



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 at Heritage

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:	144	Number:	186	Number:	146	Number:	4	Number:	34
2. Objectives									
Total Objectives		Met		Not Met		Other			
Number:	8	Number:	3	Number:	3	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”	
53	17	28	28	18	2	
Identify if subgrantee utilized numeric (preferred) or letter grades						
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”	
53	16	24	33	17	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	
55	46	5	43	9	46	6
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	
57	43	10	46	9	51	4
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			
79	29	22	34	19		
6. Partners						
Number of Partners	Total Amount of Contributions					
4	\$82579					



WINGS for kids at Heritage 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 Heritage 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.
- **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 WINGS Leaders; however WINGS Leaders 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 21st Century, 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

Heritage Elementary had a total of 174 unduplicated participants registered in CAYEN for the 2017-2018 school year. Of these, 146 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 Heritage was 99 students per day. As of the end of the school year, 181 students were listed as "active."

Demographics

The students at Heritage were predominantly Black; a total of 169 students identified as Black. Among the remaining students, one identified as Asian, two as Hispanic, and two did not provide an ethnicity. There were 91 girls and 83 boys.

Program Operation

During the 2017-2018 school year, the WINGS program at Heritage was open a total of 149 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

In the table above, please note that Choice Time sessions represent multiple classes. These numbers reflect days when a Choice Time period was offered; there were one or two occasions where some Choice Time classes met and others did not.

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.

In previous years, the Peace Manager role provided support for kids who are having behavioral challenges. However, as of this year, this role was eliminated from the program.

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

WINGS' certified teachers are paid consultants who work to support the academic rigor of WINGS' educational program components. WINGS staff noted that certified teachers help them link ChoiceTime, Academic Center, Discussion, and some Community Center games with State standards and Fulton County Schools' priority areas, as well as providing other pedagogical advice and support. During the program day, they often serve to support Choice Time activities by bringing specific areas of expertise that WINGSLeaders may not possess themselves. During Choice Time sessions that require a certified teacher, WINGSLeaders remain in place to support the teacher.

Volunteers provide basic support to WINGSLeaders by helping with activities and providing additional guidance to the kids.

Student to Staff Ratio

The daily WINGS staff at Heritage consisted of:

- 1 Program Coach and Coordinator
- 1 Program Assistant
- 10 WINGSLeaders
- 1 Teacher
- 1 Other staff member

Based on the average daily attendance (99) and total staff on site on a daily basis (14), WINGS had about 7 students per staff member. WINGS generally keeps nest sizes at about 10-12 kids, with one WINGSLeader assigned to each nest. In cases where a WINGSLeader is not available every day, a consistent alternate WINGSLeader is assigned to provide as much stability for the nest as possible.

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 Heritage has nonetheless demonstrated success 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 the same letter grade range.

Objective	Benchmark	Status	Details
Improve academic performance	75% of regular attendees' math grades improve or remain the same	Not Met	74.2% of regularly attending students with grades for both semesters improved or maintained their grades in Math.
Improve academic performance	75% of regular attendees' reading grades improve or remain the same	Not Met	69.9% of regularly attending students with grades for both semesters 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 meet or exceed state standards 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	94.3% of regularly attending students attended WINGS 90% of the time
Increase positive student behavior	80% of regularly participating students will have two or fewer disciplinary referrals	Met	95.5% of regularly attending students had two or fewer disciplinary referrals
Increase family involvement	50% of adult family members of regularly participating students will participate in at least two literacy, educational, or family involvement activities during the year	Not Met	Only 22.6% of regularly attending students had a family member attend at least two events.
Increase family involvement	50% of adult family members of	Met	WINGS reported having at least

	regularly participating students will participate in at least one after-school parent conference with WINGS program staff		a brief conversation with parents of over 50% of regularly attending students.
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Our understanding of why some of these objectives were missed is as follows:

Missed Objectives: This year WINGS fell slightly short of its academic performance goals, which were met the previous year. It is unclear what may have caused this change.

School Attendance: This year WINGS was able to provide student attendance data directly from the school system, which has provided a more accurate picture of how many students are attending school. The results indicated that WINGS has indeed met its goals in these area.

Family Event Attendance: WINGS at Heritage provided attendance data for four parent events held this year. Unfortunately, WINGS' reported attendance at both the Paint and Sip and Creed Concert/Graduation events was fairly low. The graduation event in particular seemed to have lower attendance than it has in previous years. It was not clear whether this was due to low actual attendance or underreporting. However, WINGS' orientation and holiday events were relatively well attended this year.

