



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education 21st Century Community Learning Centers FY 17 Common Data Elements Form

Subgrantee: Factory Transition

Date: June 15, 2017

1. Attendance									
Total Number of Students Targeted		Registered Students		Regular Attendees (attend ≥ 30 days)		Total Number of Parent Opportunities		Total Number of Parents Attending	
Number:	135	Number:	141	Number:	134	Number:	10	Number:	366
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	12	Number:	8	Number:	4	Number:	0		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	58	Number:	30	Number:	9	Number:	0		
Regular Attendees without scores who took standardized test:							Number:	10	
Regular Attendees who did not take standardized test:							Number:	27	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:	45	Number:	39	Number:	13	Number:	0		
Regular Attendees without scores who took standardized test:							Number:	10	
Regular Attendees who did not take standardized test:							Number:	27	
Retake Data (If applicable)						Number of Retakes:		0	
Beginning		Developing		Proficient		Distinguished			
Number:	N/A	Number:	N/A	Number:	N/A	Number:	N/A		

4. Report Card Grades

4A. English Language Arts – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
10	26	36	30	27	5
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

4B. Math – Regular Attendees

Regular Attendees without Grades	Regular Attendees with grade <u>increase</u> (1 st to 2 nd Semester)	Regular Attendees with grade <u>decrease</u> (1 st to 2 nd Semester)	Regular attendees who maintained a specific grade all year		
			“A” or “B”	“C”	“D” or “F”
Number	Number	Number			
7	47	21	30	26	3
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric		

5. Surveys

5A. Student Surveys

Number of Student Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
129	105	19	112	13	113	12

5B. Parent Surveys

Number of Parent Surveys Completed	Behavior		Homework Completion		Satisfaction	
	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree	Strongly/Somewhat Agree	Neither Agree nor Disagree
Number	Number		Number		Number	
129	115	14	116	11	120	9

5C. Regular School Day Teacher Surveys

Number of Teacher Surveys Completed	Behavior		Homework Completion	
	Significant/Moderate/Slight Improvement	No Need to Improve	Significant/Moderate/Slight Improvement	No Need to Improve
Number	Number		Number	
139	87	49	102	37

6. Partners

Number of Partners	Total Amount of Contributions
15	\$11,275

Factory Transition Program

21st Century
Community Learning
Center
Annual Evaluation
Report 2016-2017



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Factory Shoals Elementary School, Factory Shoals Middle School

Reporting Period

August 2016 - May 2017

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INTRODUCTION

Program Overview & History

The Factory Transition Grant was awarded in July of 2014 and serves students in grades 1-5 at Factory Shoals Elementary School, and students in grades 6-8 at Factory Shoals Middle School. Factory Shoals Elementary School added 1st graders this year; previously they served grades 2-5. The Factory Transition program is designed to provide students with hands-on activities aligned with the Common Core Georgia Performance Standards (CCGPS) such as the following: reading and math tutoring and enrichment, science experiments, entrepreneurial education, cultural arts education, mentoring program, homework help, tutoring, credit recovery, recreation, technology integration, character education, drug prevention education, and violence prevention education. The planning committee developed objectives based on the School Improvement Plans of the targeted schools and the statewide program performance goals listed in the Program Goals, Objectives, Activities and Benchmarks section of this report.

Student Attendance and Enrollment

A total of 141 students registered for the Factory Transition program between August 2016 and May 2017. One-hundred thirty-four (134) of those students attended the Factory Transition program for 30 days or more. At Factory Shoals Elementary School, a total of 71 students registered and 67 of those students attended 30 days or more. At Factory Shoals Middle School, a total of 70 students registered and 67 of those students attended 30 days or more. Factory Shoals Elementary School exceeded their target number of 60 by 11 students; and Factory Shoals Middle School fell short of their target number of 75 by 5 students. This information is presented in Figures 1 and 2 below.

Figure 1: Number of Students Attending 30 Days or More

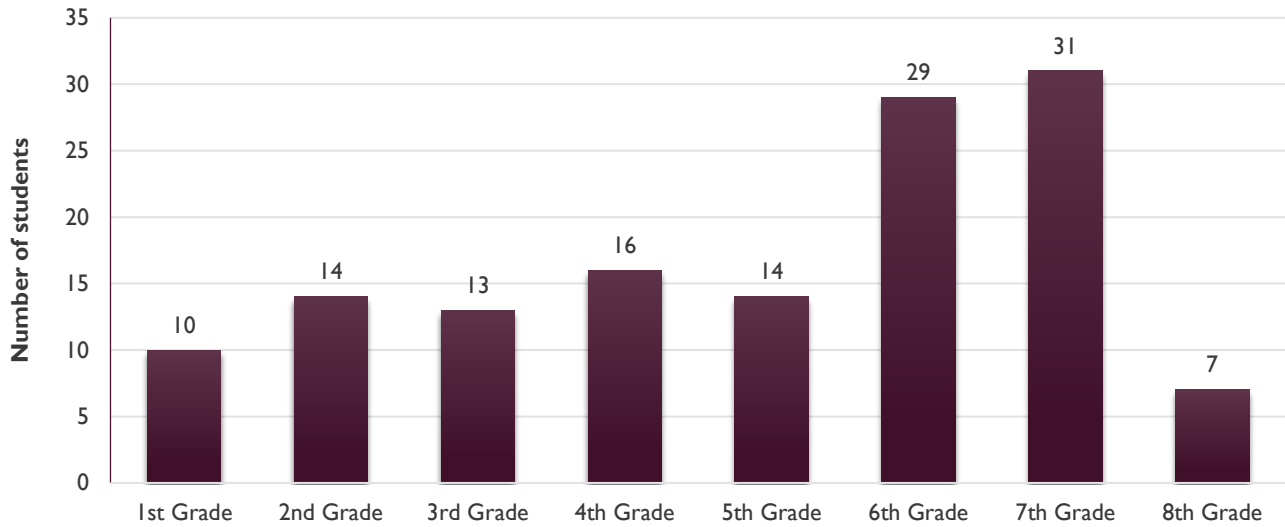
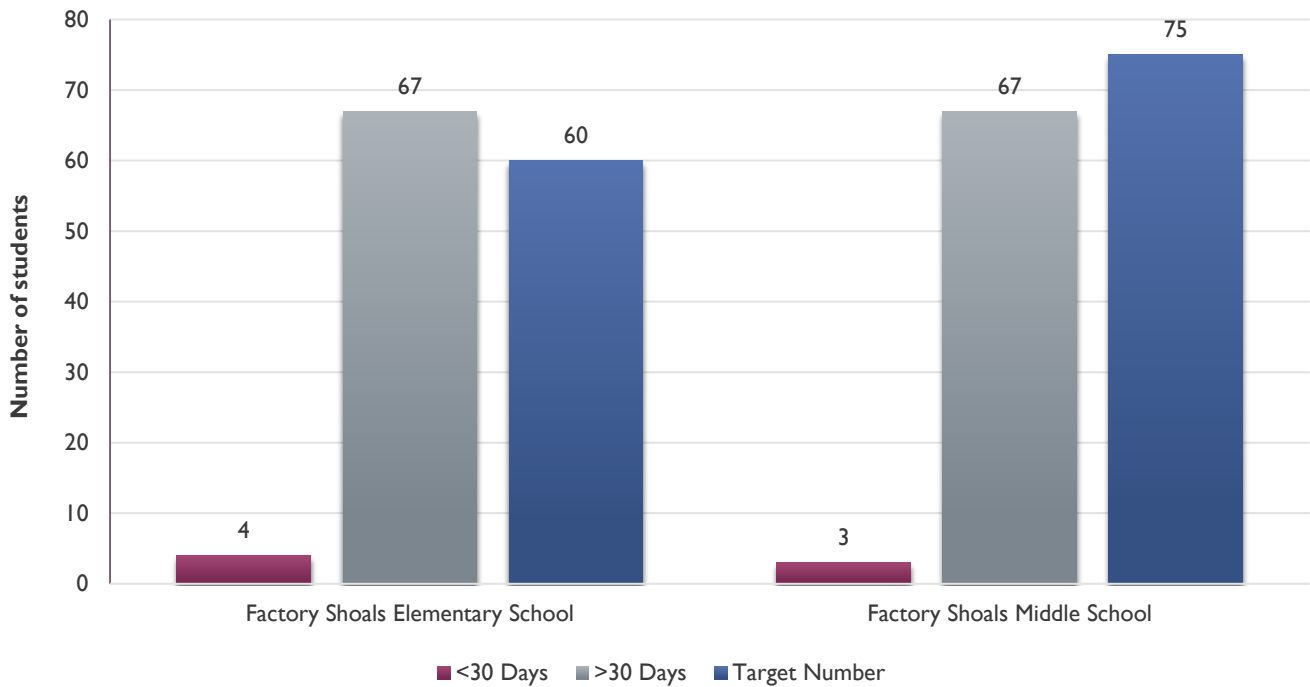


Figure 2: Summary of Number of Days Attended by Students



Student Demographics

Demographic information for Factory Transition program participants who attended 30 days or more is presented in the table below.

Table 1: Student Demographics

	Factory Shoals Elementary School		Factory Shoals Middle School		All Schools	
	# Students	Percent	# Students	Percent	# Students	Percent
Totals	67	100.0%	67	100.0%	134	100.0%
Grade						
1	10	14.9%	N/A	N/A	10	7.5%
2	14	20.9%	N/A	N/A	14	10.4%
3	13	19.4%	N/A	N/A	13	9.7%
4	16	23.9%	N/A	N/A	16	11.9%
5	14	20.9%	N/A	N/A	14	10.4%
6	N/A	N/A	29	43.3%	29	21.6%
7	N/A	N/A	31	46.3%	31	23.1%
8	N/A	N/A	7	10.4%	7	5.2%
Gender						
Female	35	52.2%	28	41.8%	63	47.0%
Male	32	47.8%	39	58.2%	71	53.0%
Race						
Black	53	79.1%	59	88.1%	112	83.6%
White	8	11.9%	5	7.5%	13	9.7%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	9.0%	3	4.5%	9	6.7%
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A
Other						
Not proficient in English	2	3.0%	2	3.0%	4	3%
Free/Reduced Lunch	64	95.5%	46	68.7%	110	82.1%
Special Education	7	10.4%	9	13.4%	16	11.9%

