

Georgia Department of Education  
21<sup>st</sup> Century Community Learning Centers Program  
FY 24 Common Data Elements Form



<b>Subgrantee: WINGS@Bethune Elementary</b>					<b>Date: June 21, 2024</b>					
<b>1. Attendance</b>										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending		
Number:	132	Number:	169	Number:	145	Number:	8	Number:	195	
<b>2. Objectives</b>										
Total Objectives		Met		Not Met		Other				
Number:	8	Number:	7	Number:	1	Number:	0			
<b>3. GTID</b>										
Number of Student GTIDs Reported in Transact/Cayen				169						
<b>4. Report Card Grades</b>										
<b>4A. English Language Arts</b>										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	
Identify the preferred if it is not letter grades										
<b>4B. Math</b>										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 <sup>st</sup> Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
	N/A	N/A	N/A	N/A		N/A	N/A	N/A	N/A	
Identify the preferred if it is not letter grades										
<b>5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5</b>										
<b>Total Number of Surveys Completed</b>	<b>Survey Question #1: Satisfactorily completes homework or assignments?</b>									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	3	%	10	%	42	%	27	%	17
	<b>Survey Question #2: Participates in class and is attentive?</b>									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	3	%	9	%	37	%	28	%	23
<b>146</b>	<b>Survey Question #3: Demonstrates a motivation to learn?</b>									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	3	%	8	%	40	%	25	%	24
<b>6. Partners</b>										
Number of Partners		Total Amount of Contributions								
9		\$77,493								

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## Common Data Elements

<b>Subgrantee: WINGS @ Bethune Elementary</b>					<b>Date: June 21, 2024</b>					
<b>1. Attendance</b>										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 90 hours)		Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending		
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<b>2. Objectives</b>										
Total Objectives		Met		Not Met		Other				
Number: <b>8</b>		Number: <b>7</b>		Number: <b>1</b>		Number: <b>0</b>				
<b>3. GTID</b>										
Number of Student GTIDs Reported in Cayen				<b>169</b>						
<b>4. Report Card Grades</b>										
<b>4A. English Language Arts</b>										
Students <u>without</u> Grades	Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade					
Number	A	B	C	D or F	A	B	C	D or F		
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		
Identify the preferred if it is not letter grades										
<b>4B. Math</b>										
Students <u>without</u> Grades	Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students in grade levels 7,8,10,11, &12 Attending at least 1 day or 1 hour 1st Semester ELA Grade					
Number	A	B	C	D or F	A	B	C	D or F		
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>		
Identify the preferred if it is not letter grades										
<b>5. Teacher Reported Engagement in Learning Survey</b>										
<b>Total Number of Surveys Completed</b>	<b>Survey Question #1: Satisfactorily completes homework or assignments?</b>									
	<b>Significant Decline</b>		<b>Slight Decline</b>		<b>Did not need to improve</b>		<b>Slight Improvement</b>		<b>Significant Improvement</b>	
	%	<b>3</b>	%	<b>10</b>	%	<b>42</b>	%	<b>27</b>	%	<b>17</b>
	<b>Survey Question #2: Participates in class and is attentive?</b>									
	<b>Significant Decline</b>		<b>Slight Decline</b>		<b>Did not need to improve</b>		<b>Slight Improvement</b>		<b>Significant Improvement</b>	
	%	<b>3</b>	%	<b>9</b>	%	<b>37</b>	%	<b>28</b>	%	<b>23</b>
	<b>Survey Question #3: Demonstrates a motivation to learn?</b>									
	<b>Significant Decline</b>		<b>Slight Decline</b>		<b>Did not need to improve</b>		<b>Slight Improvement</b>		<b>Significant Improvement</b>	
	%	<b>3</b>	%	<b>8</b>	%	<b>40</b>	%	<b>25</b>	%	<b>24</b>
	<b>146</b>									
<b>6. Partners</b>										
Number of Partners	Total Amount of Contributions									
<b>9</b>	<b>\$77,493</b>									

## I. Executive Summary

*Wings for Kids* at Bethune Elementary is a 21st CCLC afterschool program serving kids in Metro Atlanta. The results outlined in this summative report provide a descriptive picture of how well Wings for Kids staff performed in providing academic enrichment programs and other youth-development activities consistent with the approved goals, objectives, and performance measures. *Table 1* presents a snapshot of the program's performance data that indicates 7 of the stated 8 objectives are *Met* and 1 *Did Not Meet* at the time of this report.

**Table 1: SNAPSHOT OF WINGS AT BETHUNE 2023-24 EVALUATION RESULTS**

OBJECTIVES FOR STUDENTS AND PARENTS	DATA SOURCE	STATUS
Objective 1.1: Fifty-five percent (55%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment.	iReady (Reading) Assessment Scores	Met
Objective 1.2: Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.	Reading Report Card Grades	Met
Objective 1.3: Sixty percent (60%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.	iReady (Math) Assessment Scores	Met
Objective 1.4: Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math scores as indicated by the Math Report Card grades.	Math Report Card Grades	Met
Objective 2.1: Ninety percent (90%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time.	Infinite Campus	Did Not Meet
Objective 2.2: Eighty percent (80%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.	Infinite Campus	Met
Objective 3.1: Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.	Parent Sign-In Sheets	Met
Objective 3.2: Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in one or more afterschool parent conferences with WINGS program staff.	Parent Conference Log	Met

## II. Program Overview

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### *WINGS for Kids at Bethune Elementary History*

*Wings for Kids* at Bethune Elementary is an education program that teaches kids how to behave well, make good decisions, and build healthy relationships. *Wings for Kids (WINGS)* works to achieve this vision by weaving a comprehensive social emotional learning curriculum into a fresh and fun afterschool program. Primarily supported by 21<sup>st</sup> Century Community Learning Center (CCLC) funding, *Wings for Kids* at Bethune Elementary afterschool program was offered at Bethune Elementary School, a Title I school in Atlanta, Georgia, serving predominantly economically disadvantaged students. The program operated at the school site and kids attended 3 hours per day, 5 days a week during the school year. There was no cost to attend the program, but full-time attendance was required. Kids received an afterschool snack, help with their homework and support with their school day studies.

The *Wings for Kids* mission is to equip kids with the skills they need to succeed in school, stay in school, and thrive in life. Growing up in today's world demands strong, resilient, hard-working, and creative kids. All children possess these traits - plus many more - because potential is distributed equally; opportunity is not. *Wings for Kids* has focused exclusively on working with under-resourced and overlooked communities by providing children a safe place to stay after school and teaching them skills to succeed in school. Children from these communities oftentimes experience significant trauma, are exposed to violence and crime, various health problems, psychological distress and more. Research shows that strong social emotional skills are key to helping kids succeed in school, be prepared for the workforce, and become positive and healthy contributors to society. Research also shows that effective social emotional education has the power to strengthen attachment to school and reduce negative classroom behavior, two significant predictors of who will stay in school through high school graduation.

