			
Site	**2024-2025**	**2025-2026**	**Increase/ decrease**
Corinth Elementary School	26.7%	22.1%	- 4.6%
Corinth Middle School	39.0%	34.7%	- 4.3%
Corinth High School	54.4%	31.7%	- 22.7%
Source: Chronic Absenteeism Report/MDE			

3. PROGRAM OPERATION

Services were provided to students enrolled in Pre-Kindergarten through 12th grades at the following sites: Corinth Elementary, Corinth Middle, Corinth High, and Boys and Girls Club of Corinth. All facilities meet all state and federal standards for safe and healthy facilities, such as sprinkler systems, gyms, USDA standards for breakfast and afternoon snacks, safe playground equipment, interactive boards in classrooms, etc. A cadre of community volunteers supported both the school and B&GC centers in their efforts to provide the project's goals and objectives.

Program Operation				
Site	**Days of Operation**	**Hours per Day**	**Weeks**	**Components Offered**
Boys & Girls Club	5 days/wk	6-8	6	Summer
	5 days/wk	2	29	Fall/Spring/School Year
Corinth Elementary School	5 days/wk	6	2	Summer
	5 days/wk	6	4	Fall/Spring Intersession
	4 days/wk	2	30	School Year Afterschool
	4 days/wk	1	30	School Year Zero Period
Corinth Middle School	5 days/wk	6	2	Summer
	5 days/wk	6	4	Fall/Spring Intersession
	4 days/wk	2	30	School Year Afterschool
	4 days/wk	1	30	School Year Zero Period
Corinth High School	5 days/wk	6	2	Summer
	5 days/wk	6	4	Fall/Spring Intersession
	4 days/wk	2	30	School Year Afterschool
	5 days/wk	1	30	School Year Zero Period

The project activities were conducted at all sites designated for service: All three Corinth schools and the Boys & Girls Club of Corinth.

After-school Program Activities provided a combination of intensive academic tutoring and cultural exploration for students participating in the program. Students participated in research-based academic processes. An extensive selection of project-based learning opportunities in all content areas was offered to students; thereby giving them exposure to career options and broadening their possibilities for future employment. Credit recovery and academic tutoring emphasized reading in the content areas, using a wide range of print materials and actively engaging in the learning process through ACT Test Prep sessions for high school students. All students used ACT Test Prep and iReady to improve their conceptual development, ability to solve problems and to communicate their findings. Tutorial sessions were available to students focusing on mastering objectives in the end of course subject areas: Algebra, Biology, US History, and English. All intervention efforts were coordinated with the curriculum and

instructional processes that flow from the grade level content standards and from the classroom teacher to the tutors or support personnel. State and district assessment strategies were used to determine the effects of intervention and remediation on student achievement: Universal Screener; class grade reports at all grades; MAAP-EOC for 9th – 12 grades.

Summer Enrichment Program provided theme-based Dreamers Camp for students in pre-K through 12th grades. Programming was provided five days per week for two weeks during the summer at all project sites. The cultural enrichment, health and nutrition, and physical fitness programs provided in the after-school program were incorporated into the summer program. High school students engaged in MAAP-EOC practice for credit recovery. Students were offered the opportunity to work with project staff in design teams to plan the activities for the summer. During the enrichment program students had the opportunities to explore STEM. Several STEM programs (coding, robotics), intensive tutoring, and reading in the sciences were provided to students. Arts, mathematics, and family engagement were also provided during the summer.

Intersession Intervention & Enrichment provided intense intervention and enrichment for the three sessions of Intersession: October, March, and June during regular school hours. Age and grade appropriate activities included core subject tutoring, ACT prep, financial literacy, Credit Recovery and academic tutoring. K students received both instruction to prevent regression, and activities designed to enhance motor and executive function skills. For English Language Learners (ELL), total immersion, with appropriate translation support, was practiced. Priority was given to ELLs when scheduling and providing services. During each program component, these students received targeted English instruction from an EL interventionist and

a program designed to address learning a foreign language. Corinth High and Middle School ELLs who were significantly below grade level were enrolled in an extended block class.