Average Daily Attendance

Table 2: Average Daily Attendance

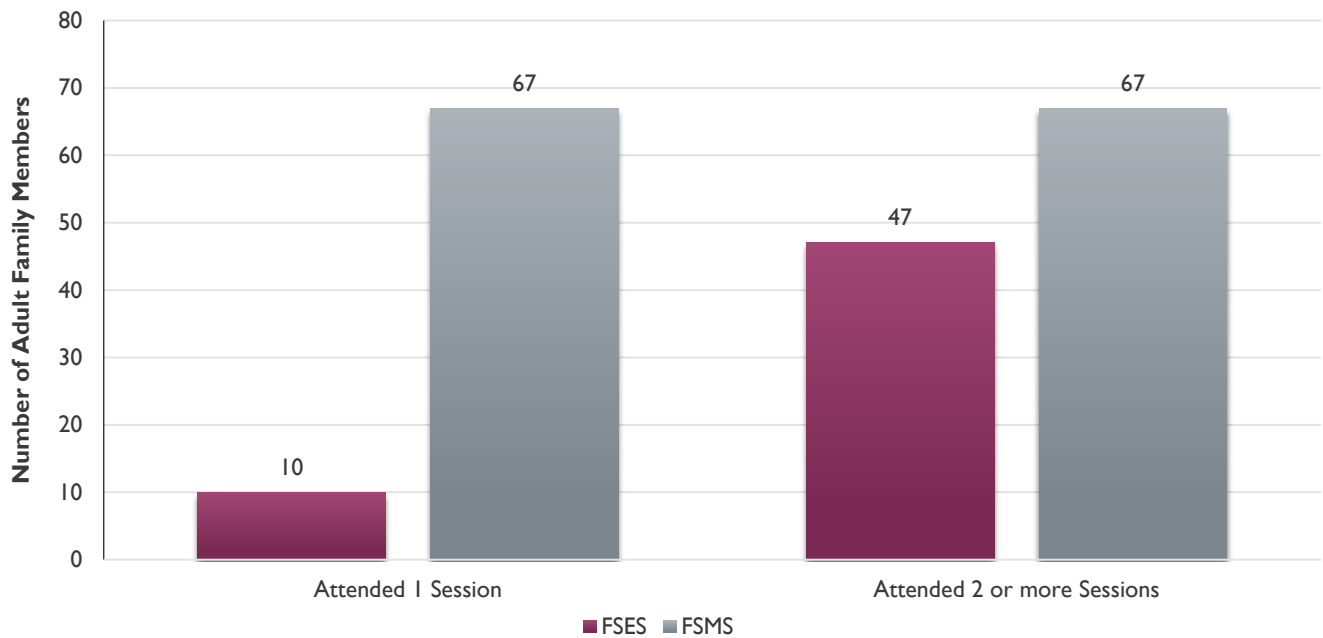
Site	Average Daily Attendance
Factory Shoals Elementary School	50
Factory Shoals Middle School	52

Source: APlus Information System

Adult Family Member Attendance

The Factory Transition program served 128 adult family members. The figure below shows how many days of the program family members attended.

Figure 3: Number of Sessions Attended by Adult Family Members



Source: DCSS

Program Operation

Table 3: Summary of Program Operations

Site	Total Number of Weeks Open	Typical Number of Days Per Week Open	Typical Number of Hours Per Week
Factory Shoals Elementary School	32	5	12
Factory Shoals Middle School	32	5	12

Source: APlus Information System

Program Staff

Table 4: Ratios of Teachers to Students

	Factory Shoals Elementary School	Factory Shoals Middle School
Academic	1:10	1:10
Enrichment	1:12	1:12
Recreation	1:12	1:12

Source: DCSS

Table 5: Characteristics of Program Staff

	Factory Shoals Elementary School		Factory Shoals Middle School		All Schools	
	# Staff	Percent	# Staff	Percent	# Staff	Percent
Totals	16	100.0%	24	100.0%	40	100.0%
Gender						
Female	14	87.5%	17	70.8%	31	77.5%
Male	2	12.5%	7	29.2%	9	22.5%
Race						
Black	7	43.7%	15	62.5%	22	55.0%
Asian	0	N/A	0	N/A	0	N/A
White	8	50.0%	8	33.3%	16	40.0%
Hispanic	1	6.2%	1	4.2%	2	5.0%
American Indian/Alaska Native	0	N/A	0	N/A	0	N/A
Other	0	N/A	0	N/A	0	N/A
Certification Status						
Certified	15	93.7%	20	83.3%	35	87.5%
Not Certified	1	6.3%	4	16.7%	5	12.5%

Source: DCSS

Program Goals, Objectives, Activities and Benchmarks

The goals, objectives, activities, and benchmarks of the Factory Transition program are presented in the table on the following page.

Table 6: Factory Transition Program 21st CCLC Grant Goals & Objectives

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
Improve Academic Achievement	1.1 49% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Reading GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a.) Homework Assistance b.) Computer based assessments/activities & Enrichment sessions c.) Accelerated reader reports d.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) Review every two weeks to ensure student completed AR test, review results d.) GEORGIA MILESTONES given in April of each year and retake assessment in May
	1.2 57% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Math GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May
	1.3 52% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Science GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May
	1.4 49% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Social Studies GEORGIA MILESTONES.	GEORGIA MILESTONES Scores	a) Homework Assistance b.) Mini-lessons/activities & Enrichment sessions and Clubs c.) GEORGIA MILESTONES	a.) Daily & Weekly Monitoring b.) Weekly sessions offered - multiple times per week c.) GEORGIA MILESTONES given in April of each year and retake assessment in May

Goal 1	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
Improve Academic Achievement	1.5 Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) or (2,3) in Math as measured by the school report card if grade is below an A.	Progress notes each three weeks, report cards each six weeks	a.) Progress report evaluations with classroom teachers b.) Agenda book messages with missing assignments c.) Remedial help needed and student goal setting	a.) Every two weeks b.) Daily and weekly throughout the school year c.) Daily or weekly based on student needs
	1.6 Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B or C) or (2,3) in Reading as measured by the school report card if grade is below an A.	Progress notes each three weeks, report cards each six weeks	a.) Progress report evaluations with classroom teachers b.) Agenda book messages with missing assignments c.) Remedial help needed and student goal setting	a.) Every two weeks b.) Daily and weekly throughout the school year c.) Daily or weekly based on student needs – collection of report cards/progress notes scheduled every 3 and 6 weeks
	1.7 At least 85% of 21st CCLC Grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.	Progress notes each three weeks, report cards each six weeks, AimsWeb Assessment	a.) Progress report evaluations with classroom teachers b.) Agenda book messages with homework listed and missing assignments noted c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Bi-weekly grade book review c.) Pre - Post (at end of year) data from teacher surveys
	1.8 At least 80% of 21st CCLC Grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory behavior by the end of the school year.	Progress notes each six weeks, report cards each six weeks, agenda messages, teacher survey, behavior report from Infinite Campus	a.) Speakers, counseling services, conferencing b.) Role playing activities, character development seminars c.) Teacher survey to measure progress	a.) Daily agenda review throughout the school year b.) Bi-weekly grade book review c.) Pre - Post (at end of year) data from teacher surveys

Goal 2	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>Increase Family Involvement</p>	<p>2.1 50% of the active enrolled parents will attend two or more sessions each year.</p>	<p>Calendar of events, parent needs assessment survey</p>	<p>a.) Newsletter b.) Schedule of parent education sessions c.) Parent activity interest survey</p>	<p>a.) Quarterly b.) Schedule/calendar of activities, APLUS adult registration, and attendance records. 1 hour parent sessions for a minimum of 6 sessions c.) Administered at parent orientation and survey at end the year</p>
	<p>2.2 Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.</p>	<p>Sign in sheets and agenda from parent sessions, calendar of events, parent needs assessment survey</p>	<p>a.) Event sign in sheet b.) Schedule of parent education sessions c) Parent activity interest survey</p>	<p>a.) Collected at each parent session b.) Schedule event posted each month in APLUS c.) Parents will be given an evaluation survey at each parent education/involvement/literacy session.</p>

Goal 3	Measurable Objectives	Measurement Tools	Activities	Timeframe / Benchmark
<p>DCSS will develop programs grounded in scientifically based best practices and engage the community.</p>	<p>3.1 At least 80% of after school teachers will report satisfaction with the level of professional development received related to best practices in after school programming by the end of the school year.</p>	<p>Professional development logs, copies of conference attendance certificates, staff professional development survey</p>	<p>a.) Professional development survey to determine needs and level of satisfaction b.) Staff attending conference</p>	<p>a.) Professional Development needs assessment pre and post survey in fall and spring of each year and post survey given at the end of year b.) Collection of sign in sheets, log of sessions taken and completed after each class</p>
	<p>3.2 DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners by the end of the school year.</p>	<p>Partner list, copy of partner agreement or contribution thank you letters, data entry in Afterschool 21 system</p>	<p>a.) The Partners in Education committee will provide assistance workshops b.) Speakers for events, volunteer for events, mentor students, donate materials.</p>	<p>a. & b.) Community collaboration data entered in APLUS monthly</p>

STATUS OF PROGRAM OBJECTIVES

Table 7: Factory Transition Program 21st CCLC Grant

Goal 1	Measurable Objectives	Status	Comments
Improve Academic Achievement	1.1 49% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Reading GEORGIA MILESTONES.	Not Met	FSES Not Met – 33.3% met objective (11/33). FSMS Not Met – 43.7% met objective (28/64). Total students meeting objective: 40.2¹%
	1.2 57% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Math GEORGIA MILESTONES.	Not Met	FSES Met – 60.6% met objective (20/33). FSMS Not Met – 50.0% met objective (32/64). Total students meeting objective: 53.6%
	1.3 52% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Science GEORGIA MILESTONES.	Not Met	FSES Met – 54.5% met objective (6/11). FSMS Not Met – 18.2% met objective (2/11). Total students meeting objective: 36.3²%
	1.4 49% of regularly participating students (attending the program 30 days or more) will score as Developing, Proficient, or Distinguished Learners on Social Studies GEORGIA MILESTONES.	Not Met	FSES Not Met – 45.4% met objective (5/11). FSMS Not Met – 45.4% met objective (5/11). Total students meeting objective: 45.4%
	1.5 Of the 21st CCLC Grant students participating in program 30 days or more, 75% will exhibit an annual academic improvement from or maintain (A, B or C) or (2,3) in Math as measured by the school report card if grade is below an A.	Met	FSES Met – 80.6% met objective (54/67). FSMS Met – 89.5% met objective (60/67). Total students meeting objective: 85.1%
	1.6 Of the 21st CCLC Grant students participating in program 30 days or more, 80% will exhibit an annual academic improvement from or maintain (A, B or C) or (2,3) in Reading as measured by the school report card if grade is below an A.	Met	FSES Not Met – 76.1% met objective (51/67). FSMS Met – 92.5% met objective (62/67). Total students meeting objective: 84.3%

¹ The total number of students taking the Math and ELA Assessments is lower than the total number of regularly participating students as only 3-8 graders were administered those assessments.

² The total number of students taking the Social Studies and Science Assessments is lower than the total number of regularly participating students as only 5th and 8th graders were administered those assessments.