The goals of the program are to (1) improve students' academic performance, (2) increase positive student behaviors, and (3) increase family involvement. The pillars of the program design are highlighted below:

- **Academic Achievement.** The program offered educational support services to students in English Language Arts (ELA), Reading, and STEM (Science, Technology, Engineering and

Mathematics) every Monday through Thursday for 60 minutes during a component referred to as Academic Center. Academic Center consisted of both large group and small group sessions. Students were allotted time to complete homework assignments or if students had no homework assignments, they were engaged in academic activities focusing on Reading and Math development. Students were also supported by a Certified Teacher employed by *WINGS* as an Education Consultant to help bridge the academic gap.

- **Positive Student Behaviors.** The program used an early and comprehensive approach grounded in the principles of positive youth development and evidence-based social emotional learning practices to foster the mindsets, skills, and confidence within each child to behave well, make good decisions, and build healthy relationships. The *WINGS* approach provided a unique depth of implicit and explicit teaching by weaving social emotional learning throughout the program time or school day. This evidence-based curriculum was made up of ten learning objectives, two objectives for each of the five competencies (self-awareness, self-management, relationship skills, responsible decision-making, and social awareness), supported by corresponding lessons, activities, and games.
- **Increased Family Engagement.** Family engagement occurred through the *Wings for Kids* at Bethune Elementary's afterschool program. Parents, guardians and/or other adult family members of afterschool students were invited to participate in several different events throughout the school year. Each event incorporated an educational component with resources for students and parents to utilize to further develop the students' Reading and Math competencies. The Program Coordinator and Coach of the *Wings for Kids* at Bethune Elementary program also made it a priority to check-in with parents/guardians regularly concerning the students' social emotional development and academic achievement.

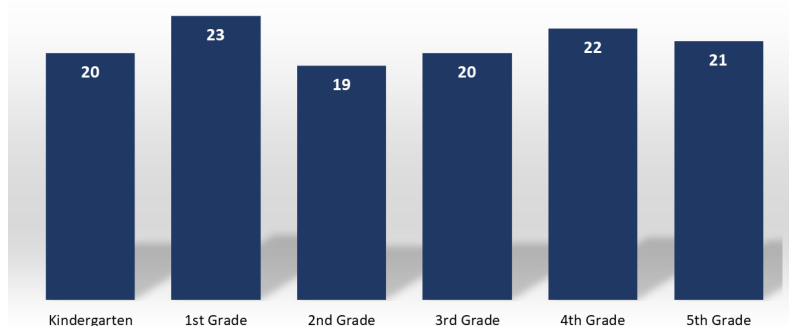
### **FY23 *WINGS for Kids* at Bethune Elementary Overview**

*Wings for Kids* at Bethune Elementary was structured to serve 132 students every day that Bethune Elementary had a full day of instruction during the academic year. Details of Year 4 (2022-2023) are as follows:

- *Wings for Kids* at Bethune Elementary began afterschool enrichment services from 2:15 pm to 5:15 pm, Monday-Friday starting on August 22, 2022, and ending on May 19, 2023.

- *Wings for Kids* at Bethune Elementary registered 125 students of which 108 attended 30 days or more: resulting in an overall retention rate of 86.4% and an average daily attendance (ADA) of 75.

**Figure 1: BES TOTAL STUDENT ENROLLMENT BY GRADES (125)**



- Engaged 147 parents in high-quality workshops and other events designed to identify their child's needs and support their child's academic growth.
- *WINGS* kids maintained the standard of excellence with 100% of all students receiving less than 2 discipline referrals during the school year and 98% of all students attended the school day 90% of the time.
- Of the 8 grant approved objectives, 7 were met and 1 did not meet at the end of Year 4.





### III. Program Evaluation

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#### *Qualifications of the External Evaluator*

RW Educational Consultants, LLC (RW) served as the external Evaluator for *Wings for Kids (WINGS)* at Bethune Elementary School (BES) for the 2023-24 academic year. RW has no investment in *WINGS*, nor any affiliation with program staff, student participants, or program partners as stated in the guidelines.

RW is a team of consultants devoted primarily to research and program evaluation, grant writing, professional development, and program management. Dr. Gardner's research experiences combined with formal training in the biological sciences ensures the overall scientific integrity of the evaluation process of 21<sup>st</sup> CCLC afterschool programs with or without a STEM/STEAM/SEL focus.

Currently, RW evaluates and partners with 10 established 21st Century Community Learning Center afterschool programs in Metro Atlanta. RW staff 1) provides a robust and effective evaluation plan that collects research data for federal reporting of the formative and summative reports; 2) oversees aspects of the monitoring process in accordance with federal guidelines; and 3) staffs a former 21<sup>st</sup> CCLC program manager to provide integral feedback.

#### *The Plan to Evaluate Program Implementation*

*WINGS* 21<sup>st</sup> CCLC afterschool program at BES delivers academic, social emotional learning, and enrichment opportunities to students and adult family members residing across the metropolitan communities of Atlanta. This endeavor represents a well-established collaborative partnership between Fulton County Public Schools (FCS), BES and *WINGS*. The intended purpose of the program is to: (1) provide opportunities for academic enrichment, including supplemental instruction to support students in realizing increased skills in reading/language arts, mathematics, and science; (2) offer students a broad array of additional services, programs, and personal enrichment activities reinforcing and complementing the school day academic program; and (3) extend adult family members of regularly participating students' opportunities for expanded literacy and related educational development.

The three primary goals of the *WINGS* 21<sup>st</sup> CCLC at BES are:



- **Goal 1: Improve Academic Performance** levels in mathematics and reading on standardized tests that are correlated with the Georgia Performance Standards for students who attend the program for 30 days or more.
- **Goal 2: Increase Positive Student Behaviors** as evidenced by their school-based attendance and discipline records for students who attend the program for 30 days or more.
- **Goal 3: Increase Family Involvement** in the education of participating students who attend the program for 30 days or more.

This summative report is designed to highlight the multiple strengths and accomplishments of the *WINGS* 21<sup>st</sup> CCLC program at BES, acknowledge challenges and barriers, and make recommendations to support continued sustainability according to the Goals and Evaluation Objectives in *Table 2*.

Relevant questions to each evaluation objective are listed in *Table 3*. RW, Project Director, and Regional Programs Manager for *WINGS* created a work plan to develop clear data collection tools, assessment timeframes, deliverables, and milestones, and identify persons accountable for different phases and activities of the evaluation process for the five evaluation objectives. Consistent communication between the aforementioned parties occurred regularly by email, phone, advisory meetings, and special school events during the 2023-24 school year.



***Table 2: RELATIONSHIP BETWEEN WINGS PROGRAM GOALS AND THE EVALUATION OBJECTIVES***

Program Goals	Evaluation Objectives
<b>Goal 1:</b> Improve Academic Performance.	<b>Evaluation Objective 1:</b> To assess the design and implementation of the after-school program. <b>Evaluation Objective 2:</b> To assess academic performance in mathematics. <b>Evaluation Objective 3:</b> To assess academic performance in reading.
<b>Goal 2:</b> Increase positive student behaviors.	<b>Evaluation Objective 4:</b> To assess positive student behaviors in program and daytime activities
<b>Goal 3:</b> Increase Family Involvement.	<b>Evaluation Objective 5:</b> To assess family participation in the afterschool program.

