



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



Georgia Department of Education 21st Century Community Learning Centers FY 18 Common Data Elements Form

Subgrantee: WINGS for kids at Bethune Elementary

Date: 6/26/2018

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:	120	Number:	263	Number:	139	Number:	4	Number:	67
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	8	Number:	5	Number:	1	Number:	2		
3. Standardized Testing									
3A. English Language Arts – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
Regular Attendees without scores who took standardized test						Number:			
Regular Attendees who did not take standardized test						Number:			
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
3B. Math – Regular Attendees Achievement Levels									
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			
Regular Attendees without scores who took standardized test						Number:			
Regular Attendees who did not take standardized test						Number:			
Retake Data (If applicable)						Number of Retakes:			
Beginning		Developing		Proficient		Distinguished			
Number:		Number:		Number:		Number:			

4. Report Card Grades						
4A. English Language Arts – Regular Attendees						
Regular Attendees <u>without</u> 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			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
14	23	29	49	23	1	
Identify if subgrantee utilized numeric (preferred) or letter grades			Numeric			
4B. Math – Regular Attendees						
Regular Attendees <u>without</u> 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			
Number	Number	Number	“A” or “B”	“C”	“D” or “F”	
19	37	18	41	22	2	
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	
52	42	7	36	10	42	7
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	
28	21	6	27	0	27	1
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			
73	22	22	33	24		
6. Partners						
Number of Partners	Total Amount of Contributions					
5	\$79657					



WINGS for kids at Bethune Elementary

21st Century Community Learning Centers

2017 - 2018 Evaluation

Prepared by



CREATIVE RESEARCH SOLUTIONS

Program Overview

WINGS for kids is a social and emotional learning program designed to help K-5 children improve their ability to understand and manage their emotions, communicate, resolve conflicts, and improve their behavior. WINGS programs are located at Title I schools, and Bethune Elementary, located in College Park, GA, is no different. Unlike many other after school programs, WINGS intentionally targets students who are having behavioral issues. Recruitment is not exclusive to these students, however, as the program is also open to families who simply value the care and programming WINGS offers.

The WINGS for kids program utilizes a model designed to remain consistent across WINGS sites. WINGS activities incorporate a weekly curriculum designed to promote specific learning objectives. The basic program activities are as follows:

- **Community Unity:**

WINGS kids talk about their day at school and what happened in their classes. The kids recite the WINGS Creed together, play a game based on the week's learning objective, and receive a healthy snack immediately after the session. This session typically takes place in the school gym. That way, kids who arrive early are able to use the space to play until the start of the program.



WINGS kids sit with their nests for Community Unity

- **Academic Center:** On Monday through Thursday, the kids spend an hour on academics. These sessions are guided based on what the principal has targeted. It could be just homework time, or a tutoring session in a specific subject. WINGS staff coordinate with the principal and teachers at the school to identify areas of focus for these sessions to best support the kids in completing their homework. WINGS Leaders are typically responsible for leading academic center, and their role includes assisting kids with homework and ensuring a peaceful learning environment. WINGS Leaders are also usually expected to play classical music for the kids as they work.
- **Freeplay:** About twice a week, WINGS offers a recess period where kids are given open play time on the school's playground or other play facilities under the supervision of WINGS Leaders.

- **Choice Time:** The Choice Time period is an activity period where kids engage in extracurricular learning. These classes may include science, cooking, robotics, art, dancing, music and other activities. Classes which require specialized skills may be led by certified teachers instead of WINGSLeaders; however WINGSLeaders remain in the session to support the teacher when this is the case. Each class is a semester long commitment for the kids. At the beginning of each Choice Time period, kids choose their classes by ballot so they will make their selection based on their own interests instead of where their friends will be. Many of the Choice Time activities this year were designed to incorporate STEAM activities.
- **WildWINGS:** On Fridays, WINGSLeaders lead kids in fun games based on the week's learning objectives. These activities are followed by a discussion where kids talk about what they have learned. While the specific activities vary greatly from week to week, they are intended to emphasize and reinforce social and emotional learning.

WINGS students are organized into small groups called "nests" which are divided by grade and gender. WINGSLeaders are trained college student mentors responsible for guiding the kids through the program activities and moving them from location to location throughout the day.