Recommendation: This year, WINGS was able to access more detailed information from the school system than in previous years, particularly with regards to student attendance. However, WINGS has struggled to provide data on parent conferences and event attendance within the reporting timeframe of this evaluation. Developing a standardized process WINGS can use to track attendance at each of its events may help ensure that WINGS is able to provide an accurate attendance count for each of its sites.

Additional Data & Observations

Parent Responses

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

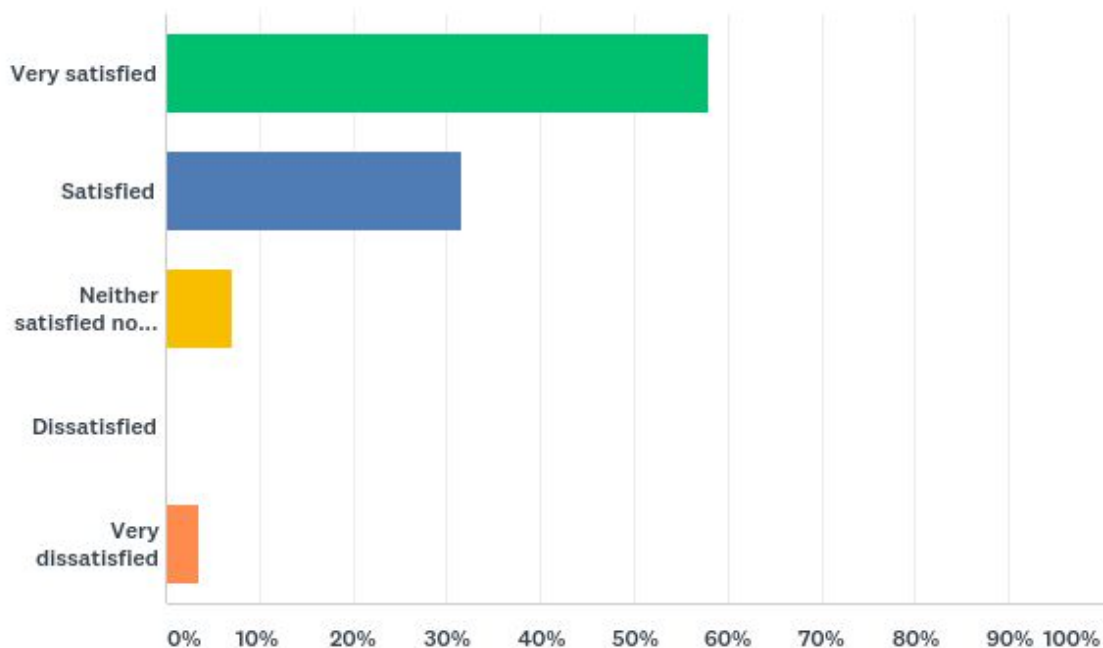
- The WINGS program is helping my child's behavior improve.
- The WINGS program is helping my child to complete and turn in his/her homework on time.
- How satisfied are you with your child's WINGS program?
- I trust that my child is safe while at the WINGS program.
- The WINGS staff are open to parental suggestions/ideas.

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

- I would recommend the WINGS program to other parents.

The survey was distributed on site, with parents being given the opportunity to complete the survey at a computer workstation while waiting to pick up their kids from the program. A total of 57 parents responded to the survey, with positive responses in each question area. Of the 57 parents, no more than 6 responded negatively to any question; six parents said they would not recommend the program to other parents. Overall satisfaction with the program is outlined in the chart below:

Q3 How satisfied are you with your child's WINGS program?



Formative Evaluation

Based on the interviews and focus group data generated for WINGS' Fall 2017 formative report, the WINGS Program at Heritage Elementary appeared to be going well. WINGS Leaders had been noticing changes in the children's behavior and feel rewarded in their roles. Some parent focus group participants reported that their children enjoyed being in WINGS, and that their children listened more, were more open to new experiences, and wanted to share what they learned in WINGS at home. Other parents had not observed any changes. Parents

recommendations included extending pick-up hours, and providing a calendar of events so they could plan in advance to attend.

Student Survey

Near the end of the Spring semester, WINGS kids completed a survey on their experiences with the program. They were asked to respond to the following Likert-type questions via an online survey administered by WINGS staff:

- 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.

98 students responded to the survey. Responses to each question were positive overall. The students rated the program above a 4 (agree) on both satisfaction and improving their behavior. Homework assistance was rated slightly lower at 3.9. Overall, the survey results indicated that students generally enjoyed and benefited from the program. No student disagreed with any of the above statements.

While these scores still represent positive ratings from a majority of students, they suggest that some students may not be benefitting from the program as much as others. The relatively low (although still positive) score on students' feeling that their behavior had improved is of particular concern as improving behavior is one of WINGS' primary goals. This may be a consequence of WINGS no longer having a Peace Manager this year.