Goal 1	Measurable Objectives	Status	Comments
<p>Improve Academic Achievement</p>	<p>1.7 At least 85% of 21st CCLC Grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory homework completion by the end of the school year.</p>	<p>Met</p>	<p>Teachers of 21st CCLC students: FSES Met– 100% met objective FSMS Met – 100% met objective Total students meeting the objective: 100% of teachers indicated that that there was slight-significant improvement, or no need to improve when asked if their students were demonstrating satisfactory homework completion.</p> <p>Parents of 21st CCLC students: FSES – 93.7% met objective FSMS – 87.5% met objective Total students meeting the objective: 90.6% of parents “Agreed” or “Strongly Agreed” that the program was helping their child to complete and turn his/her homework in on time.</p>
	<p>1.8 At least 80% of 21st CCLC Grant students participating in the program 30 days or more will demonstrate improvement or maintain satisfactory behavior by the end of the school year.</p>	<p>Met</p>	<p>Disciplinary Action Data: FSES – 74.6% met objective FSMS – 79.1% met objective Total students meeting the objective: 76.8%</p> <p>Teachers of 21st CCLC students: FSES – 97.0% met objective FSMS – 99.0% met objective Total students meeting the objective: 97.8% of teachers indicated that that there was slight-significant improvement, or no need to improve when asked if their students were behaving well in class.</p> <p>Parents of 21st CCLC students: FSES – 89.1% met objective FSMS – 89.2% met objective Total students meeting the objective: 89.1% of parents “Agreed” or “Strongly Agreed” that the program was helping their child’s behavior to improve.</p>

Goal 2	Measurable Objectives	Status	Comments
<p>Increase Family Involvement</p>	<p>2.1 50% of the active enrolled parents will attend two or more sessions each year.</p>	<p>Met</p>	<p>FSES Met – Seventy-seven percent (77.0%) of parents attended 2 or more sessions. FSMS Met – One-hundred percent (100%) of parents attended 2 or more sessions. Total parents meeting the objective: 89.0%</p>
	<p>2.2 Of the family members who participate in 3 or more family involvement / education / literacy activities, 50% will report increased engagement.</p>	<p>Met</p>	<p>100% of parents who reported that they attended 3 or more parent nights/sessions on the parent survey stated that they learned a lot (72.7%) or some (27.8%).</p> <p>100% of parents who reported that they attended 3 or more parent nights/sessions on the parent survey were satisfied that the 21st CCLC program will improve their child's success by the end of the school year.</p> <p>94.4% of parents who reported that they attended 3 or more parent nights/sessions on the parent survey indicated that they have been more active/ involved in their child's education since attending the 21st CCLC program.</p> <p>100% of parents who reported that they attended 3 or more parent nights/sessions on the parent survey agreed that the program was helping them to understand how to help their child with his or her educational needs.</p>

Goal 3	Measurable Objectives	Status	Comments
<p>DCSS will develop programs grounded in scientifically based best practices and engage the community.</p>	<p>3.1 At least 80% of after school teachers will report satisfaction with the level of professional development received related to best practices in after school programming by the end of the school year.</p>	<p>Met</p>	<p>After-school Factory Transition program staff indicate that: FSES Met – 92.3% of after-school teachers are satisfied with the level of professional development received. FSMS Met – 94.7% of after-school teachers are satisfied with the level of professional development received. Total meeting objective: 93.8%</p>
	<p>3.2 DCSS and CISDC will establish and maintain partnerships with at least 10 civic, community, business, or faith based partners by the end of the school year.</p>	<p>Met</p>	<p>Partnerships established & maintained with 15 partners.</p>

EVALUATION OVERVIEW

Evaluation Overview

Located at Kennesaw State University, the A.L. Burruss Institute of Public Service and Research is the independent, third party evaluator for the Factory Transition program. The A.L. Burruss Institute of Public Service and Research at Kennesaw State University was established in July of 1988 and provides a wide range of technical assistance across a broad range of policy areas to governmental entities at various levels, as well as nonprofit organizations. The Burruss Institute has conducted numerous evaluations and has experience conducting needs assessments and satisfaction surveys for non-profit and government agencies at the state, county, and municipal level. In addition, Dr. Camille Sutton Brown-Fox, faculty member from Kennesaw State University's Bagwell College of Education, partnered with the Burruss Institute on this project.

There were two main purposes for the Factory Transition evaluation during Year 3. The first was to provide detailed information about the Factory Transition program implementation to the Program Director and Site Coordinators and the second was to accurately assess the progress of the program in meeting the goals and objectives as outlined in the grant proposal.

Use of Evaluation Results

Staff made extensive efforts to explain and clearly communicate programmatic expectations to all stakeholders including students, parents, teachers, and staff. During the third year of implementation, all data collected and subsequently analyzed, will be used to guide and improve the third year of implementation. Future data collection and evaluation reports will be used to assess, plan, design, and implement strategies to improve the program. Prior to the opening of the 2018 school year, the evaluation of objectives and information obtained from the parent, teacher, and staff surveys will be shared with the Factory Transition teachers at a preplanning meeting.

Project Director and DCSS:

1. The Project Director reviews the reports and findings with site coordinators during each month of operation. Meetings are held in person or via conference calls to discuss program highlights and recommendations for program improvement and/or program concerns. Additionally, the Project Director made frequent site visits throughout the year and spoke with coordinators on a weekly or daily basis depending upon the need and the month. The Director has also attended sustainability training and grant writing sessions, as well as other relevant training this year.
2. The Project Director reports evaluation findings to the school district and works with instructional staff at the district level to include 21st CCLC programs and evaluation results in the District School Improvement plan. An LEA Implementation Plan is created from district-level and school-specific trend data analysis. This analysis becomes a part of the Consolidated Application-Comprehensive Plan of the district.

3. The Project Director presents data and evaluation results to the Communities In Schools of Douglas County Board of Directors at quarterly meetings. The role of this volunteer Board is to identify ways of supporting the school improvement plan through suggestions for additional partnerships and financial support through donations.
4. During July 2017, the Project Director will lead a meeting with the grant site coordinator to analyze student assessment data in order to create an improvement plan that addresses each school's individual academic needs. This plan coupled with the previous year's evaluations results will drive the implementation of the 21st CCLC program for 2017-2018. Additionally, the program site coordinators will meet with their respective principals to share results. They will then make necessary program adjustments for the 2017-2018 school year. The grant site coordinator will also share the evaluation result action plan with school day faculty, leadership, parents, and advisory council.
5. Data will be used to set schedule and priorities for the next school year. In some cases more math segments will be added if the data shows a need. Data will also be used to determine if student numbers need to be increased for a particular grade level.

EVALUATION METHODS

Multiple measures were used to evaluate the Factory Transition program. These measures include surveys of students, parents, regular school day and after-school teachers, as well as observations and student records. Participants who did not attend the program for 30 days or more at any of the sites are not included in any of the analyses per the guidelines set forth in the objectives.

Parent Survey

During spring 2017, a survey was administered to the parents/guardians of students who participated in the Factory Transition program. Parents were given a paper survey and encouraged to complete it and return it to program staff. Once received by staff, the completed surveys were entered into an online data collection system created by the Burruss Institute.

The survey was designed to assess parent satisfaction and attitudes toward the Factory Transition program and measure the degree to which they thought it helped their child improve behavior and academic skills. The survey has 16 items with a few open-ended questions, but most are measured using 5-point scales (ranging from “Strongly Agree” to “Strongly Disagree”, and “Very Satisfied” to “Very Dissatisfied”).

Parent surveys were distributed and collected at parent night sessions, and surveys were sent home with students. The completion rates for the parent survey are summarized in table below.

Table 8: Completion Rates for Parent Survey

School	Number of Surveys Completed	Number of Surveys Distributed	Parent Response Rate
Factory Shoals Elementary School	64	64	100%
Factory Shoals Middle School	65	68	95.6%
Total	129	132	97.7%

Teacher Survey

During spring 2017, an online survey was administered to the regular school day teachers of the student participants of the Factory Transition Program. The purpose of the survey was to assess whether regular school day teachers believed that student participant's behavior related to academic performance had changed during their involvement with Factory Transition this year. The survey includes 10 items on 8 point scale: 1. No need to improve, 2. Significant improvement, 3. Moderate improvement, 4. Slight improvement, 5. No change, 6. Slight decline, 7. Moderate decline, 8. Significant decline.

The completion rates for the teacher survey are presented in the table below.

Table 9: Completion Rates for Teacher Survey

School	Number of Teacher Surveys Completed	Number of Surveys Distributed	Teacher Response Rate
Factory Shoals Elementary School	66	71	92.9%
Factory Shoals Middle School	65	68	95.6%
Total	131	139	94.2%

Student Survey

During spring 2017, a survey was administered to students who participated in the Factory Transition Program. The purpose of the survey was to gauge the attitudes of students toward school and the degree to which they felt participating in the Factory Transition program helped them. The survey includes 10 items with a few open ended questions, but most are measured using a 5-point rating scale: 1. Strongly Agree, 2. Agree, 3. Neither Agree or Disagree, 4. Disagree, and 5. Strongly Disagree.

The completion rates of the student survey are presented in the table below.

Table 10: Completion Rate for Student Survey

School	Spring Surveys Completed	Number of Surveys Distributed	Student Response Rate
Factory Shoals Elementary School	66	66	100%
Factory Shoals Middle School	63	68	92.6%
Total	129	132	97.7%

After-School Program Survey

During spring 2017, an online survey was administered to the after-school teachers of the student participants of the Factory Transition Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas (i.e., math tutoring, literacy/reading enrichment, providing homework help, etc.). They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students (i.e., being knowledgeable about procedures to ensure compliance with health and safety laws, procedures to follow in an emergency, efficient methods for conducting attendance checks and dismissals, time/classroom management etc.).

The survey includes 34 items based on either a 4 or 5 point scale, as well as a few open ended questions. The 4 point scale is as follows: 0. Not Answered, 1. Confident, 2. Would like more training, 3. Not applicable. The 5 point scale is as follows: 0. Not Answered, 1. Needed very much, 2. Needed, 3. Not Needed, 4. Not applicable.

The completion rates for the after-school program survey are presented in the table below.

Table 11: Completion Rate for After School Program Survey

School	Number of After-School Teacher Surveys Completed	Number of Surveys Distributed	ASP Response Rate
Factory Shoals Elementary School	14	14	100%
Factory Shoals Middle School	19	19	100%
Total	33	33	100%

Site Visits

The evaluators visited the two schools in the fall of 2016 and spring of 2017. The purpose of the site visits was to observe activities and lessons during implementation at each school and collect documentation that would assist in the evaluation of the program. Sites were also visited multiple times by the project director and the GADOE Evaluation Specialist.

Other Techniques

1. Collected and analyzed secondary data gathered from the APlus Information System
2. Collected and analyzed secondary data gathered from DCSS.

Data Collection Schedule

Table 12: Data Collection Activities

Activity	Dates(s)
Site Visits	Fall 2016 & Spring 2017
Parent Survey	Spring 2017
Regular Day Teacher Survey	Spring 2017
After-School Program Survey	Spring 2017
Student Survey	Spring 2017
Analysis of APlus Information System	Ongoing
Other Techniques	Ongoing

PROGRAM IMPLEMENTATION

Program Activities

The primary activities of the Factory Transition program are listed below:

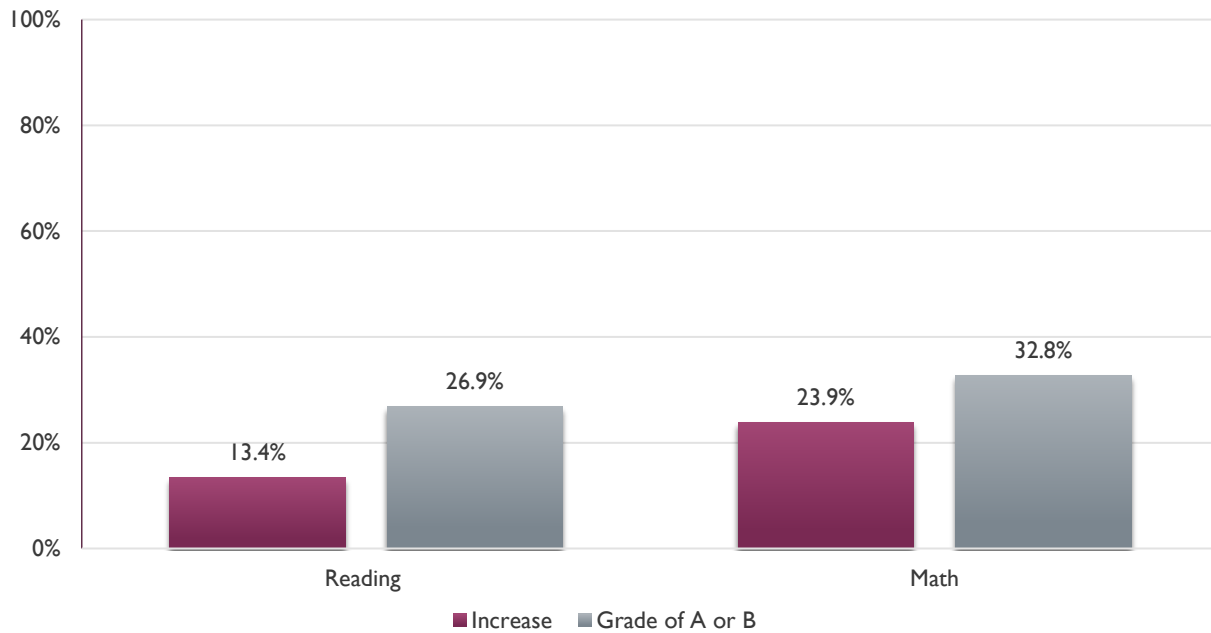
- Parent Orientation
- Student Orientation
- Academic Assistance and Tutoring/Homework Help
- Enrichment Activities
- Arts & Crafts
- Writing Workshop
- Reading Lab
- Mentoring for boys and girls
- Enrichment Activities (Physical fitness, Club days)
- Family Involvement and Literacy (Lights on Afterschool, Back to School Knight, Saturday Sessions)
- Character Education
- STEM
- Youth Leadership