**Table 3: WINGS EVALUATION OBJECTIVES AND RELEVANT QUESTIONS**

Evaluation Objectives	Relevant Questions
<b>Evaluation Objective 1:</b> To assess the design and implementation of the afterschool program.	1. How is WINGS designed? 2. Who are the stakeholders involved in the design and evaluation of WINGS? 3. Is the leadership team aware of data collected and the use of data-collection tools? 4. Is there fidelity in the implementation of WINGS? If so, are changes being made according to recommendations?
<b>Evaluation Objective 2:</b> To assess student academic performance in Mathematics.	1. Are improvements made in Mathematics scores on iReady for students who participate in WINGS @ BES? 2. Are improvements made in Mathematics scores on the report cards of WINGS student participants at BES?
<b>Evaluation Objective 3:</b> To assess student academic performance in Reading.	1. Are improvements made in Reading scores on iReady for students who participate in the WINGS @ BES? 2. Are improvements made in Reading scores on the Report Cards for WINGS participants at BES?
<b>Evaluation Objective 4:</b> To assess positive student behaviors in program and daytime activities	1. Are improvements made in student attendance in each program activities and enrichment projects at WINGS as evidenced by their school-based attendance records? 2. Are improvements made in student behaviors in program activities and enrichment projects at WINGS as evidenced by their school-based discipline records?
<b>Evaluation Objective 6:</b> To assess family participation in the afterschool program.	1. Are adult family members attending the family-oriented programs at WINGS as evidenced by parent sign-in sheets and parent communications log? 2. Are adult family members made aware of date and time of parent engagements at BES?

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*Bethune Elementary*

**Evaluation Work Plan:** The evaluation work plan was developed by the Evaluator and discussed with the Project Director to organize the assessment activities, assessment tools, persons responsible for evaluation tasks, and timetable. *Table 4* provides the work plan organized by the evaluation objectives.

**Table 4: WINGS AT BES WORK PLAN**

<b>Evaluation Objective 1: To assess the design and implementation of WINGS afterschool program.</b>		
<b>Measurement Activities and Tools</b>	<b>Person Responsible and Task(s)</b>	<b>Timetable</b>
1. Develop an evaluation work plan and list of data and information to be collected.	<b>Evaluator</b> develops work plan and list of data and other information needed; informs <b>Regional Programs Manager</b> of data required.	July 2023
2. Review the design/structure of WINGS.	<b>Evaluator</b> , in consultation with <b>Program Coordinator and Coach</b> reviews staffing, program schedule, and parent enrichment activities.	August 2023
3. Obtain descriptions of all academic and enrichment courses and names of all teachers/instructors.	<b>Evaluator</b> retrieves information from Transact.	December 2023
4. Review data to be tracked and the use of data-tracking tools.	<b>Evaluator</b> reviews data tracking tools with <b>Program Coordinator and Coach</b> .	November 2023
	<b>Evaluator</b> participates in EdVantage workshops and evaluation webinar.	October 2023 & January 2024
	<b>Evaluator</b> reviews “Common Data Elements” documents and surveys required by the GaDOE.	December 2023 & April 2024
5. Determine fidelity of implementation of WINGS and the quality of improvements based on formative evaluation.	<b>Evaluator</b> reviews implementation of WINGS in consultation with <b>Regional Programs Manager and PCC</b> .	January 2024
6. Review and collect Teacher surveys required by GaDOE.	<b>Evaluator</b> in consultation with the <b>Program Coordinator and Coach</b> , develops and implements a plan for disseminating and collecting all surveys.	March 2024
7. Determine stakeholders’ involvement in the design and implementation of WINGS.	<b>Evaluator</b> in consultation with the <b>Program Coordinator and Coach</b> reviews stakeholders’ involvement.	November 2023

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**Evaluation Objective 2: To assess student academic performance in Mathematics.**

**Evaluation Objective 3: To assess student academic performance in Reading.**

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine if there are improvements in mathematics scores on iReady.	<b>Evaluator</b> reviews mathematics iReady scores by grade level from <b>Program Coordinator and Coach</b> .	Summer 2024
2. Determine if there are improvements in ELA scores on iReady.	<b>Evaluator</b> reviews ELA iReady scores by grade level from <b>Program Coordinator and Coach</b> .	Summer 2024
3. Determine if there are improvements in mathematics and reading report card scores.	<b>Grant Coordinator</b> enters mathematics and reading grades into Transact System each term.	December 2023 and April 2024

**Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.**

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Review student attendance on quarterly report cards.	<b>Program Assistant</b> maintains lists of school-based student attendance.	December 2023 April 2024
2. Determine the number of behavior referrals for each WINGS student.	<b>Program Assistant</b> maintains lists of WINGS students with behavioral referrals during the school day.	December 2023 April 2024

**Evaluation Objective 4: To assess family participation in the afterschool program.**

Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine the type and level of parent involvement in WINGS.	<b>Program Coordinator and Coach</b> maintains lists of parents who attend and volunteer in WINGS parent/family meetings and activities.	December 2023 April 2024

***Methods of Data Collection and Timeline***

**WINGS** at Bethune Elementary contracted with RW Educational Consultants, an Atlanta-based research and evaluation firm, to serve as the external evaluator for *WINGS*. RW is responsible for assessing and reviewing all data sources used to measure progress toward achieving the goals and objectives and for the orchestrating of several data collection methods. Site visits by RW to BES occurred in the fall of 2023 and in the spring of 2024. The purpose of the site visits is to conduct informal interviews with the Program Coordinator and Coach (PCC), Program Assistant (PA), WINGSLeaders (WL). Additionally, RW observed and collected information on the program’s daily operations and procedures. Other regular visits included attendance at Advisory Council Meetings, Parental Engagement Activities, and Student Performances. Due to the nature of the data collection methods and reports received, simple descriptive statistics are used to analyze and report all data collected as outlined in the data collection schedule in *Table 5*.

***Table 5: DATA COLLECTION***

<b><i>Data Collection Activity</i></b>	<b><i>Timeframe</i></b>
Reviewing original grant proposal and associated amendments	Fall 2023
Conducting classroom observations	Fall 2023 & Spring 2024
Attending Parent Events	Fall 2023 & Spring 2024
Analyzing Teacher Surveys	Spring 2024
Communicating with the PCC and PA	Fall 2023 & Spring 2024
GaDOE Webinar Training	Fall 2023 & Spring 2024
GaDOE EdVantage Workshop	Fall 2023
Evaluator Training	Spring 2024
Attending Advisory Council Meetings	Fall 2023 & Spring 2024
Reviewing data in TransAct AfterSchool 21 <sup>st</sup> System	Fall 2023 & Spring 2024
Analysis of data gathered from state assessment results, reports cards (grades, attendance and discipline)	Spring 2024

## IV. Program Implementation

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### *Program Operation*

**Recruitment** of *WINGS* kids began with identifying students with the greatest behavior and academic needs based on the recommendation from the point of contact at the school. Identified students and previous *WINGS* kids are given priority admission. Once all prospective students are identified, each child receives an application for the program. Additional information for prospective participants is distributed via fliers located in the front office during the entire school year. In addition, information about *WINGS* is provided during Bethune's initial Open House for the current school year. This meeting provides families, whose children may not have been targeted for the program, the opportunity to enroll their children.

