AS I REFLECT ON THE LAST SCHOOL AND FISCAL YEAR, I am overwhelmed with feelings of gratitude. Gratitude for the hard working team I am surrounded by every day; gratitude for you, the thousands of supporters and WINGS advocates; and most of all, for the thousands of kids who have come into our lives. In 1998, I signed on to WINGS as the very first employee. I vividly recall sitting with my first group of WINGS kids and sharing my excitement about being recently engaged. A 4th grader in the group said, “Oh Miss Bridget, why do you have to go and get married? Now you’re going to get black eyes and bruised up.” I realized all he had ever seen were abusive relationships; he couldn’t understand a relationship could be full of love, support, and trust. I knew right there and then that I was fully committed to getting WINGS to as many kids as possible, to bring the relationship skills we were teaching to thousands more kids. Flash forward to 2016 as we celebrate WINGS’ 20th birthday!

As a parent, each birthday is an emotional reminder of the year that my own children entered my life. For WINGS, that proud parent is Ginny Deerin. Ginny was the spark that got this fire started 20 years ago. As we celebrate our 20th birthday, we also celebrate and honor you, Ginny.

This annual report summarizes our accomplishments from the last fiscal year (July 2015–June 2016.) As I write this, we are already a quarter of the way into fiscal year 2017. While it’s gratifying to reflect and celebrate, we have our eyes on a new horizon—an aggressive five year strategic growth plan. We must grow. We must spread our wings. More kids need us and we see this as nothing less than our responsibility and obligation to reach as many of those kids as we can. In the coming years we will apply what we have learned over the last 20 years and develop new partnerships with schools and after school providers to scale the use of our curriculum across the country. Our next five years will bring new and greater challenges. We have a solid foundation to build on, a committed board of directors, and a phenomenal team of dedicated employees.

Soaring,
Bridget
We believe that strong social and emotional skills transform the lives of kids by helping them become well-rounded individuals—instilling the desire and inspiration to be the best version of themselves.

Our mission is to help as many low-income kids as possible experience high-quality and effective social and emotional learning.

We work toward this aim because research shows that strong social and emotional skills are key to helping kids succeed in school, be prepared for the workforce, and become positive and healthy contributors to society.

GROWING UP IN TODAY’S WORLD IS TOUGH—GROWING UP WITHOUT THE RESOURCES AND SUPPORT YOU NEED IS EVEN TOUGHER.

Kids deserve the opportunity to learn, grow, dream and believe that they can succeed. When kids better understand themselves and others, practice self-management and conflict resolution, and know how to make smart decisions, they are better equipped to succeed. When kids have caring mentors to look up to, feel engaged and supported, and are taught the skills to handle life’s challenges, they can reach the sky.

Kids that participate in WINGS develop confidence in themselves and trust in others, they learn self-control, kindness, and empathy. The result is an enormous confidence boost, hope for their future, and the belief that they can make it all happen. Armed with these skills, imagine the possibilities!
BEFORE GRIT, 21ST CENTURY SKILLS, OR CHARACTER EDUCATION THERE WAS WINGS FOR KIDS—defining, practicing, and teaching social-emotional skills. What began as a girls summer camp with an explicit focus on emotional intelligence developed into an effective, high-impact, research-driven after school program for low-income elementary school-aged students. Along the way, we became an AmeriCorps program, an Edna McConnell Clark Foundation grantee, the recipient of multi-year NoVo grants, a Wallace Foundation grantee, and the subject of a 4-year randomized control trial conducted by the University of Virginia and funded by the U.S. Dept. of Education’s Institute of Education Sciences.

Yale University Research: Ivcevic, Rivers & Brackett, 2004
Preliminary RCT findings: Grissmer, 2016
Executive Function: the mental processes that enable one to plan, focus attention, remember instructions, and manage multiple tasks.

HISTORICAL IMPACT

<table>
<thead>
<tr>
<th>Impact</th>
<th>Kids Served</th>
<th>Leaders Empowered</th>
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<tbody>
<tr>
<td>Higher self-esteem and lessered anxiety</td>
<td>6,338</td>
<td>576</td>
</tr>
<tr>
<td>Measurable academic improvements</td>
<td></td>
<td></td>
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<tr>
<td>Improved classroom behavior observed by teachers</td>
<td></td>
<td></td>
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<tr>
<td>Significant display of executive function</td>
<td></td>
<td></td>
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<tr>
<td>Increased attachment to school</td>
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ASHLEY—THEN & NOW

I first connected with WINGS through the WINGS for Girls summer camp, which I attended for several years in the 1990s. In addition to the traditional camp experience, we engaged in social and emotional skill-building activities. Alongside other girls, I started to learn about feeling secure in my own skin, unafraid to share my thoughts and perspectives with the world.

When I graduated from college in May 2012, my sister happened to be working for the Coastal Community Foundation. She forwarded me a job description that she thought might be of interest—and it just so happened to be an opportunity to work with WINGS for kids. I took one look and knew I had to apply.

I was lucky enough to be selected for the job, and delighted to find as a program assistant that the energy and positivity I remembered from my camp days still ran through the core of WINGS. After a year of training, I stepped into a program director role for Chicora Elementary.

