

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



Subgrantee: WINGS@Heritage Academy					Date: June 21, 2024					
1. Attendance										
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:	153	Number:	138	Number:	7	Number:	126	
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number:	8	Number:	7	Number:	1	Number:	0			
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				153						
4. Report Card Grades										
4A. English Language Arts										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st 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										
4B. Math										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1 st 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										
5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5										
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	5	%	12	%	27	%	30	%	27
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	3	%	9	%	28	%	26	%	34
	Survey Question #3: Demonstrates a motivation to learn?									
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
132	%	4	%	9	%	27	%	27	%	34
6. Partners										
Number of Partners	Total Amount of Contributions									
8	\$103,782									

Table of Contents

Common Data Elements	ii.
I. Executive Summary	3
II. Program Overview	4
<i>Wings for Kids at Heritage Academy History</i>	4
III. Program Evaluation	7
<i>Qualifications of the External Evaluator</i>	7
<i>The Plan to Evaluate Program Implementation</i>	7
<i>Methods of Data Collection and Timeline</i>	12
IV. Program Implementation	13
<i>Program Operation</i>	13
<i>Program Instruction</i>	14
<i>Recruitment, Staffing Model, and Training</i>	16
V. Student Attendance and Enrollment	17
<i>Demographics</i>	18
<i>Student Enrollment and Attendance</i>	18
<i>Program Transportation</i>	20
VI. Assessment of Objectives	21
<i>Overview</i>	21
VII. Objective Status	25
VIII. Highlights and Other Observations	26
IX. Program Sustainability	31
X. Summary of Findings and Recommendations	32

Common Data Elements

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Number	A	B	C	D or F	A	B	C	D or F			
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
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4B. Math											
Students without 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						
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N/A	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											
5. Teacher Reported Engagement in Learning Survey											
Survey Question #1: Satisfactorily completes homework or assignments?											
Total Number of Surveys Completed		Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
		%	5	%	12	%	27	%	30	%	27
		Survey Question #2: Participates in class and is attentive?									
		Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
		%	3	%	9	%	28	%	26	%	34
		Survey Question #3: Demonstrates a motivation to learn?									
132		Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
		%	4	%	9	%	27	%	27	%	34
6. Partners											
Number of Partners		Total Amount of Contributions									
8		\$103,782									

I. Executive Summary

Wings for Kids at Heritage Academy is a 21st CCLC afterschool program serving kids in Metro Atlanta. The findings 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 summary 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 for Kids at Heritage Academy 2023-24 Evaluation Results

Objectives for Students and Parents	Data Collected	Status
Objective 1.1: Fifty percent (50%) of WINGS kids (attending 30 days or more) grades K-5 will increase their MAP Growth Reading Performance from the fall to the spring.	Reading MAP Scores	Met
Objective 1.2: Seventy percent (70%) of WINGS kids K-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	Did Not Meet
Objective 1.3: Fifty percent (50%) of WINGS kids (attending 30 days or more) grades K-5 will increase their MAP Growth Math Performance from the fall to the spring.	Math MAP Scores	Met
Objective 1.4: Seventy percent (70%) of WINGS kids (attending 30 days or more) in K - 5 will maintain or improve Math scores as indicated by 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	Attendance Records	Met
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	School Day Discipline Records	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	Sign-In Sheets of Parent Engagement Activities	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	Parent Conference Logs	Met

II. Program Overview

Wings for Kids at Heritage Academy History

Wings for Kids at Heritage Academy 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 21st Century Community Learning Center (CCLC) funding, *Wings for Kids* at Heritage Academy afterschool program was offered at Heritage Academy Elementary School, a Title I school in Atlanta, Georgia, serving predominantly economically disadvantaged students since fall 2018. The program operated at the school site and kids attended 3 hours per day, five 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 bus transportation home.