*WINGS* has an open registration policy. Although *WINGS* leadership team plans to operate at the program's fullest capacity, staff are aware that due to student attrition and mobility, slots may become available on a rolling basis. If no spots are available, students will be placed on the waiting list.

**The *WINGS* Program Model** remains consistent across all sites. *WINGS* activities incorporate a weekly curriculum designed to promote specific SEL and academic learning objectives. The program components are as follows:

Community Unity: *WINGS* kids discuss their day at the school and what happened in their classes. The students recite the *WINGS Words to Live By* pledge together, receive a lesson and play a game based on the week's learning objective, and receive a healthy snack immediately after the session. The lessons and games infuse academic teachings from the school day. This session typically takes place in the school gym. That way, kids who arrive early can use the space to bond with their WL.

Academic Center: On Monday through Thursday, the kids spend an hour on academics. It could be homework time or a tutoring session in a specific subject. *WINGS* staff coordinate with the Education Consultants to identify areas of focus for these sessions to best support the kids in completing their homework. WLs are typically responsible for leading the academic center, and their role includes assisting kids with homework and ensuring a peaceful learning environment.

Choice Time: This is an extracurricular time for the kids. This may include music, art, sports, cooking or STEM activities. Choice Time is a variety of activities outside of academics and strictly social and emotional skills. *Wings kids* participate for a trimester before choosing another activity.

Free Play: Twice a week, *WINGS* offers a physical activity period where kids are given open play time

on the school's playground or other play facilities under the supervision of WL.

WildWINGS: On Fridays, WLs lead kids in fun games based on the week's learning objectives. Lessons and activities integrate education concepts from the school day.

### ***Program Instruction***

**Academic and Enrichment** services are provided after the regular school day ends from 2:15 p.m. to 5:15 p.m. Monday – Friday. *WINGS* afterschool program schedule is structured to maximize student success as outlined in *Table 6*.

**Table 6: WINGS AT BETHUNE PROGRAM SCHEDULE**

Components	Explanation
Location	Bethune Elementary School 5925 Old Carriage Drive, College Park, GA 30349
Grades	Kindergarten – Grade 5
Dates of Operation	August 21, 2023 – May 17, 2024 (160 days open)
Times of Operation	2:15 p.m.- 5:15 p.m., Monday - Friday
Contact Hours	Receive 15 hours of program services per week
Number of Attendees	Total Registered Attendees = 169 Regular Attendees = 145 Average Daily Attendance = 101
Classroom Environment	Low student-teacher ratio = 15:1 in Kindergarten/Grade 5 Relaxed learning atmosphere
Gender Composition of Classes	Mixed gender in both academic and enrichment classes
Content Areas & Tutorials	SEL, Reading & Mathematics
Staff: Academic Areas	Taught by WINGSLeaders.
Staff: Enrichment Courses	Taught by subject matter experts during Choice Time.
Staff: Education Consultant	Prepare Curriculum and supervise academic instruction.
Advisory Council	Suggests recommendations for program activities.



Although homework study time is scheduled Monday – Thursdays during the Academic Center, students are also allowed additional time for homework during Free Play, if needed. The enrichment course offerings are also designed to strengthen students’ social, emotional, cognitive, and physical development. A sample schedule of daily enrichment activities is summarized in *Tables 7 and 8*.

***Social Emotional Learning*** of all *WINGS* sites is rooted in the five-core skill sets of emotional

**Table 7: K-2<sup>nd</sup> GRADE PROGRAM SCHEDULE**

TIME	Activity
2:15 – 2:30	Transition to Café/Snack
2:40 – 3:10	Community Unity
3:20 – 4:20	AC
4:20 – 5:15	CT
5:15	Dismissal

**Table 8: 3<sup>rd</sup>-5<sup>th</sup> GRADE PROGRAM SCHEDULE**

TIME	Activity
2:15 – 2:30	Transition to Café/Snack
2:40 – 3:40	AC
3:50 – 4:50	CT
4:50 – 5:15	Community Unity
5:15	Dismissal

intelligence and is referred to as: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills. The five-core skill sets are broken down into a kid-friendly language generally called *Words to Live By*. This universal language is used daily by all *WINGS* staff for teaching social and emotional skills. Each week, lessons from *Words to Live By* are delivered to *WINGS* kids at all sites. Ten *Words to Live By* lessons and learning objectives are taught in trimesters throughout the academic year. The 10 *Words to Live By* lessons are:

1. Love and accept who you are.
2. Share your emotions.
3. Learn to control yourself.
4. Make choices that are best for you.
5. What happens as a result of your choices is on you and no one else.
6. Others are unique and it’s important to learn more about them.
7. What happens as a result of your choices is on you and no one else.
8. Be a friend who supports and trusts.
9. Step into the shoes of others to see how they feel.
10. Work together by being kind, caring, and listening.

### *Recruitment, Staffing Model, and Training*

Recruitment efforts were successful in attracting well-qualified, motivated, and passionate enrichment staff. Throughout this report the Evaluator makes a distinction between a “WINGSLeader”, “Education Consultant”, “Program Coordinator and Coach”, and “Program Assistant” based on the following definitions:

- **“WINGSLeader (WL)”** refers to an individual trained to coach the students on the SEL curriculum, lead and engage the kids in academic time.
- **“Program Coordinator and Coach (PCC)”** refers to an individual that oversees daily operation of a WINGS social and emotional learning (SEL) afterschool program.
- **“Education Consultant (EC)”** refers to an individual who is certified as a teacher, academic instructional coach, and advisor.
- **“Program Assistant (PA)”** refers to an individual trained to support the operation of programming through administrative activities and serve as the point of contact for program, staff, and student data.

*Staffing Management Plan* at BES consists of 1 EC, 9 WLs, 1 PCC and 1 PA. The PCC is charged with oversight of the day-to-day operations. The PCC is key in ensuring high quality, high performing, educational and culturally responsive programming is in operation. The PA supports the efforts of the PCC and coaches individual kids on managing behavior appropriately and providing crisis



intervention. The WL serves as a mentor to students in the program. The WL to student ratio is no more than 1:15 and have their own group or "Nest." However, WLs are expected to know all students and possess the ability to work with other groups as necessary. The WL coaches the kids on the SEL curriculum, manages behavior through evidence-based techniques, leads and engages the kids in academic time, hands-on experiential projects, community service acts, and other age-appropriate activities and discussions. To ensure sufficient attention for students that require additional assistance during the Academic Center, the PA, EC and PCC are strategically placed within academic and enrichment classes and rotate throughout the afterschool program.

**Professional Development** of all *WINGS* staff begins with onboarding at the end of every summer. *WINGS* intake is an elaborate, week-long process loaded with numerous SEL, behavior management, and academic enrichment workshops called The Program Leadership Institute. *WINGS* leadership staff then return to their schools to facilitate the SEL Institute, which is a 2-week long training for their part-time staff in which they review lessons on topics including self-awareness, empathy, social awareness, and self-management. The SEL Institute ensures best practices are consistent between all *WINGS* sites. Attendance of all veteran and new *WINGS* staff is expected, and onboarding begins three weeks before afterschool programming begins. Professional development does not end after the academic year begins. A schedule of additional training for all *WINGS* part-time and full-time staff is presented in *Table 9*.