The challenges were real in this new role. The students came largely from impoverished homes led by single parents and the community we served had been hard hit by drug abuse. At Chicora, many students had severe behavioral problems, parents were not highly involved, and enrollment was declining.

The WINGS curriculum was extremely helpful for Chicora’s students, and helped us to redirect negative behavior and empower students to resolve their problems. I saw those changes happening every day. But when I think about my time with WINGS, what stands out most to me is our Community Unity time each day—when students shouted the Creed at the top of their lungs from their nests and contributed to an indescribable wave of positive energy.

And I also think of how WINGS allowed Nkyra, a third grader in our program, to soar. When I first met her, she gossiped, bullied, and did not trust her group leader. The approach? We leveraged a support system that used consistent language, set high expectations and provided Nkyra with the tools to meet them. At the time of her graduation, she gained a reputation for positivity, an inclination to help whenever possible, and a passion for acting.

Like Nkyra, every student that graduated from WINGS improved and grew—even in the span of just one year.

As my two-year anniversary at WINGS approached in June 2015, I saw the impact educators had on their children—and realized the opportunities I could have in the classroom. NYC Teaching Fellows came forward with such an opportunity last summer and I had to pursue it. On that last day, I hugged parents and students with tears in my eyes, hoping to remain in touch—and saw that the program made a distinct impact on their lives.

To this day, I still receive texts and calls from both parents and students. WINGS has helped me to become the teacher and person I am today.

To read all 20 stories, please visit: www.wingsforkids.org/20thAnniversary
WINGS creates an environment where kids can be kids. We equip adults to be supportive, engaging, and thoughtful so kids can celebrate, talk about their emotions, and work through struggles all while feeling cared for, understood, and listened to. We provide an education program that intentionally teaches kids how to behave well, make good decisions, and build healthy relationships. We do this by weaving a comprehensive social and emotional learning curriculum into a fresh and fun after school program. Kids get the life lessons they need to succeed and be happy and they get a safe place to call home after school.

**Our programs**

With an unwavering commitment to outcomes, we are deliberate and methodical. Data from the 2015-16 school year show the significant impact that WINGS has on students—proof that the development of social and emotional skills have a tangible impact on student behavior and success in school.

84% of WINGS students passed objective knowledge tests assessing their comprehension of self-awareness, self-management, responsible decision making, social awareness, and relationship skills.

**This year’s numbers**

1,597
Students participated in nine programs across three states

- **Atlanta:** 697
- **Charlotte:** 193
- **South Carolina:** 707

99
College-aged mentors served as WINGS Leaders

675
Circle games played to reinforce weekly objective

13,500
Minutes dedicated to discussion and understanding of weekly objectives

107
Nests in each program—sporting names like the herons, bluebirds, and hawks

936
Hours of enrichment activities like skateboarding, cooking, dance, and sculpture

432
Praise awards given to kids and staff who went above and beyond

4% WINGS kids who are chronically absent

12% Non-WINGS kids who are chronically absent

93
# of kids with referrals

338
Average # of referrals per kid

2.3 WINGS kids

4.4 Non-WINGS kids

82% WINGS kids

32% Non-WINGS kids

**Students & Parents Surveyed**

- **82% Students** Better able to control themselves
- **84% Parents**

- **74% Students** Deal more effectively with daily problems
- **89% Parents**

- **76% Students** Do better in my school work
- **91% Parents**

- **79% Students** Do better when they have free time
- **90% Parents**

- **82% Students** Feel better about themselves
- **89% Parents**

**2015-2016 Impact**

**Less Chronic Absenteeism**

**Fewer Disciplinary Referrals**

**Students & Parents**

**82%**

**$0**

**0%**

**0%**

**$0**

**0%**

**0%**

**0%**

**0%**

**0%**

**0%**

**0%**

**0%**

**0%**

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**0%**

**0%**
WINGS' SUCCESS IS NO ACCIDENT. Our 20-year track record of program quality and impact requires intensive training and constant monitoring.

**BEHIND THE SCENES**

**446**
WINGSLeader applications received and processed

**18**
Colleges and universities represented through our WINGSLeaders

**58**
Hours of training delivered to WINGSLeaders

**16,200**
Minutes of staff meetings to coach and mentor WINGSLeaders

**2,115**
CIA’s (Caught in the Act) given out to WINGSLeaders when their supervisor observed exemplary behavior

**62**
Site visits performed by Regional Operations Directors

**27**
Program assessments conducted by Chief Program Officer and Program Fidelity & Instruction Associate

**14**
States visited for conferences, collaborations, and cultivation

**29,339**
Miles driven between states and programs

"WINGS gives me a chance to do what I’m passionate about—and that’s trying to help shape the lives of children for the better. It is the most rewarding experience.”
— WINGSLEADER, 2016

"Additional kids reached through a piloted partnership with Charleston County School District’s after school program Kaleidoscope"

"Personal exchanges between new penpals in the Kindred Kids project—our first time pairing up kids from diverse backgrounds"