One of the major roles of the WINGSLeader is also to help kids improve their behavior during the program. In addition to the social and emotional curriculum itself, WINGS kids who display positive SEL skills are rewarded with tickets. These tickets can be traded in for various prizes over the course of the program.

Student Attendance and Enrollment

WINGS for kids staff provided enrollment and attendance data through the CAYEN online data management system and by providing spreadsheets generated by their internal data management system. Per the specifications established by 21st CCLC, many of the outcomes in this document are based on "regularly attending" students. These students are defined as those who have attended the program for at least 30 days.

Average Daily Attendance

Bethune Elementary had a total of 164 unduplicated participants registered in CAYEN for the 2017-2018 school year. Of these, 139 were considered "regularly attending", having attended WINGS for at least 30 days. Please note that this number includes students who only attended one semester. The average daily attendance rate for WINGS at Bethune was 97 students per day; this serves as a better indicator of the number of students typically on-site at any given time. As of the end of the school year, 169 students were listed as "active."

Demographics

143 registered students identified as Black, while there was no ethnicity information available for 21 students. There were 81 girls and 83 boys.

Program Operation

During the 2017-2018 school year, the WINGS program at Bethune was open a total of 145 days. Each day, the WINGS program operates between 2:45pm and 5:45pm. As the program is embedded in the school, kids are able to transition from their school day directly into WINGS. The following table breaks down the number of times each major program activity was offered by days and hours:

Activity	Average Hours per Session	Number of Days Offered (Estimate)	Total Hours Offered (Estimate)
Academic Center	1	129	129
Free Play	0.33	63	20.46
Choice Time	1	67	67
Community Unity	0.75	62	46.5
WildWINGS	2	32	64
Activity	Average Hours per Session	Number of Days Offered (Estimate)	Total Hours Offered (Estimate)

In the table above, please note that Choice Time sessions represent multiple classes. These numbers reflect days when a Choice Time period was offered.

Community Unity is now offered only on Mondays and Wednesdays. Free Play and Choice Time periods each occur twice per week, on Mondays and Wednesdays and Tuesdays and Thursdays, respectively, while Academic Center takes place four times per week on Mondays through Thursdays. The WildWINGS activity is offered on Fridays.

Quality of Staffing

Data on staffing at WINGS was collected through interviews and email communication with staff, program documentation, and data available through CAYEN.

The major onsite roles at WINGS for kids locations are the Program Director, Program Assistant, WINGSLeaders, other volunteers, and certified teachers. Program Directors, Program Assistants, and WINGSLeaders each receive a minimum of 65 hours of training prior to beginning their work with the program.

At WINGS sites, the Program Director is typically responsible for leading the WINGS staff in delivery of the program activities. In addition to managing the volunteers and paid staff, the Program Director also usually leads group activities such as Community Unity, while WINGSLeaders manage the kids as outlined in the Program Overview above.

The Program Assistant serves a similar role to the Program Director in supporting the WINGSLeaders or leading sessions when the Program Director is unavailable. Since the various nests are often spread out into different locations, the additional support provided by the Program Assistant is invaluable in situations where a Program Director would otherwise need to be in two places at once. Program Assistants rotate between WINGS sites on a 9-week basis.

WINGSLeaders provide most of the primary service delivery for the WINGS program. They are recruited from among local college students, and serve to supervise and implement activities for a specific group of kids throughout WINGS' weekly activities.

The Program Director is a paid staff member, while the Program Assistant and WINGSLeaders are AmeriCorps members who receive a stipend.

Student to Staff Ratio

The daily WINGS staff at Bethune consisted of:

- 1 Program Coach and Coordinator
- 1 Program Assistant
- 12 WINGSLeaders

Based strictly on the average daily attendance (97) and total staff (14), WINGS had about 7 students per staff member. In practice, WINGS usually keeps nest sizes at about 10-12 kids, with each nest having one assigned WINGSLeader, while other staff lead large group activities, help manage the program, and support WINGSLeaders during small group activities.

Objectives

One of the challenges for the WINGS program is that while academic excellence is certainly valued and supported, WINGS' core mission is social and emotional learning. Thus, most of

their programming focuses on this area rather than academic success. Having said that, WINGS at Bethune has nonetheless demonstrated success for the most part in maintaining the academic performance of its students. Please note that for the purpose of this analysis, students' grades were considered "maintained" as long as they remained within 5 points of their starting grade, as in the report generated by CAYEN.