4. QUALITY OF STAFFING

All project staff employed for Dreamers Academy were employees of the Corinth District and worked for the project on a part-time basis outside of their regular District scheduling. The District's Federal Programs Director served as the Director for all school sites and the community site. She was responsible for coordinating the after-school programs and regular school programs. A portion of her salary was paid by the Dreamers Academy Project. Time and effort were recorded to ensure documentation was maintained and the percentage of her workday was in accordance with the project's budget and state/federal requirements for salaried personnel. The Project Director provided direct supervision of the 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 narrative/budget and as described in the project's narrative. She served as a liaison with project advisory team, partner organizations, and evaluator. She directly supervised the Data Manager/Expanded Learning Instructor who ensured all data were collected and maintained as described in the Evaluation portion of the project narrative. This position additionally was employed as an instructor in the after-school component. All project personnel were part-time and involved in a varied schedule depending on the activities they were assigned for any given week. Children and youth requiring special behavioral programming were referred to the Behavior Specialists employed by the District to design and monitor individual behavioral management plans that were implemented and monitored by the Site Coordinators.

Staff Qualifications & Student-to-Staff Ratios

Certified teachers were employed by Dreamers Academy funds as Certified Tutors and Enrichment Specialists to plan and implement academic units of study and develop individualized student interventions, along with skills-reinforcement in group sessions. The 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. 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. Schedules were varied and appropriate for the variety of program offerings. Snacks were supervised by the Coordinators and Tutors, with snacks provided by the Corinth District through its USDA food allotments. Regular-school-day Bus Drivers, with commercial certifications, were paid with grant funds to provide students with transportation home from the school-based programs.

All professionals paid by the project for their work outside their regular school duties were licensed teachers. 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. 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. All project teachers were responsible for planning and coordinating the small groups in which instruction took place. 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.

Staff Training and Professional Development

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.

5. Objective Assessment

Dreamers Academy was implemented around four approved program goals: (1) Improve Academic Achievement; (2) Foster Youth Development; (3) Strengthen Family Engagement; and (4) Expand STEM Learning. The following assessment restates the measurable objectives contained in the approved Cohort 6 renewability application and evaluates progress using available student achievement data, teacher progress reports and surveys, attendance and participation records, family engagement records, program activity records, and other evidence collected during the 2025–2026 program year.

GOAL 1: IMPROVE ACADEMIC ACHIEVEMENT

Objective 1.1: At least 50% of regularly participating students will meet grade- or course-level proficiency in at least one assessed academic subject.

Related Activities:

Dreamers Academy provided intensive academic tutoring, small-group instruction, intervention and remediation, homework assistance, summer and intersession instruction, credit recovery, ACT preparation, and other academic supports. Academic services were coordinated with the regular school-day curriculum and focused on identified areas of student need. Students also had access to i-Ready and other instructional resources to strengthen reading and mathematics skills.

Data Collected/Evaluation Methods:

Available measures included i-Ready reading and mathematics results, MAAP and end-of-course assessment information when available, classroom grades and progress reports, teacher progress reports, and other district assessment data. Quarterly teacher feedback was also used to determine whether students were maintaining or improving academic performance.

Timeline:

Student progress was monitored throughout the regular school year and during summer and intersession programming. Teacher progress information was reviewed periodically throughout the program year, while district and state assessment information was reviewed as it became available.

Results/Outcomes:

Available assessment evidence indicates academic growth among participating students. Students with available i-Ready data demonstrated average gains in reading and mathematics ranging from approximately 7 points to more than 35 points. Quarterly teacher reports also indicated that participating students generally demonstrated improved academic achievement or, at minimum, maintained achievement during the program year.

These findings demonstrate positive academic progress; however, the available evaluation data do not provide a complete participant-level calculation showing the percentage of all regularly participating students who met grade- or course-level proficiency in at least one assessed academic subject. Future evaluation procedures should match regularly participating students with the applicable proficiency measure so the approved 50% benchmark can be calculated directly.

Objective 1.2: At least 60% of regularly participating students will demonstrate improvement in classroom participation and assignment completion.

Related Activities:

Students participated in homework assistance, academic tutoring, individualized and small-group intervention, enrichment, credit recovery, intersession programming, and other extended-learning activities. Program staff worked with classroom teachers to identify student needs and reinforce skills and assignments from the regular school day.