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 Heritage Academy's afterschool program. Parents, guardians and/or other adult family members of afterschool students were invited to participate in a number of 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 Heritage Academy 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 Heritage Academy Overview

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

- *Wings for Kids* at Heritage Academy began afterschool enrichment services from 2:50 pm to 5:50 pm, Monday-Friday starting on August 22, 2022, and ending May 19, 2023.
- *Wings for Kids* at Heritage Academy registered 141 students of which 119 attended for 30 days or more: resulting in an overall retention rate of 84%. Attendance Records suggest an average daily attendance (ADA) of 86.

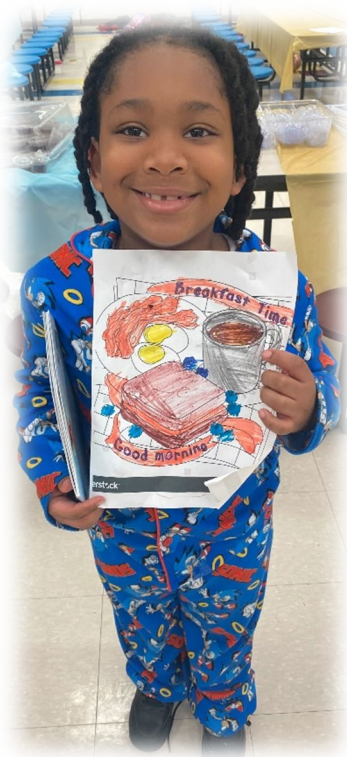
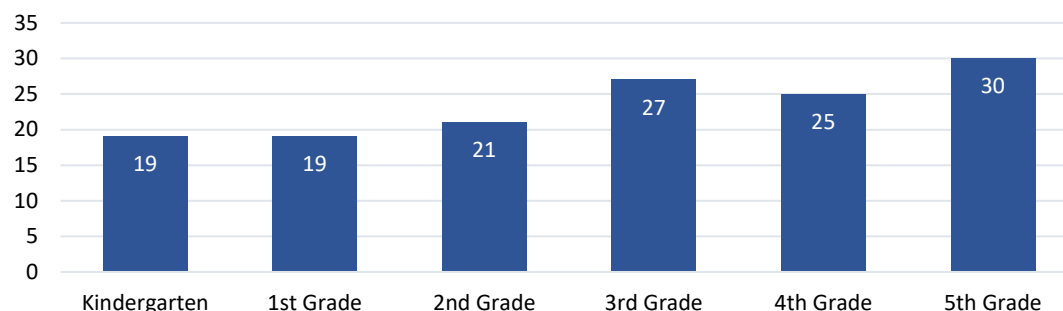


Figure 1: WINGS at Heritage Academy Total Student Enrollment (141)



- Engaged 127 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 90% of all students attended the school day 90% of the time.
- Of the 8 grant approved objectives, 6 were met and 2 were not met at the end of Year 4.

III. Program Evaluation

Qualifications of the External Evaluator

RW Educational Consultants, LLC (RW) served as the external evaluator for *Wings for Kids (WINGS)* at Heritage Academy (HA) for the 2023-24 academic year. The external evaluator 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 21st 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 21st CCLC program manager to provide integral feedback.

The Plan to Evaluate Program Implementation

WINGS 21st CCLC afterschool program at Heritage Academy (HA) 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 Atlanta Public School District, HA, 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* 21st CCLC at HA 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* 21st CCLC program, 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 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
Goal 1: Improve Academic Performance.	<p>Evaluation Objective 1: To assess the design and implementation of the after-school program.</p> <p>Evaluation Objective 2: To assess academic performance in mathematics.</p> <p>Evaluation Objective 3: To assess academic performance in reading.</p>
Goal 2: Increase positive student behaviors.	<p>Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.</p>
Goal 3: Increase Family Involvement.	<p>Evaluation Objective 5: To assess family participation in the afterschool program.</p>

WINGS FOR KIDS 2023-24 SUMMATIVE REPORT
Heritage Academy

Table 3: WINGS at Heritage Academy Evaluation Objectives and Relevant Questions

Evaluation Objectives	Relevant Questions
Evaluation Objective 1: 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?
Evaluation Objective 2: To assess student academic performance in Mathematics.	1. Are improvements made in Mathematics scores on the MAP Assessment for students who participate in WINGS @ HA? 2. Are improvements made in Mathematics scores on the report cards of WINGS program participants at HA?
Evaluation Objective 3: To assess student academic performance in Reading.	1. Are improvements made in Reading scores on the MAP Assessment for students who participate in the WINGS @ HA? 2. Are improvements made in Reading Scores on the Report Cards of WINGS program participants at HA?
Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.	1. Are improvements made in student attendance as evidenced by their school-based attendance records? 2. Are improvements made in student behaviors as evidenced by their school-based discipline records?
Evaluation Objective 6: 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 and parent communications log? 2. Are adult family members made aware of the date and time of parent engagements?