Objective	Benchmark	Status	Details
Improve academic performance	75% of regular attendees' math grades improve or remain the same	Met	85% of regularly attending students with grades for both Q1 and Q3 improved or maintained their grades in Math.
Improve academic performance	75% of regular attendees' reading grades improve or remain the same	Met	76.2% of regularly attending students with grades for both Q1 and Q3 improved or maintained their grades in reading.
Improve academic performance	75% of regularly participating students will meet or exceed state standards in math	Unable to be Measured	Georgia Milestones scores were not available at the time of this report
Improve academic performance	75% of regularly participating students will maintain or improve report card grades in reading	Unable to be Measured	Georgia Milestones scores were not available at the time of this report
Increase positive student behavior	90% of students attending more than 30 days will attend school 90% of the time	Met	94.9% of students attending more than 30 days who attended school 90% of the time.
Increase positive student behavior	80% of regularly participating students will have two or fewer disciplinary referrals	Met	99.2% of students attending more than 30 days had two or fewer disciplinary referrals.
Increase family involvement	50% of adult family members of regularly participating students will	Not Met	Only 38.8% of students had a parent attend at least two events this year.

	participate in at least two literacy, educational, or family involvement activities during the year		
Increase family involvement	50% of adult family members of regularly participating students will participate in at least one after-school parent conference with WINGS program staff	Met	WINGS reported having at least a brief conversation with parents of over 50% of regularly attending students.

90% of students attending more than 30 days will attend school 90% of the time. This year, WINGS was able to access school attendance records. Data provided by the Fulton County school system confirmed that 90% of WINGS students did attend school more than 90% of the time.

50% of adult family members of regularly participating students will participate in at least two literacy, educational, or family involvement activities during the year. WINGS held four family involvement activities this year: a parent orientation at the start of the year, a holiday event, a March Madness/Georgia Milestones event, and a Creed concert/closing ceremony at the end of the year. **Recommendation:** Parent event attendance is an area that has frequently been challenging in past years. Using a common system for documenting these events across sites may help streamline the process of collecting the data needed for the evaluation. WINGS may need to increase event marketing or provide additional incentives to encourage higher attendance.

75% of regularly participating students will meet or exceed state standards in math and reading. Georgia Milestones data was not available at the time of this report. However, WINGS has met its goal of increasing or maintaining students' grades in reading and math. This may be due to an increased focus on STEAM activities this year.

Additional Data & Observations

Parent Responses

Parents of WINGS kids who participated in the survey were very positive about the program overall. Parents responded to the following survey questions in a Likert-type (strongly agree to strongly disagree) format:

- The program is helping my child's behavior improve.

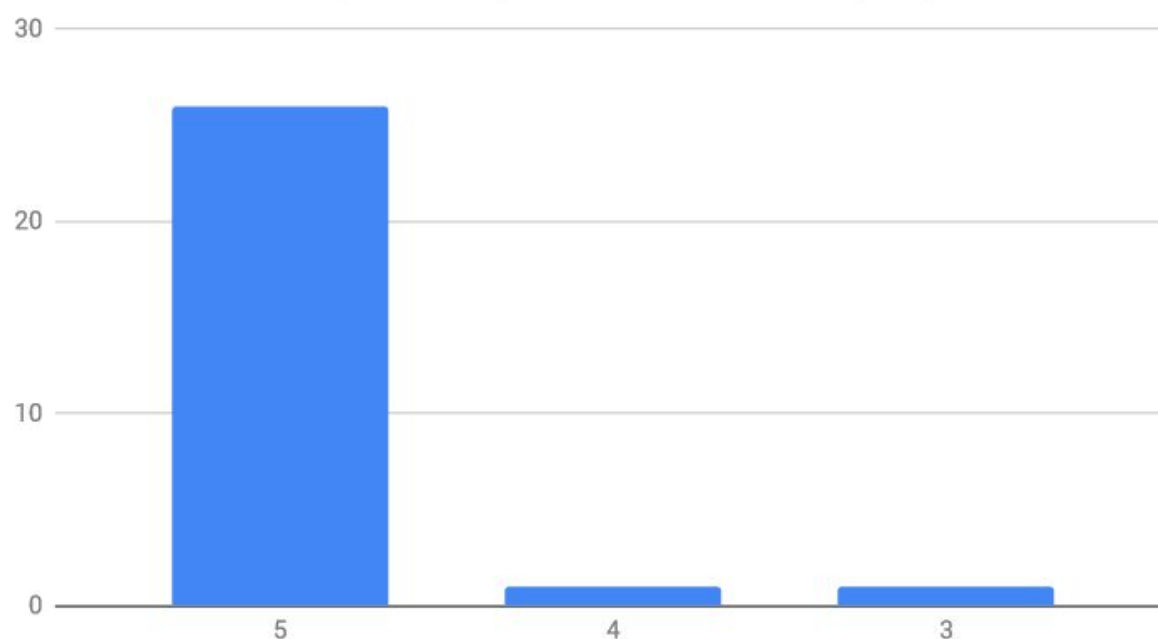
- The program is helping my child to complete and turn in his/her homework on time.
- The WINGS program is helping my child's social skills improve.
- My child has his or her homework done before s/he comes home from WINGS.