Source: APlus Information System and site schedules

PROGRAM OUTCOME DATA

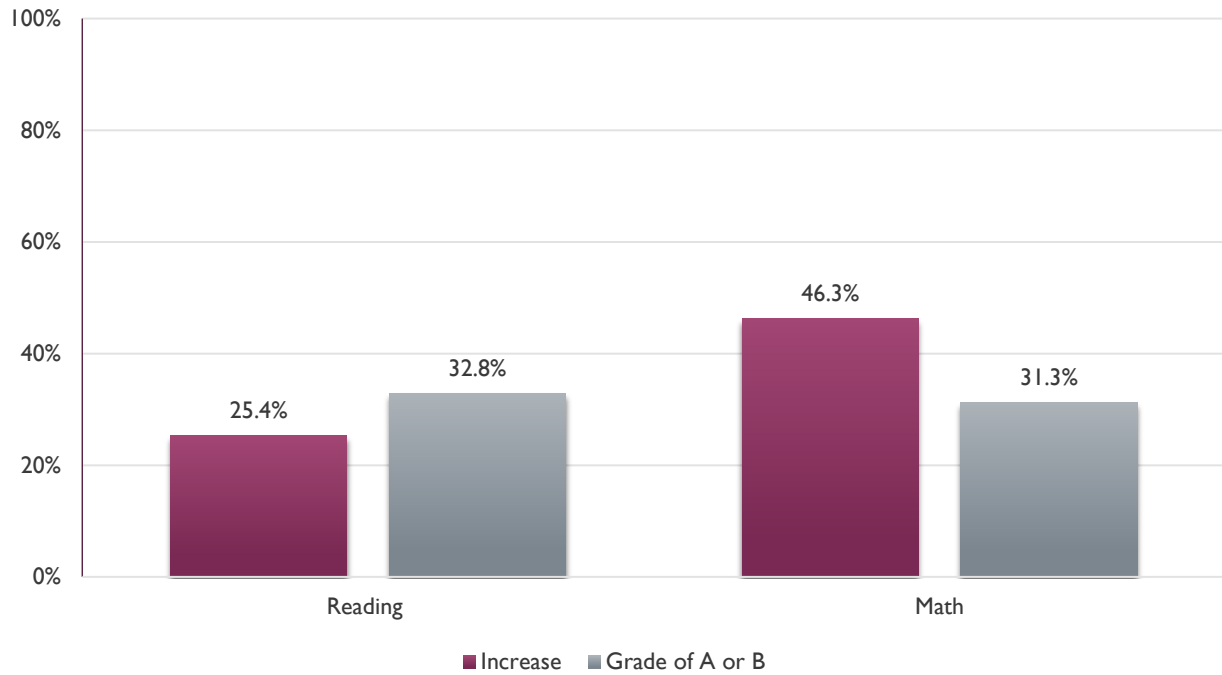
Academic Performance

Figure 4: Factory Shoals Elementary - Students Earning A or B or Increasing a Letter Grade from Fall to Spring



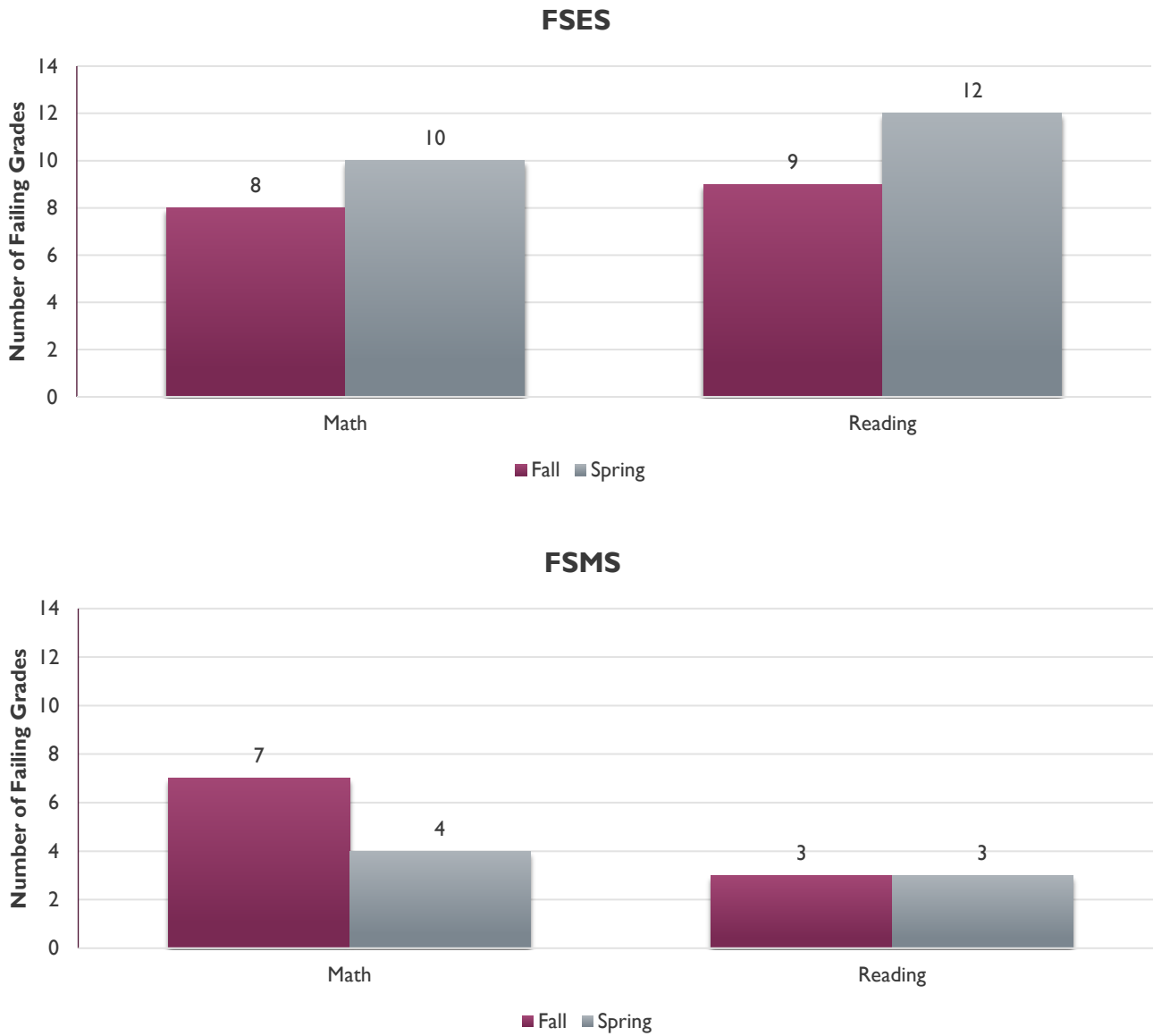
As can be seen in the chart above, 40.3% of Factory Elementary School students increased their reading grade by a letter grade or earned an A or B throughout the year; and 56.7% of students increased their math grade by a letter grade or earned an A or B throughout the year. In addition, math grades increased from an average of 77.3 to an average of 78.3 while reading grades stayed the same at an average of 77.0 in both the fall and spring.

Figure 5: Factory Shoals Middle School - Students Earning A or B or Increasing a Letter Grade from Fall to Spring



As can be seen in the chart above, 58.2% of Factory Middle School students increased their reading grade by a letter grade or earned an A or B throughout the year; and 77.6% of students increased their math grade by a letter grade or earned an A or B throughout the year. In addition, math grades increased from an average of 75.0 to an average of 81.0, and average reading grades increased from 79.6 in the fall to 80.8 in the spring.

Figure 6: Number of Failing Grades in Reading & Math



As illustrated in Figure 6, the number of failing grades (*i.e.*, grades of 69 or below) at Factory Shoals Elementary School increased slightly in both math and reading. At Factory Shoals Middle School, failing grades stayed the same in reading, and decreased in math.

Involvement of Adult Family Members

In the spring of 2017, a survey was administered to the adult family members of students who participated in the Factory Transition program. The purpose of the survey was to assess the level of engagement of each family member, to what degree they thought the Factory Transition program helped their child academically, and overall satisfaction with the program. Survey responses are summarized in Figures 7 and 8.