WINGS FOR KIDS 2023-24 SUMMATIVE REPORT
Heritage Academy

Evaluation Work Plan: The evaluation work plan was developed by RW and discussed with the Regional Programs Manager 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 Heritage Academy Work Plan

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

WINGS FOR KIDS 2023-24 SUMMATIVE REPORT
Heritage Academy

Table 4: WINGS at Heritage Academy Work Plan (Continued)

<i>Evaluation Objective 2: To assess student academic performance in Mathematics.</i> <i>Evaluation Objective 3: To assess student academic performance in Reading.</i>		
Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine if there are improvements in mathematics scores on MAP.	Evaluator reviews Mathematics MAP scores by grade level from Program Coordinator and Coach .	May 2024
2. Determine if there are improvements in ELA scores on MAP.	Evaluator reviews ELA MAP scores by grade level from Program Coordinator and Coach .	May 2024
3. Determine if there are improvements in mathematics and reading report card scores.	Grant Coordinator enters mathematics and reading grades into TransAct System each term.	December 2023 and April 2024
<i>Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.</i>		
Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Review student attendance on quarterly report cards.	Program Assistant maintains lists of school-based student attendance.	December 2023 April 2024
2. Determine the number of behavior referrals for each <i>WINGS</i> Kid.	Program Assistant maintains lists of <i>WINGS</i> students with behavioral referrals.	December 2023 April 2024
<i>Evaluation Objective 4: To assess family participation in the afterschool program.</i>		
Measurement Activities and Tools	Person Responsible and Task(s)	Timetable
1. Determine the type and level of parent involvement in <i>WINGS</i> .	Program Coordinator and Coach maintains lists of parents who attend and volunteer in <i>WINGS</i> parent/family meetings and activities.	December 2023 April 2024

Methods of Data Collection and Timeline

WINGS at Heritage Academy 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 HA 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), *WINGS* Leaders (WLs). 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: *WINGS* at Heritage Academy Data Collection Plan

Data Collection Activity	Timeframe
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 System	Fall 2023 & Spring 2024
Analysis of data gathered from state assessment results and reports cards data (grades, attendance and discipline)	Spring 2024

IV. Program Implementation

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 Heritage Academy's initial Open House for the current school year. This meeting provided families whose children may not have been targeted for the program the opportunity to enroll their children.

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

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, receive a lesson and play a game based on the week's learning objective, and receive a healthy snack immediately after the session. Lessons and activities integrate educational concepts 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 until the start of the program.

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 2:50 p.m. to 5:50 p.m. Monday – Friday. *WINGS* afterschool program schedule is structured to maximize student success as outlined in *Table 6*.

Table 6: WINGS at Heritage Academy Program Schedule

Components	Explanation
Location	Heritage Academy 3500 Villa Circle SE, Atlanta, GA 30354
Grades	Kindergarten – Grade 5
Dates of Operation	August 21, 2023 – May 17, 2024 (158 days open)
Times of Operation	2:50 p.m.- 5:50 p.m., Monday - Friday
Contact Hours	Receive 15 hours of program services per week
Number of Attendees	Total Registered Attendees = 153 Regular Attendees = 138 Average daily attendance = 86
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
Transportation	Provided for students who live in the school zone
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*.