Data Collected/Evaluation Methods:

Teacher progress reports, teacher surveys, classroom performance information, assignment completion, and observations of student participation were used to evaluate this objective.

Timeline:

Teacher feedback and student performance were monitored throughout the regular school year, with progress information collected periodically during the program year.

Results/Outcomes:

Teacher surveys and progress reports provide evidence that participating students improved in areas directly related to this objective. Teacher feedback indicated improvement in homework completion, staying on task, classroom participation, responding to questions, and attitudes toward school. The evaluation further found that more than 75% of students participating in a variety of project activities demonstrated improvement in school-related behaviors**,** including turning in homework and classroom participation. Based on the available teacher progress reports and survey results, the evidence exceeds the approved 60% benchmark.

GOAL 2: FOSTER YOUTH DEVELOPMENT

Objective 2.1: At least 70% of regularly participating students will demonstrate improved social-emotional skills.

Related Activities:

Dreamers Academy incorporated social-emotional learning, mentoring, character education, conflict resolution, anti-bullying activities, physical activity, recreation, team activities, enrichment, and other youth-development experiences. Activities were designed to strengthen relationships, responsible decision-making, positive behavior, confidence, teamwork, and student engagement.

Data Collected/Evaluation Methods:

Teacher progress reports and surveys, student behavior information, discipline information, program observations, participation records, and other available social-emotional and engagement indicators were reviewed.

Timeline:

Student behavior, engagement, and social-emotional development were monitored throughout the school year and during extended-learning programming.

Results/Outcomes:

Available teacher-reported engagement data provide strong evidence of positive student development. Among students with outcome data, approximately 90.7% of Corinth Elementary students demonstrated improvement, 100% of Corinth Middle School students demonstrated improvement, and 91.9% of Boys & Girls Club students demonstrated improvement**.** Summer engagement results were also positive at applicable sites.

Objective 2.2: At least 70% of regularly participating middle and high school students will demonstrate improvement in college and career readiness.

Related Activities:

Middle and high school students were provided opportunities that supported college and career readiness through ACT preparation, credit recovery, academic tutoring, Cambridge preparation, career exploration, guest speakers, STEM and technology activities, and exposure to college and career pathways. Extended-learning programming also reinforced employability skills such as communication, teamwork, problem solving, responsibility, and goal setting.

Data Collected/Evaluation Methods:

Available measures included student attendance and participation records, ACT preparation participation, classroom and grade information, credit recovery records, teacher progress reports, career-related activity participation, and other college- and career-readiness indicators.

Timeline:

College- and career-readiness activities occurred throughout the regular school year and during applicable summer and intersession programming.

Results/Outcomes:

The program provided substantial access to activities associated with college and career readiness. High school participants received ACT preparation, Cambridge test preparation, credit recovery, Foundational Studies, tutoring, and other targeted academic supports. Middle and high school students also participated in enrichment and career-connected learning opportunities.

Future evaluation should identify the specific indicator or combination of indicators used to calculate this objective at the beginning of the program year and report the numerator, denominator, and resulting percentage.

GOAL 3: STRENGTHEN FAMILY ENGAGEMENT

Objective 3.1: At least 60% of parents of regularly participating students will report increased confidence in supporting their child's learning.

Related Activities:

Dreamers Academy provided family workshops, school and community meetings, parent communication, family learning opportunities, STEM events, parent conferences, and other activities designed to strengthen the relationship between families and the educational program.

Data Collected/Evaluation Methods:

Parent surveys, family-event feedback, sign-in records, communication records, and other family-engagement documentation were used to evaluate parent participation and perceptions.

Timeline:

Family engagement activities and communication occurred throughout the regular school year and during applicable extended-learning activities.

Results/Outcomes:

Parent feedback regarding Dreamers Academy activities was strongly positive. Parents participating in program activities reported high levels of satisfaction with the experiences provided to their children.

“The before/afterschool program supports my child’s academic progress.”- 87.5% strongly agree or agree

“My child has benefitted from the after school program.”- 89.4% strongly agree or agree

Family feedback associated with STEM activities was particularly positive, with parents noting that students were learning while having fun and expressing interest in participating in future activities.

Available survey and family-engagement information supports positive parent perceptions; however, the evaluation should distinguish general satisfaction from the specific approved measure of increased confidence in supporting the child's learning.