Figure 7: Adult Family Member – Percentage Agreeing or Indicating Satisfaction

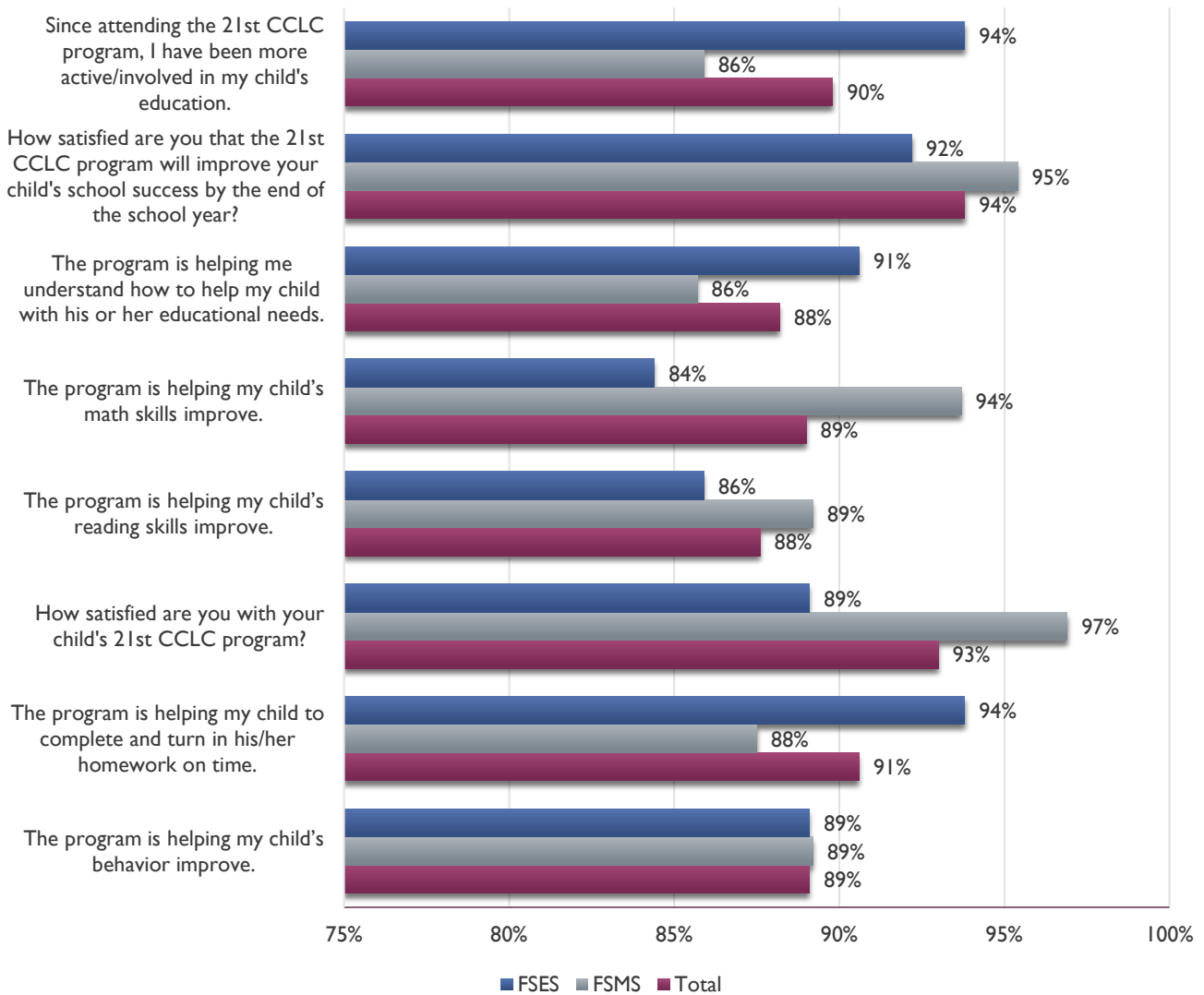
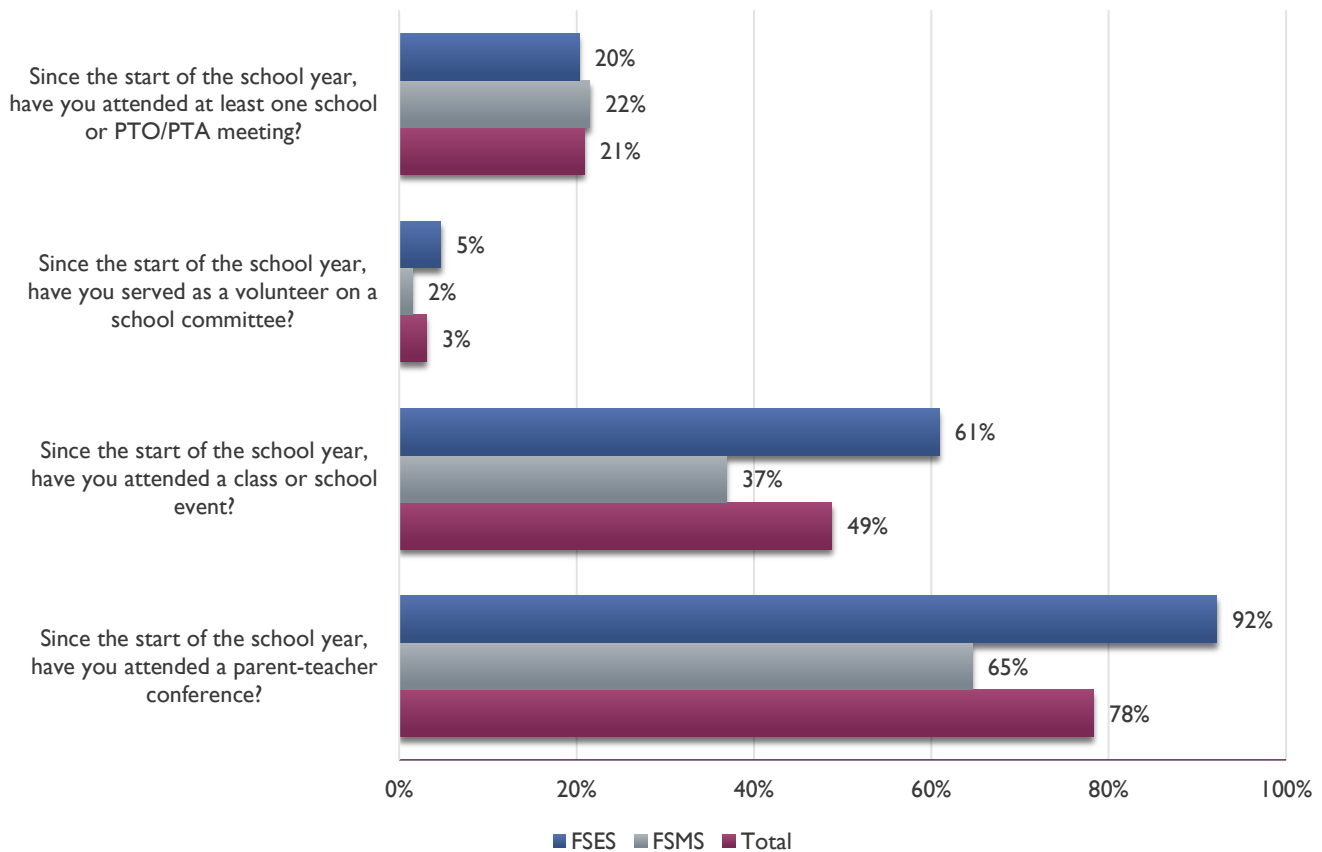


Figure 8: Involvement of Adult Family Members – Percentage Answering “Yes”



Results from the open ended data taken from the parent survey are provided below.

Parent Nights/sessions parents found the most beneficial:

There were many parent night sessions parents found to be very beneficial. The results are listed below for each school.

Factory Shoals Elementary School

Fifteen (15) parents at Factory Shoals Elementary School chose Curriculum Night as the most beneficial parent night session and fourteen (14) chose Math Night. Homework help, reading, Science Night, and Social Studies Nights were also mentioned.

Factory Shoals Middle School

The Help with Math session was listed as the most beneficial parent night session at Factory Shoals Middle School by seven parents. Three parents listed Georgia Milestones Assessment session as the parent night session they found most beneficial. Two parents mentioned Zumba. Seven additional parents stated they found all the events to be most beneficial.

Reasons parents were unable to attend parent night sessions:

Factory Shoals Elementary School

Twenty (20) parents at Factory Shoals Elementary School listed work as the main reason they were unable to attend parent night sessions. Three parents mentioned the reason they were unable to attend parent night sessions was that they lacked transportation. Two parents listed medical issues as preventing them from attending.

Factory Shoals Middle School

Work was also listed as the main reason parents were unable to attend parent night sessions at Factory Shoals Middle School with twelve (12) parents listing it. Another conflicting event was mentioned by seven parents, and two parents listed that they were uninformed as their reason for not attending parent night sessions.

New parent nights/sessions parents would be interested in participating in:

Some of the ideas parents listed for future parent night sessions were: community outreach, Eureka Math, and STEM activities. Parents also expressed interest in learning “how the program actually functions step by step.”

Student Observations by Regular Day Teachers

In spring of 2017, a survey was administered to the regular school day teachers of the students that participated in the Factory Transition program. The purpose of the survey was to assess whether the school day teacher had observed a change in student behavior related to after-school programs over the course of the program. Survey responses are summarized in Figure 9.

Figure 9: Teacher Ratings of Factory Transition Students

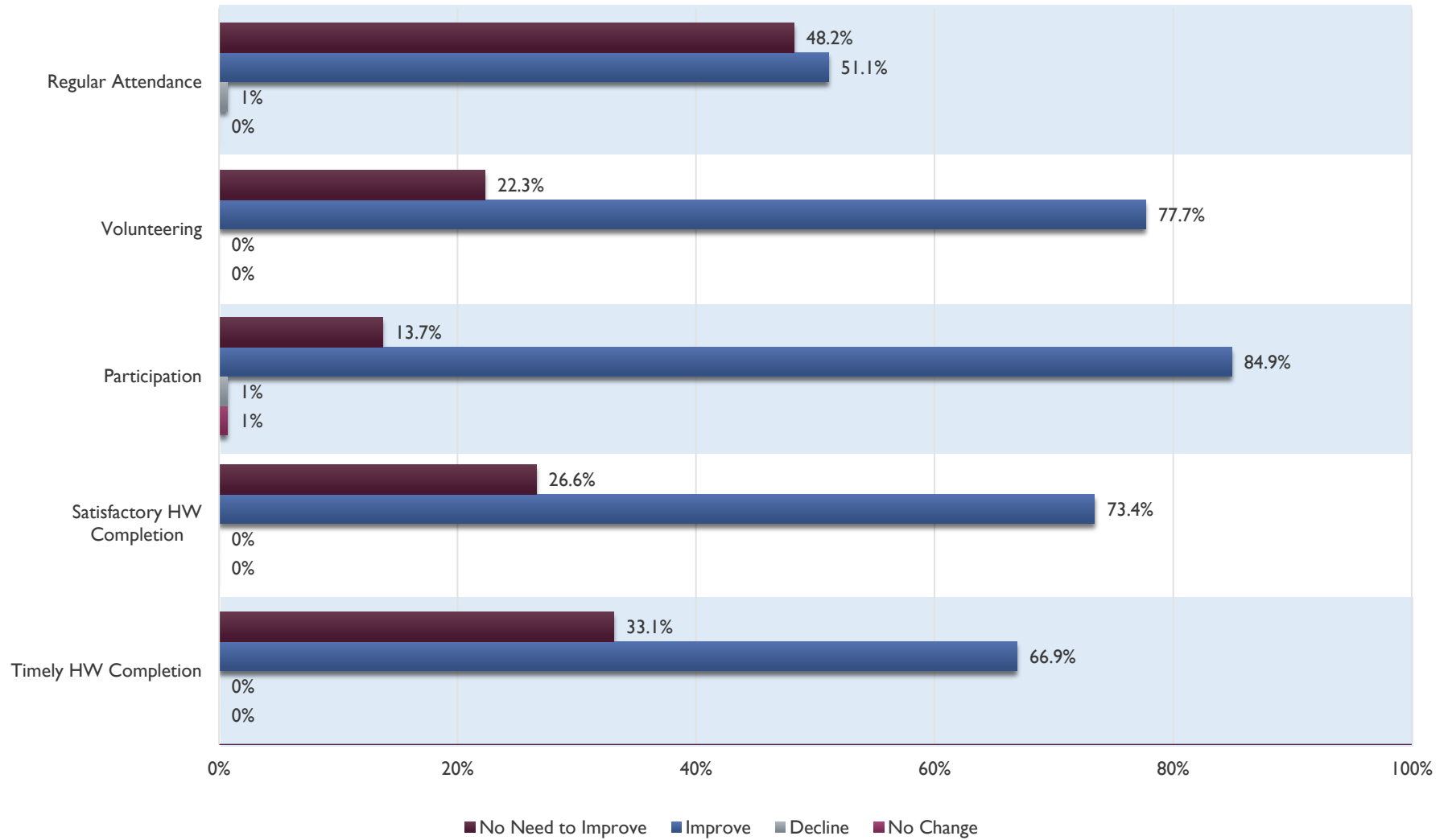
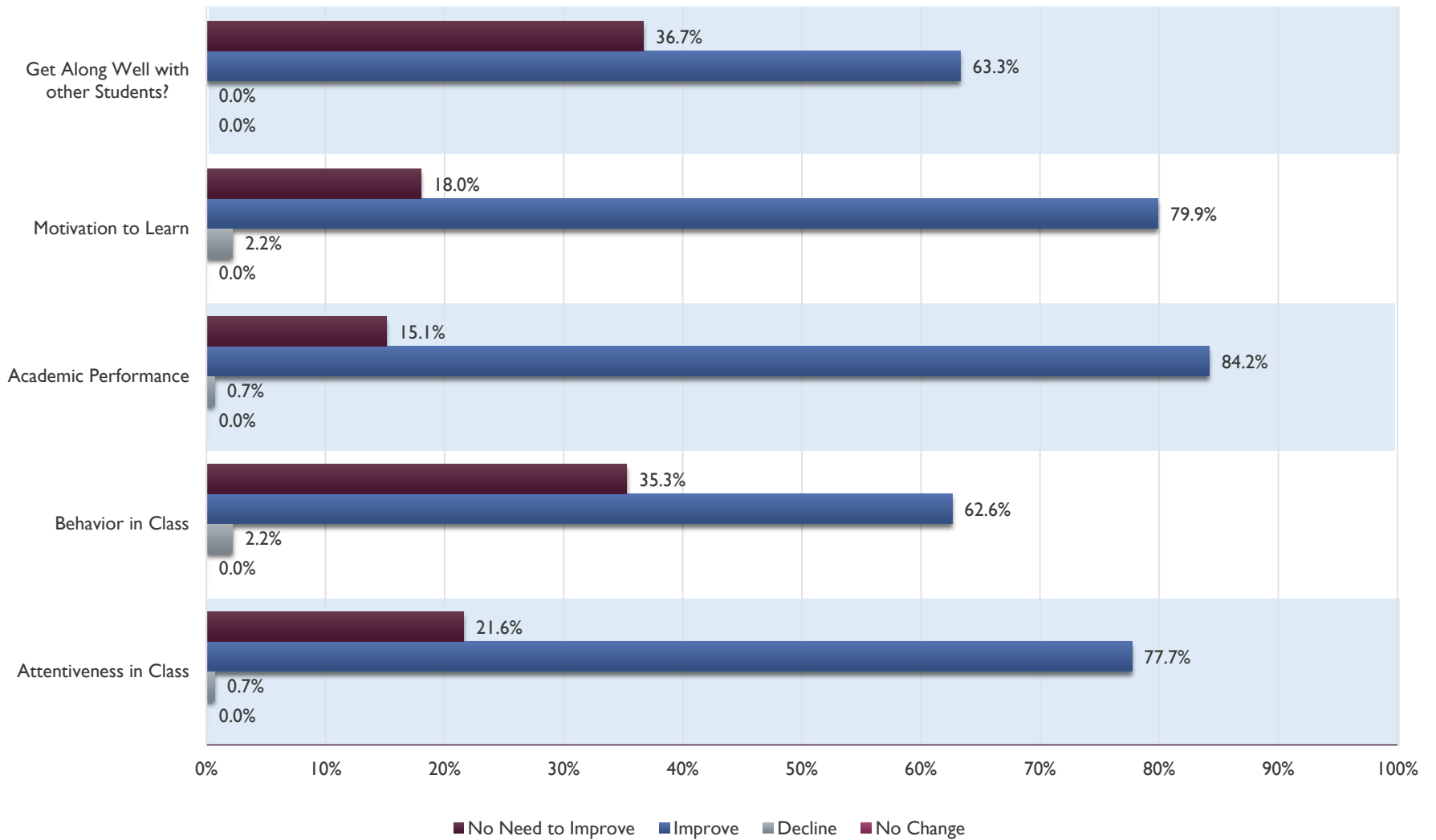