Table 7: K-2nd Grade Program Schedule

Time	Activity
2:50 – 2:55	Transition to Cafeteria
2:55 – 3:10	Snack
3:10 – 3:15	Transition to Gym
3:15 – 3:50	Community Unity
3:50 – 4:50	Transition
4:00 – 4:20	Free play/SEL Lesson
4:20 – 4:25	Transition
4:25 – 5:25	AC
5:30 – 5:50	Dismissal

Table 5: 3rd- 5th Grade Program Schedule

Time	Activity
2:50 – 2:55	Transition to Cafeteria
2:55 – 3:10	Snack
3:10 – 3:15	Transition to Gym
3:15 – 3:50	Community Unity
3:50 – 4:50	Transition
4:00 – 5:00	AC
5:00 – 5:05	Transition
5:05 – 5:25	Free play/SEL Lesson
5:30 – 5:50	Dismissal

Social Emotional Learning of all *WINGS* sites is rooted in the five-core skill sets of emotional 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 RW 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 HA 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." WLs coach the kids on the SEL curriculum, manage behavior through evidence-based techniques, lead and engage the kids in academic time, hands-on experiential projects, community service acts, and other age-appropriate activities and discussions.

The WL works in concert with the EC to manage the



classroom and assist with instruction. The EC is a certified teacher from the school day possessing experience in classroom management and content delivery. The EC operates as the liaison between the *WINGS* program and school day staff to ensure the safety of students, support communication to families, enforce program and school policies and procedures. 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.

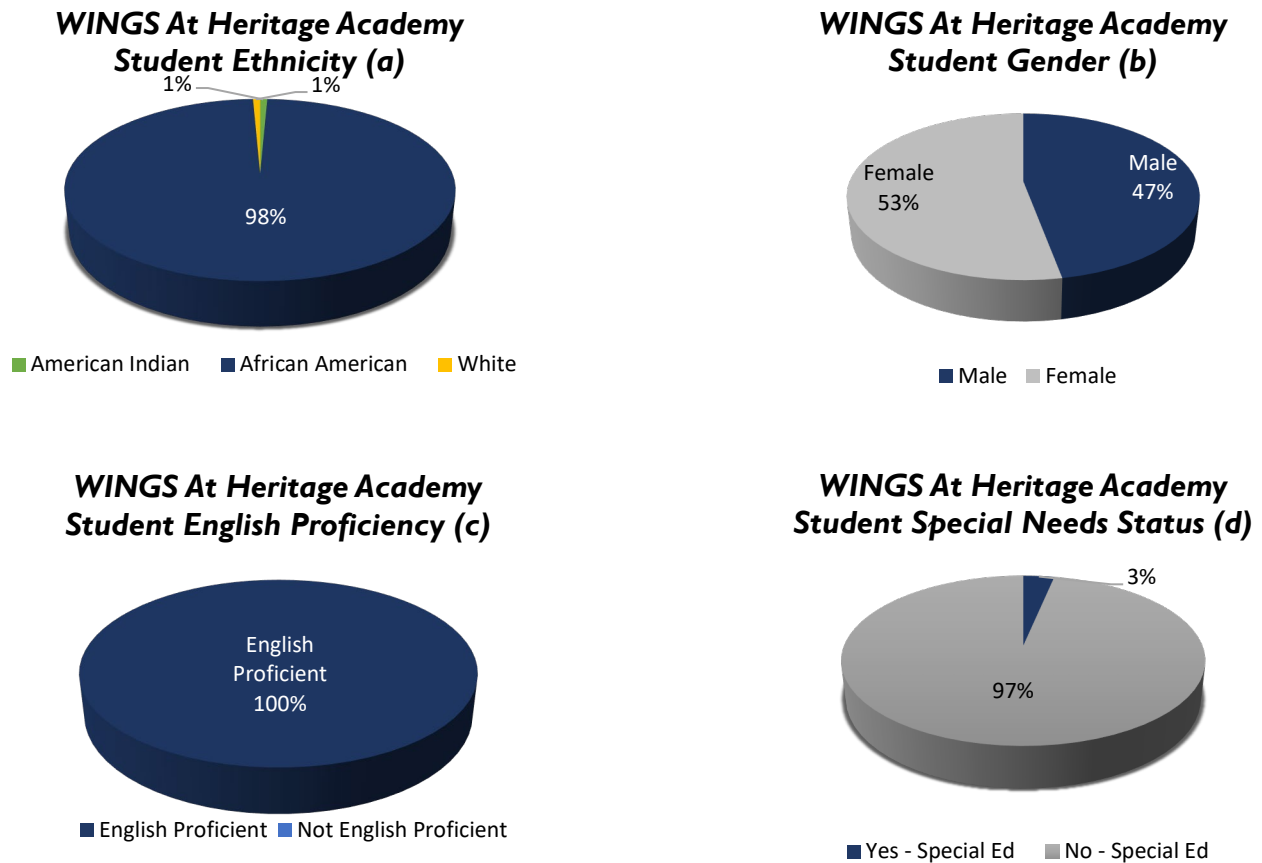
Professional Development of all *WINGS* staff begins with onboarding at the end of every summer. *WINGS* intake is an elaborate, week-long process loaded with numerous SEL, behavior management, and academic enrichment workshops called The Program Leadership Institute. *WINGS* leadership staff then return to their schools to facilitate the SEL Institute, which is a 2-week 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* staff is presented in *Table 9*.