**Table 9: WINGS AT Bethune Staff Professional Development**

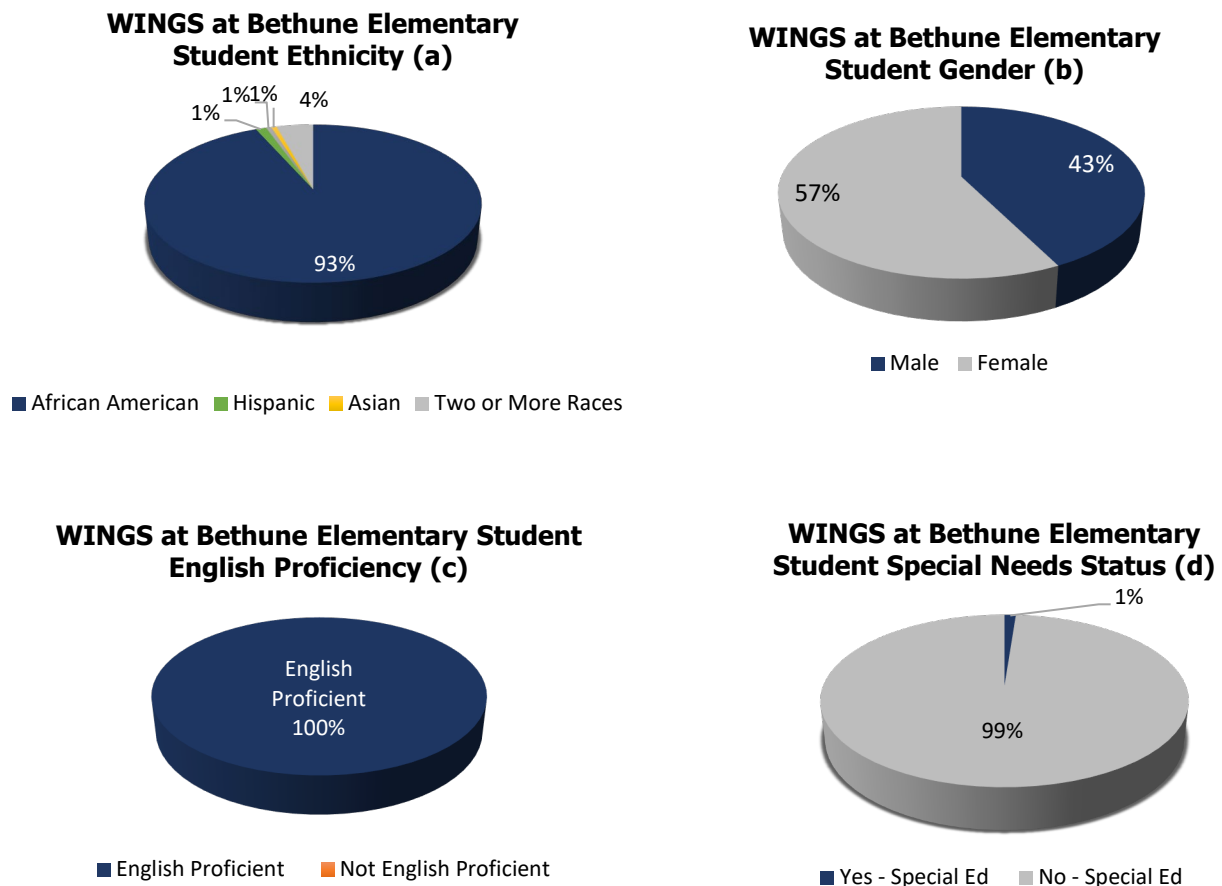
Date	Title of Professional Development	Attendance
July 17-21, 2023	FT Program Leadership Week 1	2
July 24-28, 2023	FT Program Leadership Week 2	2
August 7-11, 2023	WL Week 1	7
August 13-15, 17-18, 2023	WL Week 2	7
August 16, 2023	Mandated Reporter	7
September 8, 2023	Google Sheet Attendance Training	7
September 5, 2023	Program Shadowing	10
September 6, 2023	WL Tasks, Deliverables, & Quality Improvement	10
September 27, 2023	WINGS Language, AC, Dismissal Process	12
October 10, 2023	Proactive + Reactive Behavior Method & Teachable Moments	12
March 11, 2024	Transitions, Teachable Moments, Proactive Behavior	12

## V. Student Attendance and Enrollment

### *Student Demographic Data*

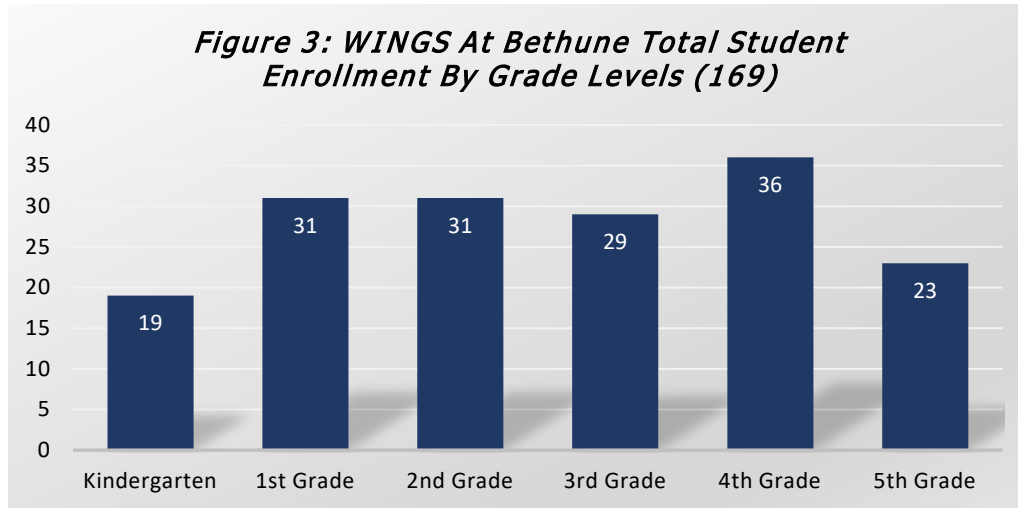
Approximately 550 students attended BES during the 2023-24 academic year of which *WINGS* aimed to serve 132 as student participants of the afterschool program. *WINGS* established attendance target is approximately 24% of the total school enrollment based on historical trends. Since BES is a Title I school, all *WINGS* student participants were identified as eligible for free and/or reduced meals. The ethnic homogeneity of the learning center program closely reflects that of the BES neighborhoods in that 93% of students are African American, 4% are of two or more races, 1% are Asian, and 1% are of Hispanic descent.

**Figure 2 a-d: WINGS STUDENT DEMOGRAPHICS**



During Year 5, analyses of student demographics (*Figure 2 a-d*) show that more than half (57%) of students were female, all students (100%) qualified for free and reduced-price lunch and were English proficient. Lastly, most students (99%) did not qualify for special education services.