In addition, participants answered the following yes/no question:

- I would recommend the WINGS program to other parents.

The survey was distributed on site. Parents were given the opportunity to complete the survey on paper while waiting to pick up their kids from the program. A total of 28 parents responded to the survey, with positive responses in each question area. Of the 28 parents, no more than 1 responded negatively to any question. Overall satisfaction with the program is outlined in the chart below:

How satisfied are you with your child's WINGS program?



Formative Evaluation

During this year's formative evaluation process, the evaluation team conducted a focus group of parents and interviews with several WINGS Leaders. Generally speaking, both parents and staff had positive feedback about the program. This year, parent focus group participants expressed greater familiarity with the WINGS curriculum as well.

Student Survey

WINGS kids completed a survey on their experiences with the program. They were asked to respond to the following Likert-type questions, which were incorporated into WINGS' internal student experience survey:

- I like the WINGS Program.
- My overall behavior has improved because of the WINGS program.
- The WINGS program helps me complete and turn in my homework on time.

108 students responded to the survey. Responses to each question were positive overall. The students rated the program above a 4 (agree) on most questions. Only students' ratings on feeling like their behavior had improved and feeling like their WINGS Leaders understood them were slightly lower, at 3.8 and 3.97 respectively. Overall, the survey results indicated that students generally enjoyed and benefited from the program.

Student Interviews

The qualitative component of this evaluation consisted of interviews with the students attending the WINGS for kids program. The selected nests were balanced for grade and gender to make sure that there was a good representation of boys and girls from different grades. Eight students (4 girls, 4 boys) were randomly selected within the nests and invited to participate in 15-20 minute interviews during the WINGS for kids program.

Interview Protocol Design

The student interview protocol was customized to the developmental needs of each program participant. Questions were tailored to target the Positive Student Behavior Goal of the WINGS Program. Transcription of the student interviews were reviewed for accuracy. Student interviews and program observations were analyzed with attention to the processes underlying the impact of the WINGS Program on academic performance and positive student behavior. A list of the selected students was sent to the WINGS program prior to the interviews. On the day of the interviews, students from the list were sent from the school gym one at a time and told that they were going to be interviewed. Interviews were held in a school classroom.

Students were asked about their experiences in the WINGS program; specifically, their views of their WINGS Leader, and experiences with Academic Center. They were also asked about how they manage stress, anger, and problems with others. The questions were designed using the WINGS for Kids weekly curricula for three areas: Social Awareness Learning, Relationship Skills, and Responsible Decision Making. With this in mind, students were encouraged to share their understanding of responsibility for outcomes (e.g., "Hijacking", "making amends"). They were also encouraged to share examples of when they prevented a conflict from escalating.

Results

This report includes responses from boys and girls in the first through fifth grades. Students that completed interviews had been in the program for one to two years and reported a number of program components as their favorite WINGS activity, including Choice Time and Free Play.

Academics

When discussing their grades, most students described having grades that were very good, others described grades as “fine” or improving after reporting them as “very poor”. No failing grades were reported. When asked about what helped them to get good grades, students expressed ideas that demonstrated a good understanding of effective strategies towards this end.

- “By doing your work neatly, and getting it right, and getting all of it right, and getting hundreds.”
- “By doing all your work.”
- “When I listen to my teacher.”
- “If you learn how to read more.”