Table 9: *WINGS* at Heritage Academy 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	6
August 13-15, 17-18, 2023	WL Week 2	7
August 16, 2023	First Aid/CPR	8
August 16, 2023	Mandated Reporter	8
September 1, 2023	Google Sheet Attendance Training	7
October 4, 2023	A guide to Effective Staff Meetings	2
October 10, 2023	Proactive + Reactive Behavior Method & Teachable Moments	9
March 11, 2024	Transitions, Teachable Moments, Proactive Behavior	14

V. Student Attendance and Enrollment

Figure 2 a-d: WINGS Student Demographics at Heritage Academy



Approximately 398 students attended Heritage Academy 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 33% of the total school enrollment based on historical trends. During the reporting period, the program served 153 students in Kindergarten through 5th grade. Since HA 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 HA neighborhoods in that 98% students are African American, 1% is White and 1% is Native American.

During Year 5, analysis of student demographics (*Figure 2 a-d*) show that male and female students are of relatively equal proportions (53% female and 47% male), and all were English proficient. Lastly, most students (97%) 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, 153 students enrolled in *WINGS* for one day or more of which 138 attended for at least 30 days. The number of Total Student Enrolled 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 highly mobile families that relocated often and excessive absenteeism. *WINGS* retained 90% (138 of 153) students and maintained an average daily attendance (ADA) of 86 (*Table 10*). These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community following a pandemic.

Figure 3: WINGS Heritage Total Student Enrollment By Grades (153)

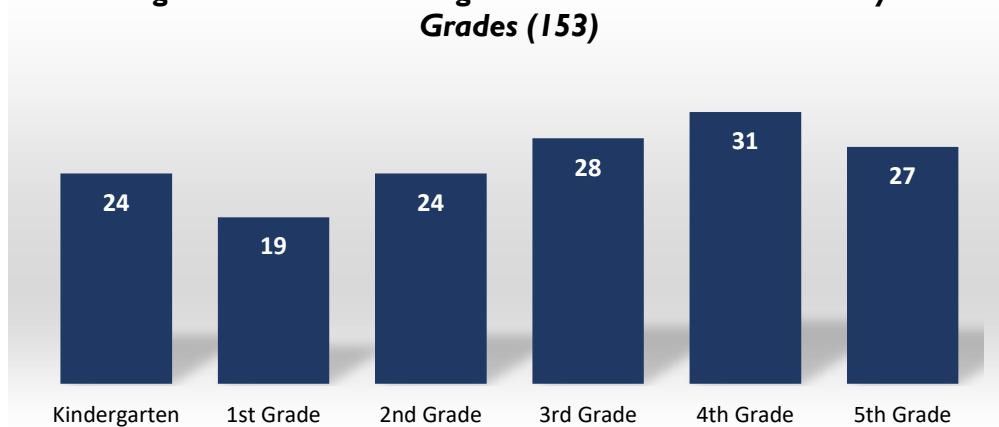


Table 10: WINGS at Heritage Academy Total Student Participants Hours

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	24	0	0	0	4	5	15
1 st Grade	19	0	0	2	6	1	10
2 nd Grade	24	0	2	1	4	3	14
3 rd Grade	28	0	1	3	3	9	12
4 th Grade	31	0	1	4	6	6	14
5 th Grade	27	0	0	1	9	8	9
Total	153	0	4	11	32	32	74