***Student Enrollment and Attendance***



Enrollment and attendance are immediate measures of impact; both are a measure of the program's success. For 2023-24, 169 students enrolled in *WINGS* for one day or more, of which 145 attended for at least 30 days and are identified as Regular Attendees. The number of Total Student Enrollment by grade level is summarized in *Figure 3* according to data retrieved from Transact Systems. Many of the students who enrolled in the program and did not finish can be attributed to the unfortunate circumstances of attrition, parent work schedule conflicts, and highly mobile families that relocated often. *WINGS* retained 85.7% (145 of 169) students and maintained an average daily attendance (ADA) of 101. These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community.

**Table 10: WINGS AT BETHUNE TOTAL STUDENT ENROLLMENT**

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	19	0	1	3	4	2	9
1 <sup>st</sup> Grade	31	3	1	1	5	6	15
2 <sup>nd</sup> Grade	31	0	0	1	4	4	22
3 <sup>rd</sup> Grade	29	2	1	0	2	4	20
4 <sup>th</sup> Grade	36	1	2	1	5	6	21
5 <sup>th</sup> Grade	23	3	3	0	0	0	17
Total	169	9	8	6	20	22	104

## VI. Assessment of Objectives

### Overview

**WINGS at Bethune Elementary** has 8 objectives that undergirds its 2023-24 21<sup>st</sup> Century Community Learning Center services. Each of the objectives, as well as the respective evaluation objectives, is addressed in this section of the Summative Report. All 21<sup>st</sup> CCLC programs are required to indicate progress towards attaining each of their stated objectives. To assess progress, each objective is rated using one of the three following categories: 1) *Met*, 2) *Did Not Meet*, or 3) *Unable to Measure*. As shown in *Table 11*, the goals and objectives for **WINGS** focus on improving academic achievement, increasing parental involvement, and increasing positive student behavior.

**Table 11: WINGS GOALS AND OBJECTIVES**

Goals	Measurable Objectives
<b>Goal 1: Improve Student Academic Performance</b>	<p>1.1: Fifty-five percent (55%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment.</p> <p>1.2: Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.</p> <p>1.3: Sixty percent (60%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.</p> <p>1.4: Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math scores as indicated by the Math Report Card grades.</p>
<b>Goal 2: Improve Youth Development</b>	<p>2.1: Ninety percent (90%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time</p> <p>2.2: Eighty percent (80%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.</p>
<b>Goal 3: Improve Family Engagement</b>	<p>3.1: Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.</p> <p>3.2: Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in one or more afterschool parent conference with WINGS program staff.</p>



## *Assessment Outcomes*

### *Goal 1. Improve Student Academic Performance*

**Goal 1** examines regularly attending students' academic outcomes, meeting grade-level expectations, and increasing academic achievement. Objective 1.1 measures *WINGS* student academic performance on the district wide iReady Reading Assessment. More specifically, the objective measures the extent to which 55% of regularly attending students scored developing (Level 2) and above. Spring iReady Reading Assessments were administered during the 2023-24 academic year and scores of all *WINGS Kids* were given to RW. Of the 145 regular attendees shown in *Table 12*, 131 students had iReady Reading Fall and Spring scores for analysis, a match rate of 90%. Analysis shows that 79% of regularly attending students with iReady scores achieved developing and above on the assessment. ***Objective 1.1 is met.***

***Table 12: WINGS IREADY SCORES***

Subject	Number of regularly attending	Number of regularly attending students scoring Level 1	Number of regularly attending students scoring Level 2 and above	(N)	% of regularly attending students who scored Level 2 and above
Math	145	18	110	128	85.9%
ELA/Reading	145	28	103	131	78.6%

Objective 1.2: This objective assesses students' academic performance in ELA using Report Card grades. Specifically, it measures whether 75% of regularly attending students either increased or maintained their grades from fall to spring. Grades were obtained from BES for Quarter 1 (Q1) in fall 2023 and Quarter 3 (Q3) in spring 2024. Grades for *WINGS Kids* were entered into TransAct Systems and retrieved by RW. Among the 145 regularly attending student participants listed in *Table 13*, 143 fall grades and 98 spring grades in ELA were provided to RW. Ninety-five (95) students had both fall and spring scores, resulting in a match rate of 66%. A total of 78 *WINGS Kids* maintained or increased their ELA report card grades: 24 in grades 2-5 with numerical scores and 54 *WINGS* kindergarten – 1st grade students with meets/exceeds. **Objective 1.2 met the grant-approved benchmark**, with 82.1% of *WINGS Kids* maintaining or improving their ELA report card grades in K-5.



Objective 1.3: This objective measures student’s academic performance on the Districtwide iReady math assessment. Specifically, it assesses whether 60% of regularly attending students scored developing (Level 2) or above. Of the 145 regular attendees, 128 students had iReady math scores available for analysis. The analysis shows that 86% of regularly attending students with iReady scores achieved developing or above on the assessment (Table 12). **Objective 1.3 met and exceeded the 60% benchmark.**

**Table 13: WINGS REPORT CARD GRADES**

Subject	Number of regularly attending students	Number of regularly attending students with fall grades	Number of regularly attending students with spring grades	Matched (N)	% of regularly attending students who increase or maintained grades
Math	145	142	129	120	81.7%
ELA	145	143	98	95	82.1%

Likewise, Objective 1.4 measures the student’s academic performance in math from Report Card grades. More specifically, the objective measures the extent to which 75% of regularly attending students either increased or maintained their grades from fall to spring. All grades were obtained from BES for Quarter 1 (Q1) in fall 2023 and Quarter 3 (Q3) in spring 2024. Grades for *WINGS Kids* were entered into TransAct Systems and retrieved by RW. Of the 145 regularly attending student participants shown in *Table 13*, 142 fall and 129 spring math grades were provided to RW. One hundred and twenty (120) students had both fall and spring matched scores resulting in a match rate of 83%. A total of 98 *WINGS Kids* maintained or increased their math report card grades, 46 in grades 2-5 with numerical scores and 52 *WINGS* kindergarten – 1st grade with meets/exceeds. **Objective 1.4 met and exceeded the grant approved benchmark** of 82% of *WINGS Kids* maintaining or improving their math report card grades in k – 5.

## *Goal 2. Improve Youth Development*

**Goal 2** examines improvements in regularly attending students' youth development by analyzing daytime school attendance and the number of discipline referrals. Objective 2.1 measures if at least 90% of regular attendees will attend school at least 90% of the time. Also, Objective 2.2 investigates if 80% of regular attendees will have 2 or fewer disciplinary referrals. The PA received the attendance and discipline records of *WINGS* Kids attending 30 days or more from the school counselor/principal. The data of *WINGS* students during the school day for fall and spring semesters were given to RW.