Figure 9: Teacher Ratings of Factory Transition Students (Cont.)



After-School Program Staff

In spring 2017, a survey was administered to the after-school teachers of the Factory Transition Program. The purpose of the survey was to assess what program staff liked about the program, what they thought could be improved, whether or not they felt they received enough professional development/training, and how confident they were working with the students in different areas. They were also asked about program curriculum and how well it aligned with the school-day curriculum, as well as how confident they were performing other duties of their job not directly related to working with the students. After-school program staff responses are summarized in Figures 10, 11, and 12.

Figure 10: After-School Program - Satisfaction with Professional Development Received

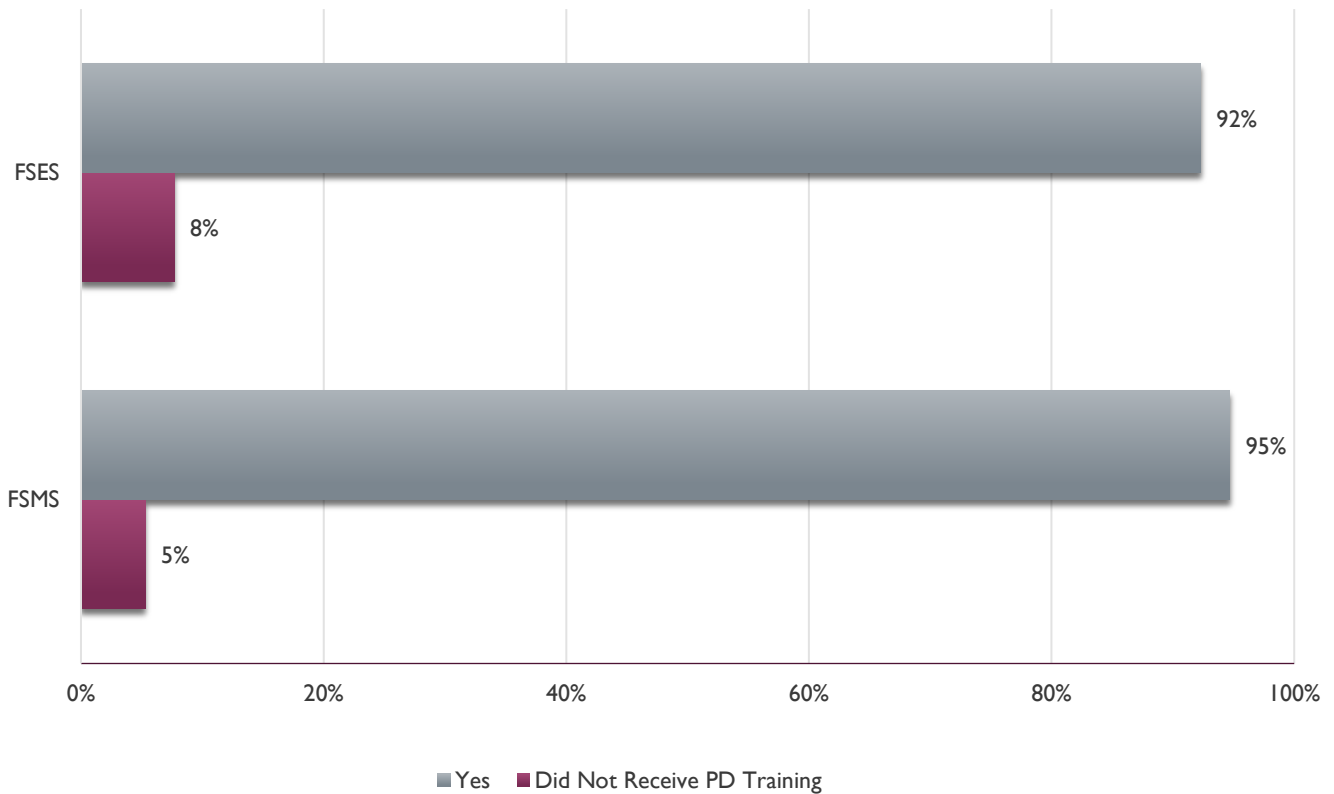


Figure 11: After-School Program - Training

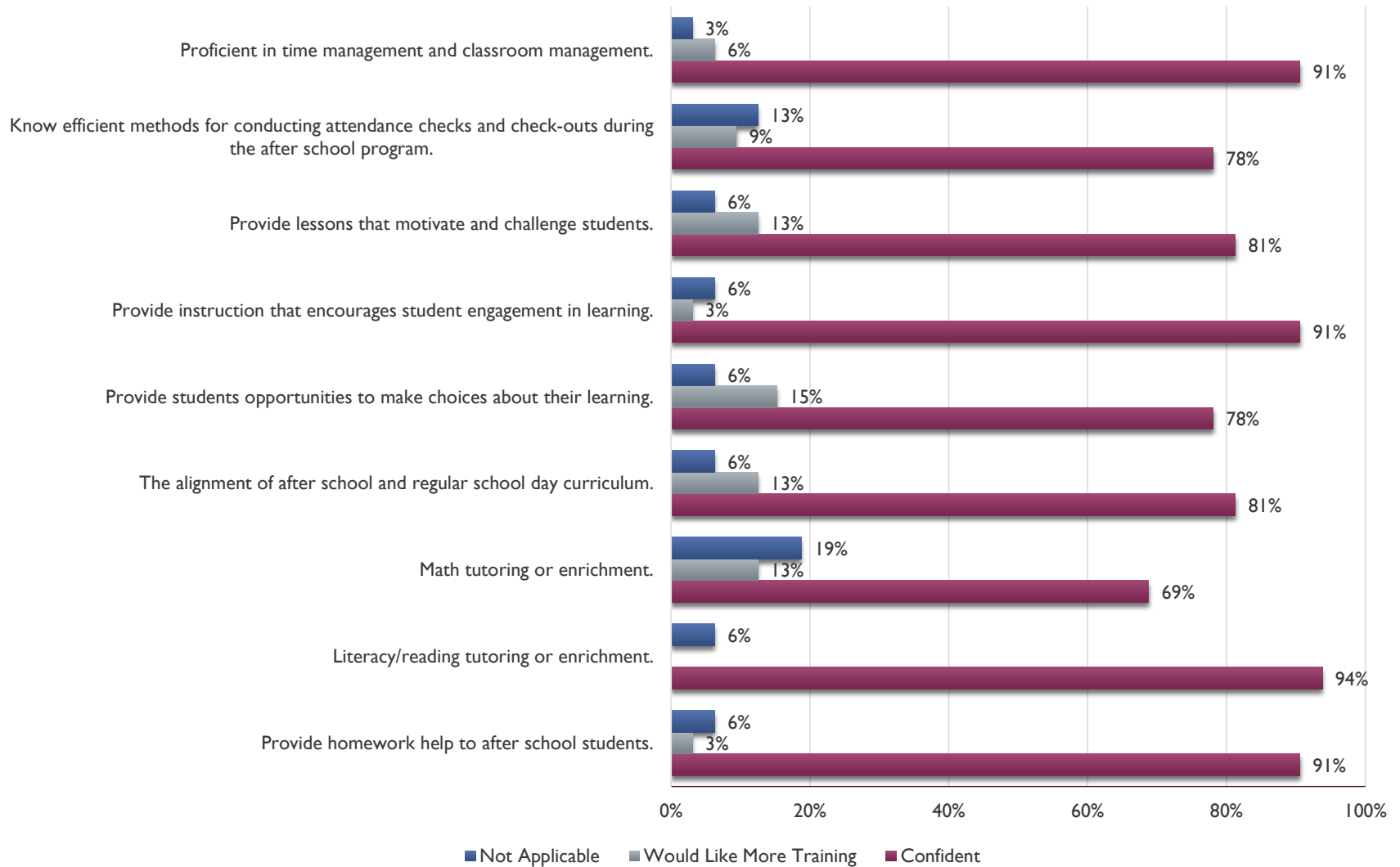
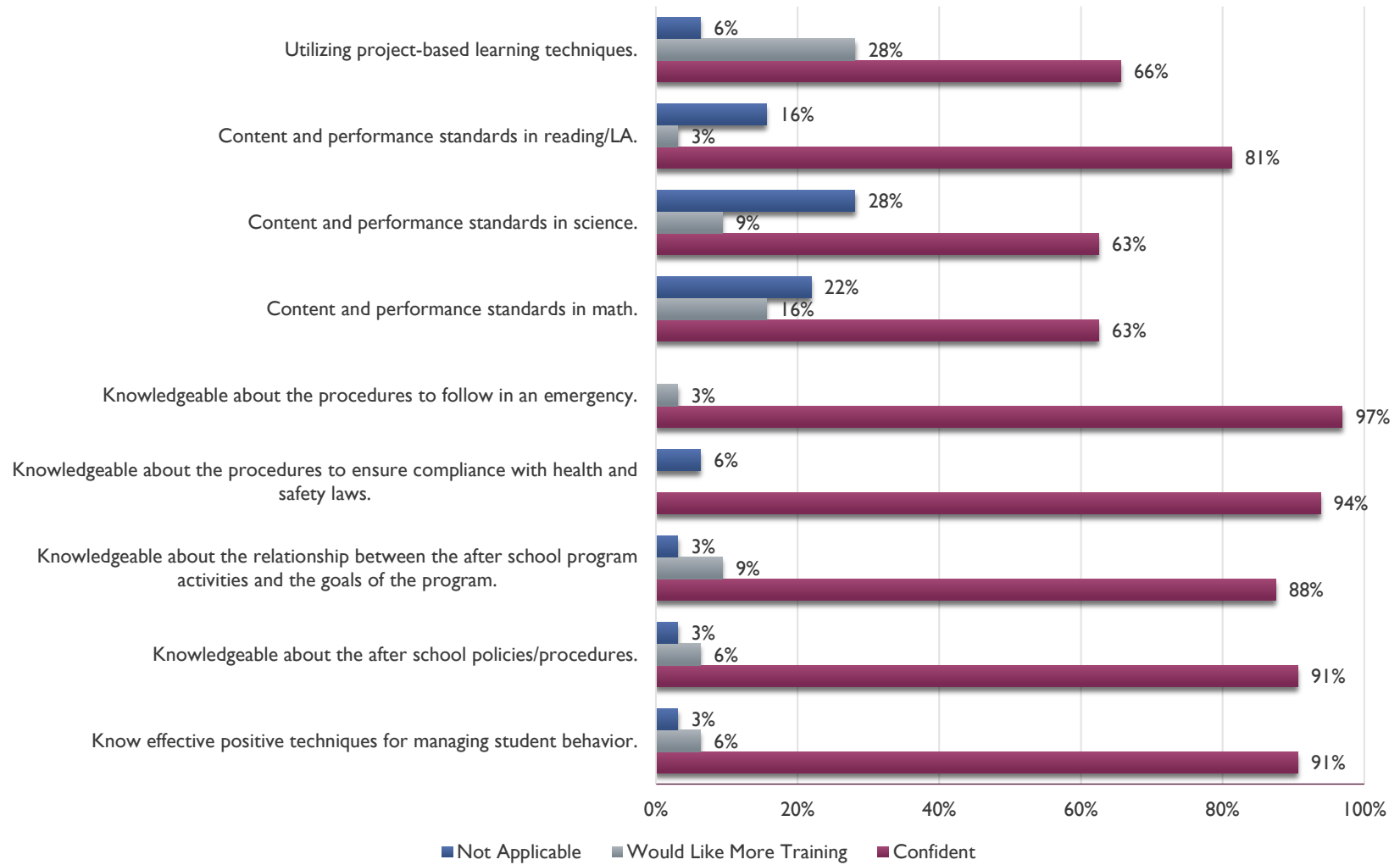