In a general sense, elementary school children in WINGS perceive that good grades are achievable through the completion of work done and to the proper standard (i.e., following directions and producing quality work. Regarding homework, multiple students mentioned that they regularly receive help from both their WINGSLeader and relatives.

We only get help if we have the same homework, or [if] we ask the WINGSLeader can they help us.

- WINGS Student

Additionally, they described the quality of the help favorably. For example, one student noted that the help was “A lot of more helpful than I am with my homework” (Speaker 2). Others described the help as “pretty helpful” (Speaker 5), “Good” (Speaker 7). No student indicated that they needed or desired more help than they have received and that the help is plentiful as they described the frequency of help as “all the time,” (Speaker 7) “very often” (Speaker 5), “I get lots of help” (Speaker 4); this student further described the nature of the help received:

“[My WINGSLeader] helps me and he pretty much helps me every day if I need to... Like, if I'm stuck on a question [he] can try to help me to find the answer. He doesn't say the answer, he makes it easier pretty much...if everybody's on the same question he write it on the board and the people who raise their hand thinks he has the answer, he will pretty much break it down. And he pretty much do that every day.”

- WINGS Student

Though it has been stated that help is frequently received, and the quality of help is generally good, it is unclear how dependent WINGS students are on homework assistance. Nevertheless, it is clear that help is readily available and needed.

Behavior Management

Most of the challenging situations that students found themselves in involved conflicts with peers. To resolve these issues, students choose to either defer to an authority figure such as their WINGSLeader or a family member, or they devise a way to handle the problem on their own which, from the examples given by the students, did not result in fights. Though they have difficulty verbalizing what choices they have to respond to a situation and what characterizes the “best choice,” WINGS students have some awareness of the consequences of their actions and both critique and reflect upon their actions. This may indicate the development of social emotional competence and maturity.

Behavior responses

Student responses consistently demonstrated that their good behavior is primarily rewarded with the distribution of tickets that they can ultimately use to participate in a raffle to obtain a prize, or they would be given a treat such as extra snack or a party. Two students mentioned that affirmation in the form of a compliment or “positive feedback” would be directed towards students from WINGSLeaders in response to good behavior as well. Students acknowledged that this feedback had a positive impact on their emotions. Students also described what it was like for them to be disciplined by their WINGSLeader.

“When I misbehave sometimes I can’t go to free play or the gym thing. If you behave really bad, you get sent to the WINGS office to get a write up.”

WINGS Student

Enjoyment of recreational WINGS activities

It is evident that students enjoy recreational activities above all others in WINGS. One student mentioned that Choice Time, which can be characterized as both recreational and educational, as a favorite activity while others identified free play or another recreational activity as their favorite: “The activity I like the most is free play.”

Positive view of WINGSLeaders

Generally, students describe their WINGSLeader positively and mainly characterize them as authority figures that respond to undesirable behavior.

- “The leader in my nest, he’s a good WINGSLeader. He doesn’t like bullying like most of the people in my nest. He doesn’t like people who disrespect him and that’s pretty much it.”
- “She’s good. When people picking on me, she make them stop.”
- “Well, she’s good, but sometimes if we get on her nerves she’ll start yelling.”

Sustainability

WINGS Atlanta does not typically solicit funds separately for individual sites, so the sustainability of each location is largely dependent on the overall fundraising of the organization as a whole.

Conclusions & Recommendations

The following recommendations are provided to aid WINGS for kids at Bethune Elementary in meeting its program goals next year.

This year WINGS has struggled with providing data on some of its objectives, while at the same time WINGS was able to access school attendance data that had previously been unavailable. The results suggest that WINGS has been successful in encouraging students to attend school, and this may have been the case in previous years as well. In past years, the evaluation team had utilized WINGS attendance as a substitute, which seems to have underestimated students overall level of school attendance.

WINGS at Bethune has demonstrated success in meeting its academic achievement objectives, but may need some additional support in reporting its event attendance and parent conference objectives. This year WINGS has struggled with family involvement reporting. Given that family involvement is a critical component of WINGS effectiveness, it would be valuable for WINGS to ensure that this information is tracked consistently across sites.

Nonetheless, the available data indicates that WINGS at Bethune has been largely successful both in terms of student academic success and in terms of the experience it has created for its students and parents.