Program Transportation

WINGS has overcome one of the major hurdles to successful operation of an afterschool program which is transportation. Nearly 30% of *WINGS* student participants ride the school bus home from the program and the remaining picked up by a family member. A major advantage of *WINGS* 21st CCLC is the ease of transporting students quickly to the immediate school community where many of the students reside. Although many program managers are concerned about the challenges of transportation, *WINGS* is situated in a community where transportation home at the end of a school day does not negatively impact *WINGS* program participation. Working parents or single parents who are not available to collect children or arrange for transportation for student participants receive an added advantage of the daily bus transportation home.



VI. Assessment of Objectives

Overview

WINGS at Heritage Academy has 8 objectives that undergirds its 2023-24 21st 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 21st 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 at Heritage Academy Goals and Objectives

Goals	Measurable Objective
Goal 1: Improve Student Academic Performance	<p>1.1: Fifty percent (50%) of WINGS Kids (attending 30 days or more) grades K-5 will increase their MAP Growth Reading Performance from the fall to the spring.</p> <p>1.2: Seventy percent (70%) of WINGS Kids K-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: Fifty percent 50% of WINGS kids (attending 30 days or more) grades K-5 will increase their MAP Growth Math Performance from the fall to the spring.</p> <p>1.4: Seventy percent 70% of WINGS kids (attending 30 days or more) in K - 5 will maintain or improve Math scores as indicated by Report Card grades.</p>
Goal 2: Improve Youth Development	<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>
Goal 3: Improve Family Engagement	<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 conferences with WINGS program staff.</p>

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 Districtwide MAP Reading Assessment. More specifically, the objective measures the extent to which 50% of regularly attending students will increase their performance in Reading. Both fall and spring MAP Reading Assessments were administered during the 2023-24 academic year and scores of all *WINGS* Kids were given to RW. Of the 138 regular attendees, 105 students had MAP Reading fall and spring scores for analysis, a match rate of 76%. The data, in *Table 12*, indicates that 89% of regularly attending students with MAP Reading scores increased academic performance from fall to spring test administration. ***Objective 1.1 is met.***

Table 12: WINGS MAP SCORES

Subject	Number of regularly attending	Number of regularly attending students increasing academic performance	(N)	% of regularly attending students who increased academic performance
Math	138	94	105	90%
ELA/Reading	138	93	105	89%

Likewise, Objective 1.2 measures the student's academic performance in ELA from report card grades. More specifically, the objective measures the extent to which 70% of regularly attending students either increased or maintained their grades from fall to spring. All grades were obtained from HA 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 138 regularly attending student participants, 99 matched scores were available for analysis from the ELA report card grades, a match rate of 64.6%. Of the 99 matched scores, 86 *WINGS* Kids in grades 3-5 have numerical ELA report card scores and 13 *WINGS* Kindergarten – 2nd grade students have meets/exceeds ELA report card scores as shown in *Table 13*. After analysis, a total of 65 students K-5 students maintained or increased their ELA report card grade. ***Objective 1.2 did not meet*** the grant approved benchmark of 70% with 66% of *WINGS* Kids maintaining or improving their ELA report card grades in K-5. (*Table 13*)

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	138	134	123	95	76.8%
ELA	138	134	127	99	65.7%

Objective 1.3 measures *WINGS* student academic performance on the Districtwide MAP Math Assessments. More specifically, the objective measures the extent to which 50% of regularly attending students will increase their performance in math. Both fall and spring MAP Math Assessments were administered during the 2023-24 academic year and scores of all *WINGS* Kids were given to RW. Of the 138 regular attendees, 94 students had MAP math fall and spring scores for analysis, a match rate of 68.1%. The data indicates that 90% of regularly attending students with MAP math scores increased academic performance from fall to spring. Therefore, ***Objective 1.3 met the benchmark.***