Objective 3.2: At least 40% of families of regularly participating students will attend a family-engagement event.

Related Activities:

Families were invited to participate in parent workshops, school and program events, STEM activities, conferences, family learning opportunities, student programs, and other engagement activities throughout the year.

Data Collected/Evaluation Methods:

Family-event sign-in sheets, attendance records, parent surveys, and program participation records were reviewed.

Timeline:

Family-engagement events occurred throughout the regular school year and during special and extended-learning programming.

Results/Outcomes:

Program records indicate strong family participation. More than 70% of families participated in one or more family-engagement events, exceeding the approved benchmark of 40%. Family participation occurred through a variety of activities rather than relying solely on traditional parent meetings, allowing families multiple opportunities to engage with their children's learning and school community.

Objective 3.3: At least 40% of families of regularly participating elementary students will participate in home-based learning activities.

Related Activities:

The program provided opportunities for families to extend learning into the home through family learning activities, take-home activities and resources, parent/student challenges, STEM-related activities, and other activities intended to encourage families to participate directly in student learning.

Data Collected/Evaluation Methods:

Sign-in sheets, parent surveys, take-home activity records, returned activity documentation, and other family-engagement records were used to assess participation.

Timeline:

Home-based learning opportunities were provided periodically throughout the school year and in connection with family-engagement and enrichment activities.

Results/Outcomes:

Program documentation indicates that home-based learning opportunities were made available to elementary families and that families participated in take-home and family learning activities. However, the evaluation materials currently available do not provide a sufficiently clear numerator and denominator to verify whether at least 40% of families of regularly participating elementary students completed a qualifying home-based learning activity.

Future evaluation procedures should maintain a participant roster identifying the number of eligible regularly participating elementary families and the number completing at least one documented home-based learning activity.

GOAL 4: EXPAND STEM LEARNING

Objective 4.1: At least 60% of regularly participating students in grades 3–8 will participate in at least one STEM enrichment activity.

Related Activities:

Dreamers Academy expanded hands-on STEM opportunities through STEM Saturdays, robotics, coding, technology activities, engineering and design challenges, science activities, project-based learning, STEM kits, career expos, and other enrichment experiences. STEM activities were incorporated into regular extended-learning programming as well as special events.

Data Collected/Evaluation Methods:

Program participation logs, STEM activity attendance records, project logs, student work samples, activity records, and other program documentation were used to monitor participation.

Timeline:

STEM activities were provided throughout the regular school year, summer, intersession, and designated STEM Saturday programming.

Results/Outcomes:

STEM became a significant component of Dreamers Academy programming during the evaluation year. For example, a April 11, 2026 STEM Rocks Saturday camp registered more than 100 students and provided hands-on science, technology, engineering, and mathematics activities for students in Pre-K through sixth grade. Additional STEM experiences included coding, robotics, technology, engineering activities, and project-based learning incorporated into summer, intersession, and extended-day programming.

The documented level of participation demonstrates substantial implementation of the STEM initiative. To make the final determination against the approved 60% measure, STEM participation records should be matched specifically to the roster of regularly participating students in grades 3–8.

Objective 4.2**:** At least 40% of regularly participating students will demonstrate improvement in important STEM skills.

Related Activities:

Students participated in engineering and design challenges, robotics and coding, science experiments, STEM demonstrations, project-based learning, and other hands-on activities requiring problem solving, critical thinking, creativity, collaboration, and application of STEM concepts.

Data Collected/Evaluation Methods:

Teacher checklists, project rubrics, student work samples, project logs, activity records, and observations of student performance were identified as measures of student STEM skill development.

Timeline:

STEM skill development was monitored during STEM activities offered throughout the regular school year, summer, intersession, and STEM Saturday programming.

Results/Outcomes:

Student work, staff observations, and participation in project-based STEM activities provide qualitative evidence that students practiced and developed STEM-related skills. Students engaged in hands-on experiences requiring them to design, build, test, revise, solve problems, and explain their learning. Parent and student feedback from STEM Saturdays also reflected strong engagement and student interest in science and engineering activities.

The current evaluation documentation, however, does not provide a consolidated pre/post calculation demonstrating that at least 40% of regularly participating students improved on a defined STEM skill measure. Future implementation should use a common teacher checklist or project rubric at the beginning and conclusion of selected STEM activities so improvement can be quantified consistently across sites.