"WINGS gives me a chance to do what I’m passionate about—and that’s trying to help shape the lives of children for the better. It is the most rewarding experience.”
— WINGSLEADER, 2016

1,651 Hours spent formulating our 5 Year Strategic Business Plan

420 Additional kids reached through a piloted partnership with Charleston County School District’s after school program Kaleidoscope

13 Personal exchanges between new penpals in the Kindred Kids project—our first time pairing up kids from diverse backgrounds

"WINGS gives me a chance to do what I’m passionate about—and that’s trying to help shape the lives of children for the better. It is the most rewarding experience.”
— WINGSLEADER, 2016

"Additional kids reached through a piloted partnership with Charleston County School District’s after school program Kaleidoscope"

"Personal exchanges between new penpals in the Kindred Kids project—our first time pairing up kids from diverse backgrounds"
**WINGS FAMILY**

**BOARD OF DIRECTORS**
- David L. Morley, Chair
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- Pat Illertón, Secretary
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- Ginny Dearin
- Becky Marson
- Steve Parker, Jr.
- David Rawle
- Judith Ranger Smith
- John Roberts, Jr.
- Jermy Sanford
- Vicky Sullivan
- Neil D. Thomson
- Mike Tilton
- LatiSha Vaughn-Brandon
- Tricia Wilson

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- Ben Branden
- Jessica Hall
- Melissa Logan
- Blake Shell
- Clay Shupak
- Geoff F. Stodghill, Jr.
- Sydney Weaver-Bay
- Demetra Logan-Whitner

**PARTNERS**
- Action Partners
- Atlanta Public Schools
- Be a Mentor
- Big Brothers Big Sisters
- Baking *REACH* Program
- Bridges
- Central Piedmont
- Community College City of Charleston
- Charleston County School District
- Charlotte-Mecklenburg School District-Project L.I.F.T.
- Chucktown Squash
- City of Charleston Mayor’s Office of Children and Families
- City of North Charleston
- College of Charleston
- Communities in Schools
- The Doe Norton Lowcountry Children’s Center
- Florence County School District
- Fulton County Board of Commissioners
- Fulton County Schools
- Girls Rock Charleston
- H.D.O.
- Illinois State University
- Johnson C. Smith University
- Lake City Library
- Lowcountry Food Bank
- Mason Preparatory School
- North Charleston Police Department
- PACE
- Palmetto Community Action Partnership
- Pomona Unified School District

**DONORS**

- **$500,000+**
  - The Edna McConnell Clark Foundation
  - Georgia Department of Education – 21st Century Community Learning Centers Grants

- **$300,000+**
  - Georgia Commission for Service and Volunteerism
  - The Graduate Foundation
  - AmeriCorps, a program of the Corporation for National and Community Service
  - South Carolina Department of Education – 21st Century Community Learning Centers Grants

- **$100,000+**
  - Bill Foundation
  - Georgia Department of Human Services
  - Lake City Partnership Council
  - North Carolina Department of Public Instruction – 21st Century Community Learning Centers Grants
  - Novo Foundation
  - Trident United Way
  - The Wallace Foundation

- **$65,000+**
  - Social Venture Partners
  - Charleston Speedwell Foundation

- **$40,000+**
  - Bright from the Start
  - Charlotte-Mecklenburg Schools – Project L.I.F.T.
  - Fulton County Schools
  - George Lucas Family Foundation
  - Jean and James Rion Endowment
  - PACF Foundation
  - Sara Gils Moore Foundation
  - United Way of Metropolitan Atlanta
  - University of Virginia – Institute of Education Sciences Grant

- **$20,000+**
  - Dave and Cheryl Morley
  - Foundation for the Carolinas
  - New Englanderson Foundation
  - Sisters of Charity of South Carolina
  - Sudan and Stephen Zoukis
  - Wells Fargo Foundation
  - The Zest Foundation

- **$16,000+**
  - Blackbaud Family
  - Creative Artists Agency
  - Dorothy D. Smith
  - Charlie Foundation
  - Fulton County – FRESH Grant
  - Herzman-Fishman Foundation
  - InterTech Group Foundation
  - Foundation, Inc.
  - Les Moonves
  - Open Grants
  - Pat and Cheryl Ilderton
  - Skelly Family Foundation

- **$5,000+**
  - Bakker Family Foundation
  - Daniel and Vicky Sullivan
  - David and Carol Rawle
  - Elizabeth Cleveland
  - Employee Community Fund
  - the Charleston Foundation
  - Employees
  - the Pittsboro Foundation
  - the Roper Foundation
  - the Sandhills Foundation

**WINGS FAMILY**

**DONORS**

- **$300,000+**
  - The Wallace Foundation
  - United Way of Southeastern North Carolina
  - University of Missouri
  - University of Northern Colorado
  - University of Virginia
  - US Citizenship and Immigration Services

**PROFESSIONAL ADVISORS**
- Mike Ballin, Former President, The Edna McConnell Clark Foundation
- David E. Hunter, Ph.D., Hunter Consulting
- Foley Hoag LLP
- LeadWell Partners
- Kristen Moore, Ph.D.
- Child Trends
- Karen Walker, Ph.D.
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