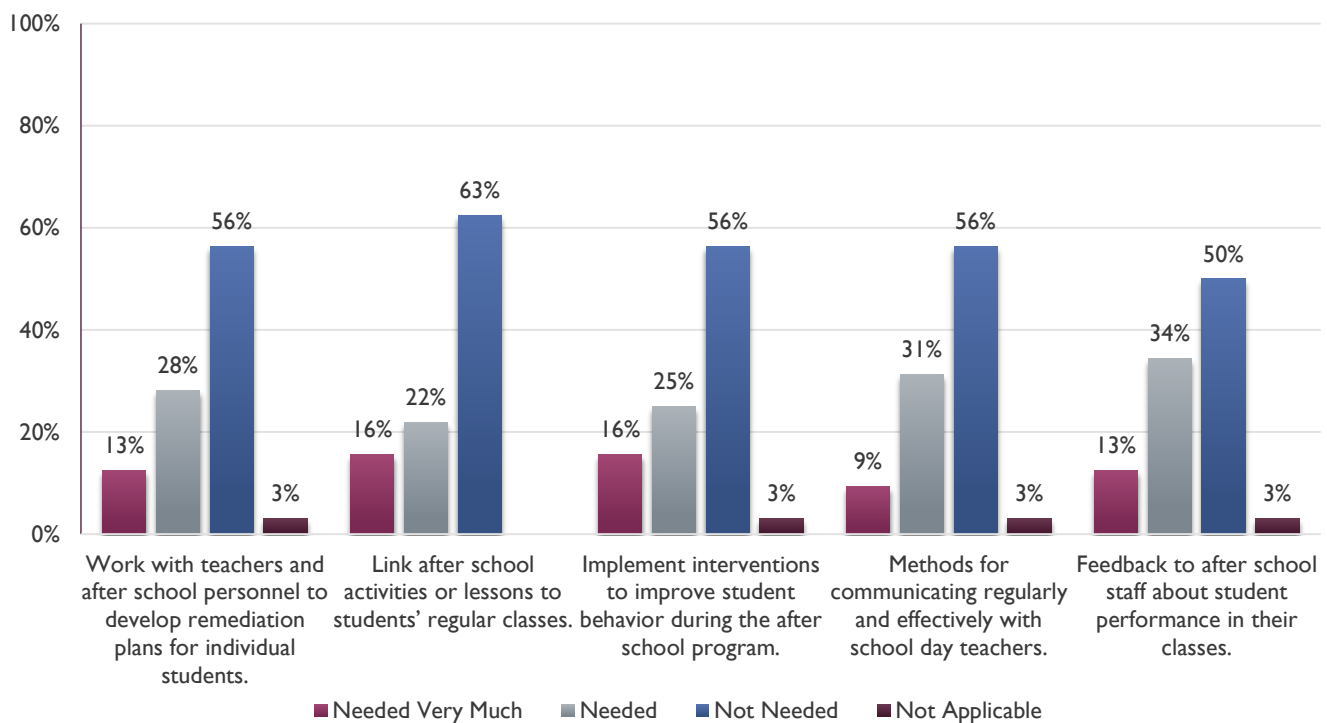
Figure 11 After-School Program – Training (Cont):



Most staff noted that they were confident in the areas listed above (see Figure 11). Areas for which staff would like more training include the following:

- Utilizing project-based learning techniques (28%)
- Content and performance standards in math (16%)
- Providing students opportunities to make choices about their learning (15%)
- Math tutoring or enrichment (13%)
- The alignment of after school and regular school day curriculum (13%)
- Providing lessons that motivate and challenge students (13%)
- Content and performance standards in science (9%)
- Efficient methods for conducting attendance checks and check-outs during the after school program (9%)
- Knowledge about the relationship between the after school program activities and the goals of the program (9%)
- Proficient in time management and classroom management (6%)
- Positive techniques for managing student behavior (6%)
- Knowledge about the after school policies/procedures (6%)
- Providing homework help to after school students (3%)
- Providing instruction that encourages student engagement in learning (3%)
- Content and performance standards in reading/LA (3%)
- Knowledge about the procedures to follow in an emergency (3%)

Figure 12: After-School Program - What Factory Transition Program Needs Going Forward



Results from the open ended data are provided below.

Professional Development:

The teachers who participated in the professional development activities found them to be very helpful. The most useful training identified by both schools was anything that taught practical skills and techniques, especially those that could be implemented immediately in both the afterschool and regular classrooms. Four (4) staff members from Factory Shoals Elementary School listed technology training as being very helpful. Of particular benefit to both schools was learning to relate to students and better connect with them in order to help them learn.

The reading and writing trainings were mentioned by one staff member each from Factory Shoals Elementary School, as they felt those areas needed work to address students at different grade levels. One (1) staff member at Factory Shoals Middle School noted that confidentiality training they received this year was the least useful. Six (6) staff members from Factory Shoals Elementary School and three (3) from Factory Shoals Middle School found all the training sessions to be helpful.

Teachers from the respective schools noted that they found the following things to be beneficial:

Factory Shoals Elementary School

“I learned how to include students by using a survey to address their needs.”

“Technology training gave me many resources to use with the students.”

“The one most beneficial is helping low socio-economic students.”

Factory Shoals Middle School

“The STEAM activities.”

“Knowing your students and building students' confidence.”

“Safety.”

Successes:

The teachers noted that there were many successes of the program and highlighted working one-on-one with students.

Factory Shoals Elementary School

“Working in small groups allows more time to help one-on-one.”

“The use of hands-on materials helps students master skills.”

"The students are showing gains with the tutoring resources we provide. Behavior does not usually seem to be an issue as we have a policy that we stick to."

"Our site director needs to be cloned and put at every school. Mrs. Hilton is the best there is and she runs our program like a well-oiled machine, no drama, and it is all about the students. Communication between the after school workers and parents is good."

Factory Shoals Middle School

"Giving students the opportunity to extend or expand on what they are learning in regular classes results in an increase of test scores or passing grades."

"Small classes."

"Option to choose students to work with each day."

Opportunities for Growth: (Challenges)

Although a number of successes were listed by the teachers, they also mentioned some challenges. Teachers from Factory Shoals Elementary mentioned a need for better communication between the child's homeroom teacher and the program teacher as well as problems in the areas of behavior and attendance. Two staff members also mentioned needing assistance to help divide the children into smaller groups in order to provide each student with more attention. Teachers from Factory Shoals Middle School noted issues with keeping students motivated, and keeping them off their cell phones.

Suggestions for Improvement:

After-school program staff had the following suggestions:

Factory Shoals Elementary School

"I have been so fortunate to work with the grade level that I teach both years I have worked in after school. Thus, I have inside information about the units and concepts currently being covered as well as the skill levels and areas of remediation needed. However, many teachers in our program do not have this situation. I would like to see some communication (not directions from) between the grade level teachers and after school teachers on the direction of the curriculum and how to best meet the needs of the students in the program."