After comparative analysis of the attendance data for Objective 2.1, RW concluded BES has 145 regular attendees of which 133 student records were provided for both fall and spring. RW concluded that 112 students attended daytime school 90% of the time. Therefore, analyses of both spring and fall attendance data indicate that 84% of scholars attended daytime school 90% of the time. ***Objective 2.1 is not met.*** Evaluation of discipline data for Objective 2.2 concluded that a total of 145 students attended *WINGS* for 30 days or more in K - 5 and 133 students have both fall and spring discipline records. No *WINGS* Kid had more than 2 discipline records. Therefore, ***Objective 2.2 is met.***



## GOAL 3: Increase Parent Involvement

**Goal 3** is focused on encouraging parent/family involvement in their child's education and awareness of their needs. Objectives measure the percentage of parents of regularly attending students who attended engagement activities throughout the academic year. To assess progress towards Objective 3.1, RW analyzed sign-in sheets from parent events for *WINGS*. As displayed in *Table 14*, *WINGS* offered a total of 8 parent engagement opportunities with a total of 195 parents in attendance according to the sign-in sheets.

**Table 14: *WINGS* at Bethne Elementary Parent Engagement Activities**

Date	Activity	Attendance
8/17/2023	Parent Orientation	52
11/2/2023	Fall Festival	25
11/15/2023	Advisory Council Meeting	2
12/8/2023	SNOW much FUN!	29
2/16/24	For the Love of Black Culture	37
4/12/24	SpringBling	29
5/1/24	Advisory Council Meeting	2
5/6/24	Graduation & WTLB Concert	19
	<b>TOTAL</b>	<b>195</b>

For Objective 3.1, at least 50% of regularly attending students' parents are expected to attend at least two parenting events (or 145 parents). One hundred and ninety-five (195) parents attended the parent engagements exceeding the benchmark. Therefore, ***Objective 3.1 is met.***

To meet the target for Objective 3.2, 73 parents would need to attend at least 1 parent conference with *WINGS* staff. *WINGS met and exceeded Objective 3.2* with 102 adult family members attending conferences to discuss their student's academic/behavior progress. *WINGS* also offered 2 advisory board meetings during fall and spring to discuss the programmatic goals, offerings, and recommendations from stakeholders where parents were in attendance.

## VII. Status of Objectives

Table 15 provides a summary status of the WINGS at BES Objectives at the end of the 2023-24 academic year. As reported in the FY24 Common Data Elements form, 7 of the objectives are *Met* and 1 *Did Not Meet*. Data collected included results from iReady, Sign-In sheets, the school's student information system (Infinite Campus), and Transact System.

**Table 15: WINGS OBJECTIVE STATUS**

Objectives		Status of Objectives
Objective 1.1	Fifty-five percent (55%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Reading Assessment.	MET
Objective 1.2	Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.	MET
Objective 1.3	Sixty percent (60%) of WINGS student participants Kindergarten through Grade 5 (attending the program 30 days or more) will score developing or above on iReady Math Assessment.	MET
Objective 1.4	Seventy-five percent (75%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will maintain or improve Math scores as indicated by the Math Report Card grades.	MET
Objective 2.1	Ninety percent (90%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will attend school during the regular school day 90% or more of the time	DID NOT MEET
Objective 2.2	Eighty percent (80%) of WINGS student participants in Kindergarten through Grade 5 (attending the program 30 days or more) will have two or less disciplinary referrals.	MET
Objective 3.1	Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in two or more literacy, educational, or family involvement activities during the year.	MET
Objective 3.2	Fifty percent (50%) of adult family members of WINGS student participants (attending the program 30 days or more) will participate in one or more afterschool parent conference with WINGS program staff.	MET

## VIII. Highlights and Other Observations

### *High Art Museum of Art Field Trip*

*“The purpose of art is washing the dust of daily life off our souls.”*

*— Pablo Picasso*

On February 27, 2024, 52 WINGS kids at Bethune Elementary School embarked on an enlightening journey to The High Museum of Art in Atlanta, Georgia. This cultural escapade provided an enriching experience, allowing the children to explore over 1,200 paintings and sculptures, delving into the diverse world of art. They were able to lose themselves in the stories behind some of the South’s most prized artistic installations, encountering masterpieces from renowned artists such as Michael Rooks, who curated the Modern & Contemporary Art collection, Lauren Tate Baeza's collection of African Art, Gregory J. Harris's exhibits of Photography, and the American Impressionist works of Mary Cassatt.

Before their field trip, students explored the question "How is an artist like a scientist?" by examining key similarities such as problem-solving, creative thinking, and hands-on learning. They discussed how both artists and scientists use these approaches to explore and create new ideas. This discussion aimed to prepare them to view art through a scientific lens during their upcoming field trip.

Amidst the awe-inspiring collections, the students gleaned new insights into the historical and cultural significance of each piece. This educational journey not only fostered their appreciation for the arts but also provided a unique avenue for learning. The visit to The High Museum of Art serves as a testament to the power of cultural experiences in broadening young minds, igniting their curiosity, and nurturing a lifelong love for knowledge and art. After the field trip, students from K-2nd grade discussed how artists use natural resources and

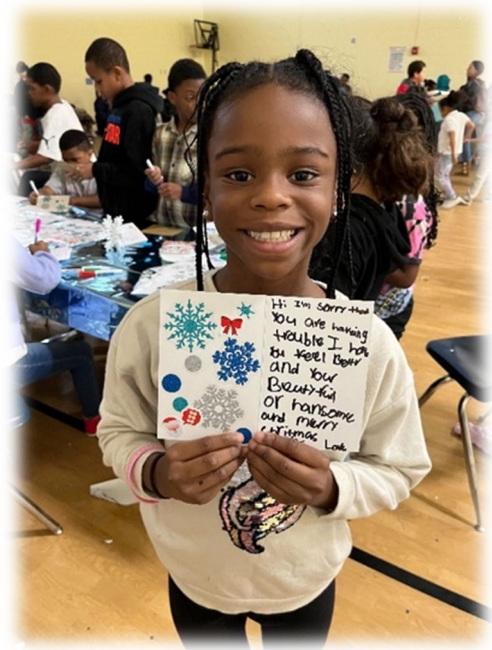




identify shapes and patterns in artworks. Students from 3rd to 5th grade explored how artists incorporate design, light, color, and perspective to solve artistic challenges and enhance their creations. These discussions are designed to deepen their understanding of the interplay between art and scientific principles.

### *“SNOW” Much Fun!” Winter Wonderland Celebration*

Towards the end of the 2023 calendar year (12/8/23), amidst the enchanting allure of twinkling lights and crisp winter air, the WINGS team at Bethune orchestrated a delightful winter-themed event in the school's gymnasium. Teachers, administrators, and students joined hands to transform the space into a frosty wonderland. The gymnasium sparkled with a canopy of balloons, twinkling snowflakes, and glittering tinsel, setting the stage for an unforgettable winter celebration. The chill of ice-cold treats, a medley of melodies in the background, and the bubbly laughter of children filled the air, infusing the event with warmth and joy. Twenty-nine (29) family members attended the event and were invited to partake in an array of merry activities. From building marshmallow snowmen, to crafting whimsical D.I.Y. snow globes that shimmered with every shake, creativity was just as unique as each snowflake. A jolly photo booth provided snapshots of smiles, while games such as ‘Pin-The-Heart-On-The-Grinch’, Reindeer Toss, and Snowman Slam kept children and parents alike bouncing with excitement. The fun continued with a decorating station for winter-themed treats, where cookies donned icing scarves and cupcakes sported candied earmuffs, making for a tasty souvenir.