Objective 1.4 measures the extent to which 70% of regularly attending students either increased or maintained their math grades from fall to spring. Of the 138 regularly attending student participants, 95 matched scores were available for analysis from the math report card grades, a match rate of 69%. Of the 95 matched scores, 82 *WINGS* Kids in grades 2-5 have numerical math report card scores and 13 *WINGS* Kindergarten – 1st grade students have meets/exceeds math report card scores. After analysis, 73 students maintained or increased their math grade from fall to spring semester in Kindergarten – 5th grade. ***Objective 1.4 met*** the grant approved benchmark of 70% with 77% 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 during the regular 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 analysis of the attendance data for Objective 2.1, RW concluded *WINGS* at HA has 138 regular attendees and 127 students have both fall and spring attendance data, a match of 92%. Of the 127

students, 126 attended daytime school 90% of the time. Therefore, longitudinal analyses of both spring and fall attendance data indicate that 99% of scholars attended daytime school 90% of the time.

Objective 2.1 is met.

Analysis of discipline data for Objective 2.2 concluded that a total of 138 students attended *WINGS* for 30 days or more in K - 5 and 127 students have both fall and spring discipline records. No *WINGS* Kids 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 7 parent engagement opportunities with a total of 126 parents in attendance according to the sign-in sheets.

For Objective 3.1, at least 50% of regularly attending students' parents (or 138 parents) are expected to attend at least two parenting events. One hundred and forty-eight (148) parents attended the parent engagements. Therefore, ***Objective 3.1 is met.***

Table 14: *WINGS* at Heritage Academy Parent Engagement Activities

Date	Activity	Attendance
8/17/2023	Parent Orientation	39
9/22/2023	Ice Cream Social	43
11/15/2023	Advisory Council Meeting	2
12/14/2023	Winter Wonderland/Ugly Sweater Event	15
03/08/2024	Brunch & Brooks	13
5/1/2024	Advisory Council Meeting	2
05/14/2024	Graduation/WTLB Concert	34
TOTAL		148

To meet the target for Objective 3.2, 69 parents would need to attend at least 1 parent conference with *WINGS* staff. *WINGS met and exceeded Objective 3.2* with 81 adult family members attending conferences throughout the academic year to discuss their student's academic/behavior progress as evidenced by the parent communications report. *WINGS* also offered 2 advisory board meetings during fall and spring to discuss the programmatic goals, offerings, and recommendations from stakeholders where parents were also in attendance.

VII. Objective Status

Table 15 provides a summary status of the WINGS at Heritage Academy 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* at the time of this report. Data collected included results from MAP Assessments, Sign-In sheets, the school's student information system (Infinite Campus), and TransAct System.

Table 15: WINGS at Heritage Academy Objective Status

Objectives for WINGS		Status
Objective 1.1	Fifty percent (50%) of WINGS kids grades K-5 (attending the program 30 days or more) will increase their MAP Growth Reading Performance from the fall to the spring.	Met
Objective 1.2	Seventy percent (70%) of WINGS kids K-5 (attending the program 30 days or more) will maintain or improve Reading/ELA scores as indicated by the Reading/ELA Report Card grades.	Did Not Meet
Objective 1.3	Fifty percent (50%) of WINGS Kids grades K-5 will increase their MAP Growth Math Performance from the fall to the spring	Met
Objective 1.4	Seventy percent 70% of WINGS kids in K - 5 (attending the program 30 days or more) will maintain or improve Math scores as indicated by 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	Met
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

World Of Coca-Cola Field Trip

“Logic will get you from A to B. Imagination will take you everywhere.”

–Albert Einstein



On February 20, 2024, thirty-five students set out from Heritage Academy and embarked on an unforgettable journey to the World of Coca-Cola, a globally recognized Atlanta-based attraction. Their adventure began with a warm welcome from Bottling Fantasy, a kinetic sculpture honoring the global bottlers of Coca-Cola, its shimmering movements mirroring the diverse paths of the brand's journey.