Overall Assessment of Approved Goals and Objectives

Dreamers Academy implemented activities aligned with all four approved Cohort 6 goals during the 2025–2026 program year. The strongest measurable results were found in student

engagement/youth development and family-event participation**,** where available evidence met or exceeded established benchmarks. Academic assessment data also demonstrated student growth, including measurable gains in i-Ready reading and mathematics performance, while extensive academic intervention, tutoring, credit recovery, ACT preparation, and intersession programming were provided throughout the year.

The evaluation also identified an important opportunity for continued improvement in program measurement. Several approved objectives establish a specific percentage benchmark, but existing program records do not always provide a direct numerator and denominator that allow the evaluator to calculate attainment of that benchmark. This does not indicate that the activities were unsuccessful; rather, it identifies the need to more closely align data collection with the specific measurement language contained in the approved grant.

For the next program year, Dreamers Academy should establish a data-collection plan for each approved objective at the beginning of the year. Each objective should identify the eligible population, baseline measure, data source, frequency of collection, staff member responsible for maintaining the data, and method used to calculate the final percentage. This will allow future evaluations to distinguish clearly between implementation of activities, evidence of progress, and formal attainment of each approved measurable objective**.**

6. OTHER OBSERVATIONS

Stem Saturdays

April 11, 2026
Excerpt from *Sparking Curiosity: Corinth Students Rock the World of STEM*
by Laine Williams
On Saturday, April 11, the Corinth School District hosted the “STEM Rocks” STEM Saturday

camp, where over 100 registered students brought science, technology, engineering, and math to life. The vibrant, hands-on activities were specifically designed to spark boundless imagination and intellectual curiosity in students from Pre-K through 6th grade.
"I love rocks. I have an entire rock collection at home and I know a lot about rocks. My favorite rock is emerald because that is my birth stone. We also made a rock cycle in a bag. We shredded crayons, applied pressure and left it out in the sun to make a rock. I like STEM Saturday because you can do little projects and you learn about science." Ethan, 3rd grader

Parent Feedback Survey Responses

"He learned all about fossils and painting rocks. He loved it every bit of it. He would go every weekend if it was available"

"It was their first time trying it and they absolutely loved it! Both of my kids can't wait for the opportunity to come around again."

"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!"





Corinth School District Strategic Planning Survey 2026

Figure Q25. Response-level thematic mentions.

Theme	Count	% of substantive responses	Representative response
Frequent breaks reduce burnout and support well-being	86	61.4%	"The modified schedule offers needed breaks, families are able to plan travel, students are offered remediation if needed"
Teacher planning and professional learning	24	17.1%	"time to prepare for teachers and mental health break for students"
Intersession allows remediation and timely support	21	15.0%	"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" programs."
Family time, travel, and scheduling flexibility	21	15.0%	"Off season vacations are generally more affordable, allowing families to plan and spend less for meaningful experiences."
Shorter summer may reduce learning loss	19	13.6%	"They dont have such a huge gap as state schools, and are able to retain learned information better over the shorter breaks."
Enrichment and additional learning opportunities	17	12.1%	"Reduce learning regression while giving students who have fallen behind a better opportunity to catch up with the curriculum."

7. PROGRESS TOWARD SUSTAINABILITY

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 *the Dreamers Academy.* 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.

New Partnerships Formed and 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.

Partner Contributions

Community and district partnerships continue to be an important component of the Dreamers Academy 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 the Dreamers Academy 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 the Dreamers Academy 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 Boys and Girls Club-Corinth is a significant community partner and extends the reach of the program beyond the traditional school setting. This organization provides an established community-based location 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.

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 Dreamers Academy 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.