Factory Shoals Middle School

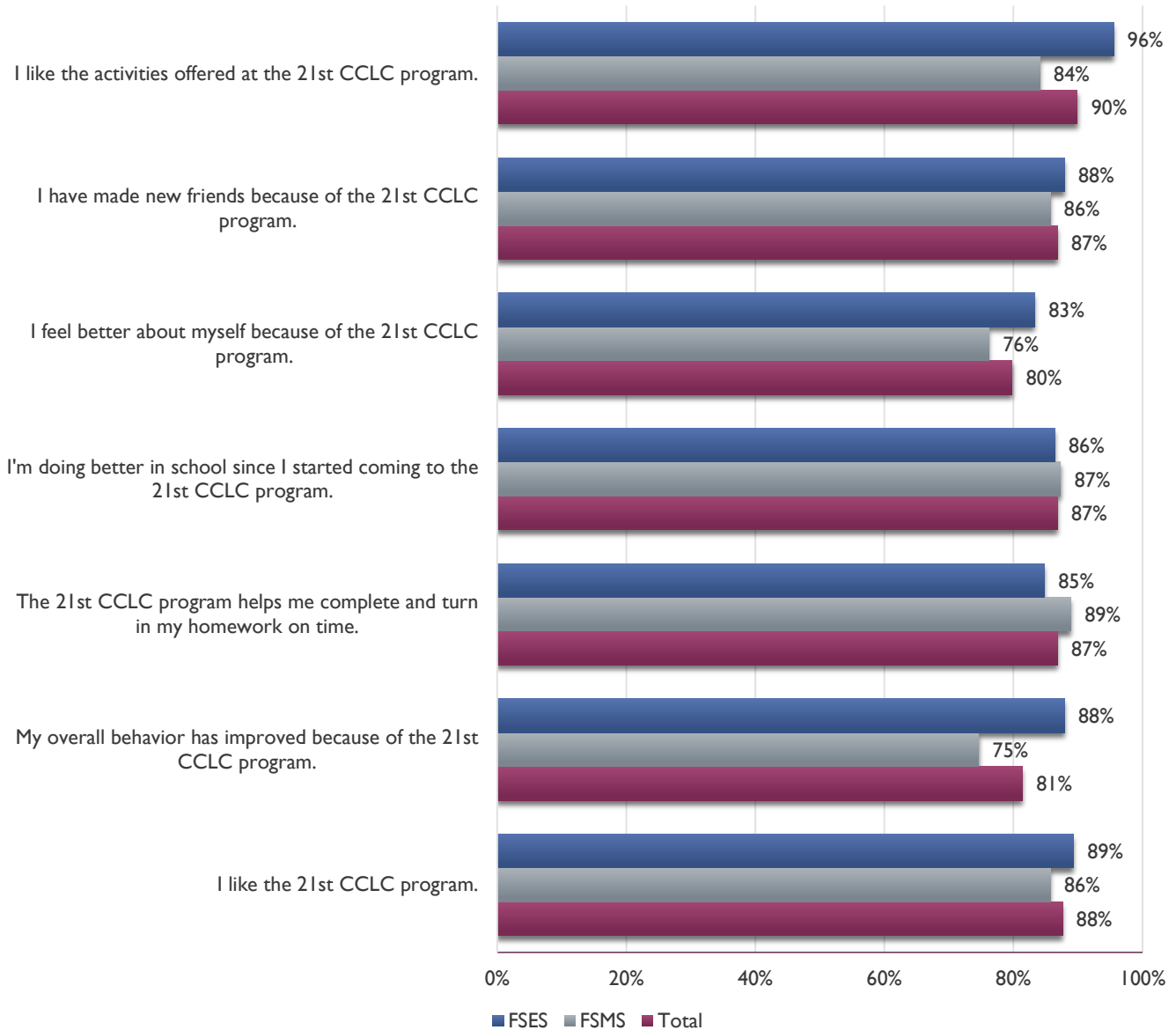
"Hands on activities."

"Provide the directors with an assistant for day to day operations."

Attitudes of Students Toward School

In the spring of 2017, a survey was administered to students who participated in the Factory Transition program. The purpose of the survey was to gauge the attitudes of students toward the after-school program and whether or not it helped them academically and/or socially. Student survey responses are summarized in Figure 13.

Figure 13: Feelings of Students towards the After-School Program – Percentage Agreeing



Results from the open-ended data taken from the student survey are provided below.

Activities students liked the best:

There was a range of activities listed by students that they liked. The results are listed below for each school.

Factory Shoals Elementary School

Physical education/recreation/gym was listed as the most liked activity at Factory Shoals Elementary School by 40 students (60.6%). Computers and art were each listed by an additional 5 students (7.6%).

Factory Shoals Middle School

Going outside, and participating in physical fitness/gym were each listed by 11 students (17.5%) as their most liked activity. Computers were also mentioned by six students (9.5%), photography by five (7.9%), and drama by four (6.3%).

Activities students liked the least:

Factory Shoals Elementary School

Six (6) participants each at Factory Shoals Elementary School listed music (9.1%) as their least liked activity. Five students each listed art, science, and social studies (7.6%). Four students each also mentioned computers, Zumba, and MYON as their least liked activity (6.1%). An additional thirteen (13) students (22.7%) liked all the activities.

Factory Shoals Middle School

Sewing was the least liked activity among participants at Factory Shoals Middle School with fourteen (14) students (22.2%) listing it. Nine (9) students (14.3%) listed computers as their least liked activity. Math was listed by six (6) students (9.5%) and 5 students (7.9%) liked all of the activities, listing “none” as their least liked.

New activities students would be interested in participating in:

Factory Shoals Elementary School

- Cooking – 10 participants (15.2%)
- Football – 9 participants (13.6%)
- Basketball – 8 participants (12.1%)
- Gymnastics – 8 participants (12.1%)
- Sewing – 7 participants (10.6%)
- Gardening – 4 participants (6.1%)

Factory Shoals Middle School

- Sports (including football, soccer, basketball, baseball) – 11 participants (17.5%)
- Dance – 11 participants (17.5%)
- Cooking – 6 participants (9.5%)
- Drama – 4 participants (6.3%)

SUCCESS STORIES

The site coordinators and parents at Factory Shoals Elementary School noted the following success stories:

“The successes at Factory Shoals Elementary were overall great. The students have made great gains with the AIMS web assessment. The overall average for Reading Fluency went from 40% - 75%, and in Math Computation we went from 38% to 85%. These assessments were completed in the months of September, October, November, February, and March.”

“We had several students go from non-readers to become readers in the first grade. The first grade teachers were very impressed with the gains overall.”

“Parent communication- Lights- On Afterschool was a success. The parents were very pleased with the activities that were planned for the students. Parents were able to receive text messages about their students.”

The site coordinators at Factory Shoals Middle School noted the following successes:

“One of our students is the recipient of the REACH scholarship.”

“We had 5 sixth graders who were failing math prior to attending 21st CCLC in the beginning of the year and they ended up passing math with an “A” average.”

PROGRAM HIGHLIGHTS AND AREAS FOR IMPROVEMENT

Program Highlights

Student Grades

The Factory Transition program met both objectives related to student grades: 85.1% met Objective 1.5 (75% of students participating 30 days or more will exhibit an annual academic improvement from or maintain (A, B or C) in math as measured by the school report card if grade is below an A.), and 84.3% met Objective 1.6 (80% of students participating 30 days or more will exhibit an annual academic improvement from or maintain (A, B or C) in reading as measured by the school report card if grade is below an A..

Student Attitudes toward School

According to responses gathered from the student survey, 90% liked the activities offered at the Factory Transition program; 88% reported that they liked the Factory Transition program in general; 87% of students reported that the program helped them to complete and turn in their homework on time, that they had made new friends, and that they were doing better in school because of the program; 81% of students reported better behavior, and 80% reported feeling better about themselves due to participation in the program.

Adult Family Member Attitudes toward Factory Transition Program

At least 88% or more of adult family member participants agreed with each of the following statements: “The program is helping my child’s math skills,” “The program is helping my child’s reading skills,” “The program is helping my child to complete and turn his/her homework in on time.” In addition, 93% were satisfied with the program in general.

Adult Family Member Participation & Engagement

The Factory Transition program served 132 adult family members and met both parent involvement objectives. Eighty-nine percent (89%) of adult family members attended 2 or more parent sessions. Forty-nine percent (49%) of those family members taking a parent survey reported that they had attended a class or school event and 78% reported attending a parent-teacher conference.

100% of parents who reported that they attended 3 or more parent nights/sessions on the parent survey agreed that the program was helping them to understand how to help their child with his or her educational needs. In addition, 100% were satisfied that the 21st CCLC program will improve their child's success by the end of the school year; 100% of parents who reported that they attended 3 or more parent night/sessions on the parent survey stated that they learned a lot (72.7%) or some (27.8%); 94.4% of parents reported that they have been more active/involved in their child’s education since attending the 21st CCLC program, thus meeting Objective 2.2.

Student Observations by Regular Day Teachers

Teachers of students during the school day indicated that for each survey item (Timely homework completion, Satisfactory homework completion, Participation, Motivation to learn, Regular attendance, Attentiveness in class, Behavior in class, Academic performance, Getting along with other students, and Volunteering) over 97% of students either improved or there was no need for improvement in each of these areas.

Satisfaction with Professional Development

Over 90% of staff reported being satisfied with the professional development they had received.

Areas for Improvement

Academic Performance

None of the Milestones objectives were met.

Adult Family Member Participation & Engagement

A number of adult family members were not able to attend parent events due to work.

Barriers to Implementation

The site coordinator at Factory Shoals Elementary School reported the following challenges:

“Our challenges were parent meetings and faculty meetings. I believe, with the solutions that we put in place we should have a more successful outcome. For the parent meetings, we did phone calls and met with some at later times in the afternoon. With the faculty meetings, we were able to secure 2 extra teachers along with the site director. We created a rotating schedule for the students to be supervised. Once the faculty meeting was over, the teachers reported to the classrooms to carry on with the schedule for day.”

Staff at Factory Shoals Middle School reported the following barriers:

“One of the biggest barriers were two teachers that were ineffective and as a result parents were reluctant to keep their students in the program.”

“Some students did not take advantage of the homework time and parents complained that their child was up doing homework after leaving ASP”

“Students and parents were using the program as a babysitting service. I had to constantly call parents about students attendance and reminded them of what the purpose and mission statement of the 21st CCLC program is all about.”

Students with Economic Disadvantages

The baseline percentages of students who are economically disadvantaged are summarized in the table below.

Table 13: Students with Economic Disadvantages

School	Percent of Students Receiving Free or Reduced Price Lunch		
	2014-2015	2015-2016	2016-2017
Factory Shoals Elementary School	80.5%	80.2%	81.3%
Factory Shoals Middle School	69.2%	72.7%	71.0%
District	61.7%	62.0%	62.3%

Source: GADOE

Progress Toward Sustainability

The Factory Transition program has established and maintained partnerships with 15 partners, raising \$11,275 in programming/activity related services, goods/materials, and fund-raising. A list of these organizations/partners and their contribution amounts can be found below:

Table 14: Factory Transition Partners

Partner	Contribution Types	Total Contributions
Books A Milion	Goods/Materials	\$50.00
Communities In School Of Douglas County	Technical Assistance	\$100.00
Dcss - Food Service	In-Kind Donations	\$5,400.00
Dcss - Teachers	Goods/Materials	\$250.00
Scott Ringer	Programming/Activity- Related Services	\$500.00
Shaun Golden	Programming/Activity- Related Services	\$700.00
Tri Mu Chapterof Omega	Programming/Activity- Related Services	\$200.00 N/A
Berry Much Yogurt	Goods/Materials	\$50.00
Books A Milion	Goods/Materials	\$25.00
Communities In School Of Douglas County	Technical Assistance	\$100.00
Dcss - Food Service	Other	\$3,500.00
Lil Bit Of Sweets	Goods/Materials	\$80.00
Necole Montford	Programming/Activity- Related Services	\$250.00
Texas Roadhouse	Goods/Materials	\$50.00
Yogli Mogli	Goods/Materials	\$20.00
All Partners		\$11,275.00

Recommendations

Overall Recommendations:

Recommendation #1

The Factory Transition Program met all objectives with the exception of GA Milestones Assessment scores. Ensure that after-school program activities and instruction are standards based.

Recommendation #2

Try to identify times when working parents might be able to attend sessions and offer sessions at different times and days so that parents will be able to attend.

Recommendation #3

Consider hiring additional support staff to cover for teachers who are sick or must miss programming for whatever reason.

Recommendation #4

There should be a concerted effort focused on recruitment strategies to increase the number so that it better approximates the target numbers. The site coordinator should conceptualize and implement new recruitment strategies to encourage more students to join and/or actually attend the program on a daily basis.