The evening was punctuated with cheerful tunes, light refreshments, and an array of raffle prizes that sent some attendees home with a little extra sparkle in their eyes. The cherry on top came as children, equipped with crayons and construction paper, lovingly crafted Christmas cards to take home, spreading cheer to family and friends. To keep the learning momentum alive through the winter break, teachers seamlessly integrated an educational component into the festivities. They shared handy tips and activities designed to keep kids engaged and intellectually stimulated during their time away from the classroom.



This heartwarming event not only celebrated the joys of winter but also underscored the importance of learning and togetherness, leaving all who attended with cherished memories and a sprinkle of holiday magic.

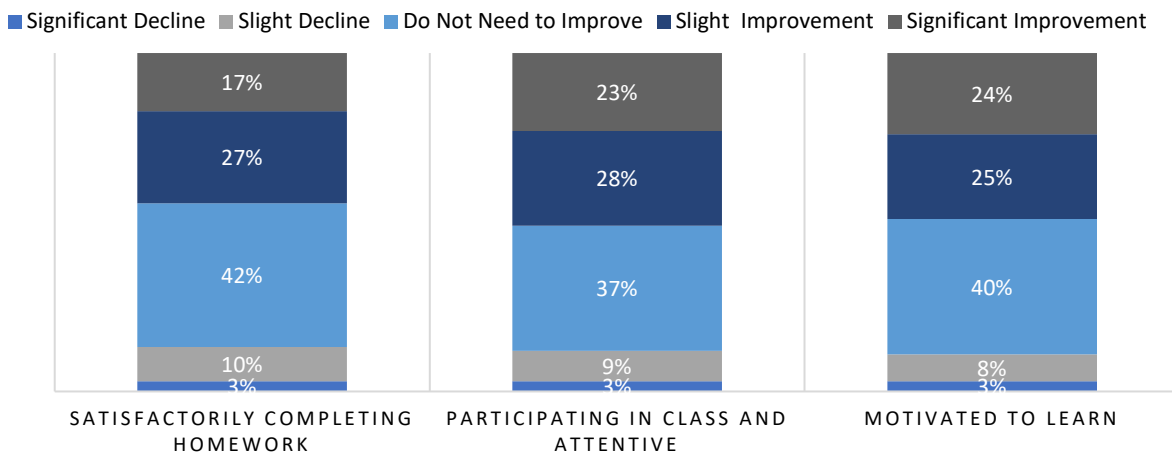
*"Winter is the time for comfort, for good food and warmth, for the touch of a friendly hand and for a talk beside the fire: it is the time for home."*

*--Edith Sitwell*

### ***How Well Are We Doing?***

The purpose of this evaluation is to obtain feedback from school day teachers about their perception of the afterschool program and the habits of the *WINGS* kids. Information is collected on homework completion, students' self-esteem, motivation, and the sense of belonging. More precisely, they were asked to assess the level of functioning and report the demonstrated level of improvement as: no need to improve, significant improvement, moderate improvement, no change, slight decline, moderate decline, and significant decline. These measurements are vital as they provide information that can be used to improve academic performance and social development. *WINGS* is successful in receiving responses from 146 *WINGS* Kids' daytime teachers to the state-mandated end-of-year satisfaction survey inventory. The results of the Teacher Surveys are presented in *Figure 4*.

***Figure 4: TEACHER SURVEY RESULTS BETHUNE (146)***





## IX. Program Sustainability

**Partnership Development** is a collaborative effort between *Wings for Kids* and Bethune Elementary. During the 2023-24 school year, the leadership team worked with 9 program partners who contributed resources such as face masks, school supplies, food, and other donations. These funds were used for all programs operated by *WINGS*. The contribution amounted to a total of \$77,493 for the school year as shown in *Table 16*.

***Table 16: FY24 WINGS AT BETHUNE PARTNER CONTRIBUTIONS***

Partner	Contribution Type	Amount
1. Bright From the Start	Monetary	\$5,887.00
2. Cummins Engine Foundation	Monetary	\$425.00
3. FC Department of Housing and Community Development	Monetary	\$17,139.00
4. Finn Brooks Family Foundation	Monetary	\$1,250.00
5. Fulton County Schools	Monetary	\$41,814.00
6. GA Department of Health	Monetary	\$4,072.00
7. Individual Donors	Monetary	\$815.00
8. Scott Hudgens Family Foundation	Monetary	\$2,500.00
9. United Way of Greater Atlanta	Monetary	\$3,591.00
Total		\$77,493.00

## X. Summary of Findings and Recommendations

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**Summary:** Based upon the program operation reported in this evaluation, it can be concluded that *WINGS* 21<sup>st</sup> CCLC at Bethune completed Year 5 with fidelity and designed an afterschool program tailored to address the pre-existing academic performance gaps within the student population. *WINGS* programmatic activities are strategically aligned with the goals and objectives outlined in the 21<sup>st</sup> CCLC proposal funded by GaDOE. At the end of Year 5, *WINGS* “Met” 7 and “Did Not Meet” 1 of the grant approved benchmarks. Additional significant accomplishments—based on analyses of program documentation, survey, and report card data—are listed below.

- *WINGS* offered 3 hours of face-to-face afterschool programming five days per week, for 160 days from August 21, 2023 – May 17, 2024.
- *WINGS* provided programming to 169 registered students, of which 145 or roughly 86% were regularly attending students.
- Provided students with high-quality academic support and instruction closely linked with the school day with an ADA of 101.
- Yielded high program satisfaction among students and parents.
- Engaged 195 parents in high-quality workshops and other events designed to identify their child’s needs and support their child’s academic growth.
- Improved students’ academic standing and academic behaviors.
- *WINGS* kids maintained the standard of excellence with 100% of all students receiving less than 2 discipline referrals during the school year and 84% of all students attended the school day 90% of the time.

As with most 21<sup>st</sup> CCLC programs, the end of the year is a time of reflection, revision and amending. In addition to the previous recommendations, it is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **Consider additional *WINGS* Language Workshops.** During *WINGS* onboarding, *WINGS* Leaders participate in several sessions involving the proper use of *WINGS* Language, response and calls, Words to Live By, etc. Subsequently, *WINGS* Leaders hired throughout the academic year often feel they have missed a vital part of their training and are insecure using *WINGS* Language with the students. New hires, as well as veterans, may benefit from integrating refresher workshops.

- **Continue hosting events where students and parents can attend and celebrate program impacts.** As staff and sign-in sheets suggested, the most well-attended events allow parents to celebrate student achievements and enjoy time together. Therefore, it is recommended to continue hosting and adequately advertising these events to increase parent engagement.

Recommendations are intended to identify ways for *WINGS* to further enhance the activities that are currently in place so that each participating student can acquire the knowledge and skills needed to meet the expectations stated in the program objectives. All recommendations are carefully considered and are only included if they will help the program make a greater impact.



*~END OF REPORT*