2025 – 2029 – Corinth School District and Community Organizations Cohort 6 Sustainability Plan

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	October 31, 2025

	match community interest garnered from earlier research and interviews with community members.	
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	• Formalize relationship with MOUs, volunteer position description, and formalize advisory committee roles.	December 15, 2025
Be a Good Steward	• 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.	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 throughout project period

8. OVERALL RECOMMENDATIONS

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

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

Professional Development of Staff: The academic, behavioral, linguistic, and cultural backgrounds of students and their parents require that project staff receive professional development to address the

diversity of needs presented by children who are targeted by the project. Of special interest to educators and other project staff could be effective strategies for improving English language proficiency among children and parents/caregivers who are learning English as a second language. Research suggests that direct instruction in basic English skills (e.g., phonological awareness, phonics, comprehension) may provide a lasting impact on those who are learning English. Professional development aimed at emphasizing the well-being of students who live under chronic stress is considered to be desirable for school staff. A family-based approach has the potential to increase parental engagement in their child's education, as well as enhance the economic well-being of the family. It is suggested other areas for professional development that may be emphasized are: (1) Using technology to enhance literacy and numeracy skills, (2) additional hands-on STEM activities, (3) Using data to inform instructional decision-making, and (4) Using blended learning during periods outside the regular school day and year. Together, professional development, parental outreach, technology, and hands-on educational activities have the potential to increase the number of students who participate in the Dreamers Academy program if it is extended to include additional years of programming. Incentives for attendance are recommended as attendance continues to be a significant hindrance to the program's overall impact for a number of students.

Personnel: The project may benefit from seeking a credentialed person or community-based person who is bilingual in Spanish and other languages spoken at home. It may be possible to allocate some of future Dreamers Academy funds (should they be available) to provide a person who could provide intensive language services to students and families learning English. Having Stem Saturdays available to students/parents monthly throughout the year, including the summer months, will, no doubt, be widely popular with families. This is an activity that is planning and execution intensive and probably impossible for the current staff to manage monthly throughout the year. It is recommended that Dreamers Academy funds (should they be are available for an additional year) be provided to employ a person to assist in planning/preparing for monthly sessions. Should funds not be available, it is

recommended that efforts be made to find one or more high school students who can earn community services hours, if the District is unable to pay them for their work. Possibly, community members willing to volunteer to provide the extra personnel and support could be recruited.

Student Attendance: The project provided a wide-range of activities and staffing that could accommodate a large percentage of the students most in need. Unfortunately, students/parents did not take full advantage of the total number of days/sessions available to them. Taking full advantage of the opportunities afforded by the project is key to improving overall student outcomes. Staff may want to make sure that parents know that transportation is provided to interested students (with outreach in Spanish, as well). Establishing an "Attendance Wall" that provides positive reinforcement to students (i.e., individuals, sub-groups or teams) should have the potential of improving attendance. Project staff might recognize those who attain their goals by providing certificates, tokens, notes to teachers and parents/caregivers. Recognition Parades are a favorite of most elementary students and there are activities currently being used to which middle-school students respond very positively (Houses concept, etc.) Using social media to advertise the various program offerings, posting short videos of students and teachers (in action at various activities) could be used to better incentivize students to attend programming. Discussions with students asking the question: "What would make you want to come to before & after school, summer, and intersession activities/programs?" Their responses could prompt project staff to reconsider some of their activities, or how they operate, and/or discover additional activities the students would enjoy. This evaluator believes the attendance issue greatly negatively influences the overall impact of an outstandingly conceived, organized, and operated comprehensive educational after-school-hours program. However, the program has made great strides in improving attendance, as evidenced in section 2.

Personalization: The unique profiles of strengths, areas in need of improvement, and affinities provide project staff with opportunities to personalize each child's daily activities. To achieve personalization, project staff may work on ways of communicating the results of formative and informal assessments

that classroom teachers could use to provide meaningful positive reinforcement to the students who regularly attend the program. The access to technology that is available to students in Dreamers Academy should be emphasized to students to incentivize them to attend the project. Surveying students' interests and suggestions for program offerings could be an effective means of increasing attendance. The STEM Saturdays proved to be a great example of pairing academic, technology/ teamwork/parental involvement and hands-on activities to create excitement and the desire for parents and students to participate in Dreamers Academy. It is recommended that efforts be made to develop other activities that generate the type and amount of appeal STEM Saturdays generated to assist in increasing attendance of both students and parents in all aspects of the program.

Intersession: The Corinth School District continues its highly popular and successful Intersession program. Parents, students, and the community at-large are extremely pleased with this innovative and culturally enriching programming during these breaks. Intersession periods are a great way to provide students extra time to achieve academic concepts.