Student Interviews

Academics

Students varied in their specificity of the state of their grades: some reported a range of grades while others simply stated that their grades were "good" or said that they did not know what their grades were. Majority of the students interviewed conveyed some positive description of their grades.

- "My grades is all As. I'm the highest in the class."
- "My grades are As and 100s and one C. I brung my B up. Yep."
- "They're good, a little bit"
- "I don't know my grades. I can't tell y'all."

When asked about what they attribute their good grades to, students mostly cited good behavior, focus, and carrying out the basics of what is required to complete their assignments.

- "I think quietness and people that support me. Good behavior helps me get good grades also."
- "Stop being bad and start doing your work ... Turn in your homework."

- “I wasn’t paying attention to nobody else, and I was just worrying about my grades and the test.”

Regarding assistance with their homework, students almost equally receive assistance from their WINGSLeaders and relatives (parents, primarily). Those who mentioned that their parents help them, also said that they received help from their WINGSLeaders. Most students expressed that they only need help sometimes and when they receive help, it is usually helpful.

- “It’s very helpful, and it’s not very often because I know all of it.”
- “When I don’t know the answer that much, I just call my WINGSLLeader, and I raise my hand and say I need help.”
- “Sometimes, if I need help, I will ask the person next to me, and then I will ask somebody else. If they don’t have it, I ask my WINGSLLeader, and they’ll help me.”

Behavior management

There appears to be a lack of understanding of how to identify the “best decision” when confronted with a challenging situation; students that responded to this question (two) stated that they do not know how to identify whether or not they made the best decision in a situation. Mostly, students resorted to involving a WINGSLLeader in a conflict so that it may be resolved. This could be because they are elementary school-aged children who are accustomed to calling an adult to resolve a problem rather than attempting to solve it themselves; the alternative from their perspective could possibly be violence on their part. However, one student stated the following: “We don’t make the best decisions by going to a WINGSLLeader. We try to handle it ourselves.”

Deferring to authority

- “Because I don’t put my hands back on them when they touch me. I tell on them.”
- “I get mad, and I go to the teacher and tell him, ‘Can you tell them to leave me alone, or I’ll punch them in the face?’... Tell her to stop. If she doesn’t stop, I’m gonna snitch. If teacher don’t listen, I’m gonna punch her in the face.”

Behavior responses

In response to good behavior, students described that they receive awards, tickets, or a reward such as extra snack. Such rewards make students feel “joyful,” “happy,” and “excited.” Additionally, one student described that they felt supported:

- “It makes me feel supported. When they reward me, I feel supported. When they make sure everybody’s quiet so you could do your homework, I think it makes everybody else feel supported also.”

When students misbehave, the consequences are various: being written up, warnings, involving higher authorities such as parents or the program associate, and yelling.

- “They be like ... They tell you to come here, and they tell you to try to behave yourself.”
- “They give us a warning, and if we keep being bad, we get our parents talked to.”
- “They yell at me.”

Enjoyment of recreational WINGS activities

Students unanimously described a recreational activity as their favorite activity in WINGS. Such activities include recess, Wild WINGS, snack, and an end-of-year party. Fun, the opportunity to play with friends, and not having to do homework were reasons for enjoyment.

- “In Wild WINGS, we don't have to do no homework because sometimes homework is boring, but you have to do it. You get to play games, and you get extra snack.”
- “An activity I enjoy the most was at the end of the year when everybody gets to have the little water party. It was really fun because I get to play with all my friends, and it was during the summer.”

Positive view of WINGSLeaders

Every student except for one used positive adjectives to describe their WINGSLeaders. Interestingly, they spoke not only of their general disposition, but how the behavior of the nest affects the way the WINGSLeader behaves.

“[My WINGSLeader], he's nice to us. He makes sure that we do our stuff right. He keeps us in line. I think he really likes working here with us.”

“She's nice when we be nice to her. When we listen to her, she listen to us.”

“She's alright. She yell at us a lot, not like a lot, but she yells at us when we don't pay attention or if we don't listen.”

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 Heritage 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 Heritage fell slightly below its goals for academic performance. WINGS has recently been transitioning toward more STEAM activities, but its objectives primarily focus on math and reading, topics that are not necessarily covered extensively in WINGS' current programming. As WINGS has transitioned a portion of its programming toward a more academic focus, it may be valuable to emphasize the areas most relevant to its objectives in order to maximize its impact in these areas.

In spite of the challenges listed above, WINGS has nonetheless continued to have a positive overall impact on both its own students and the school community as a whole through its programming.