A recent addition to the World of Coca-Cola, the Beverage Lab, opened its doors to the public on November 6, 2023, offering an engaging exploration into the science, creativity, and innovation behind Coca-Cola's vast array of beverages. Students discovered the intricate processes and visionary ideas that bring each drink to life, sparking their curiosity and expanding their knowledge of the beverage industry. Heritage's finest were able to learn and sample exclusive flavors of soft beverages native to different cultures across the globe.

Before visiting the World of Coca-Cola, students engaged in a research activity focusing on the economic impact and global reach of Coca-Cola products. They investigated consumer spending on these products and exploring the geographic distribution to understand how Coca-Cola affects economies worldwide. Groups recorded their findings, predictions, and economic impacts, and prepare questions to ask the tour guides for further insights during their visit. This activity had the aim to set a context for the students about the global economic footprint of a major corporation and encourage critical thinking about consumer behavior and economic consequences.

The students delved into the Scent Discovery exhibit, igniting their olfactory senses with various aromas linked to Coca-Cola's offerings. They marveled at the Pop Culture Gallery, featuring "Magic Murals" and "Ghost Signs," which showcased Coca-Cola's cultural impact over the years through art. Afterward, they refueled at the Bottle Cap Café, indulging in a

variety of treats that celebrated the brand's legacy. The day concluded with a screening of "Moments of Happiness" in the Coca-Cola Theater, taking them on an emotional journey through the brand's history.

After the field trip, students used the knowledge gained about the history and business strategies of Coca-Cola to explore entrepreneurial practices. Each group reflected on how entrepreneurs like the founders of Coca-Cola took risks to develop new products and services, initiating and growing a business in a competitive market. The students discussed the various countries represented in the World of Coca-Cola, focusing on entrepreneurial ideas and their potential impacts on different economies. This discussion linked theoretical knowledge with real-world applications, enhancing their understanding of global business and entrepreneurship.

This immersive experience at the World of Coca-Cola provided the students with a comprehensive look at one of the world's largest consumer brands. They engaged with interactive exhibits, deepening their understanding of Coca-Cola's heritage, influence, and innovation, and left with a renewed appreciation for the ways in which imagination can truly take us everywhere.



Center For Puppetry Arts Field Trip

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

— Pablo Picasso

On February 21, 2024, twenty-five WINGS Kids at Heritage Academy embarked on a captivating journey to the Center for Puppetry Arts. Situated in Atlanta's vibrant arts district of Midtown, the center stands as the United States' largest institution dedicated to puppetry, embracing three pillars: performance, education, and museum. Established in 1978 by Vincent Anthony, the Center for Puppetry Arts offers a window into the multifaceted world of puppetry.

Before the field trip, students engaged with multimedia resources that familiarized themselves with various cultures. WINGS mentors, wearing culturally relevant headwear, introduced the cultures represented at the museum. Teachers supplemented this with educational videos and texts, using technology to provide historical context and significant cultural elements. This preparatory phase aims to equip students with a foundational understanding and pique their curiosity about the cultural exhibits they will encounter.

The center's museum and special exhibits showcase an array of puppets from diverse time periods and countries across the globe, illustrating the historical and cultural evolution of this art form. The Worlds of Puppetry Museum boasts the world's largest collection of Jim Henson artifacts, accompanied by one of the hemisphere's most extensive collections of global puppetry artifacts, enriching visitors' understanding and appreciation of puppetry performances.

Beyond its engaging productions, the center offers a range of classes and workshops for both





adults and children. Create-A-Puppet Workshops, held alongside Family Series performances, encourage children to construct their own puppet inspired by the show, fostering creativity and interactive learning.

In particular, the WINGS program students delighted in a show featuring beloved characters from Sesame Street, including Kermit the Frog and Miss Piggy. This performance not only delivered laughter and relatable moments but also imparted valuable lessons on socio-emotional growth, with opportunities for the children to participate and engage. The joyful experience resonated with everyone

present, including parents and faculty, leaving smiles all around.

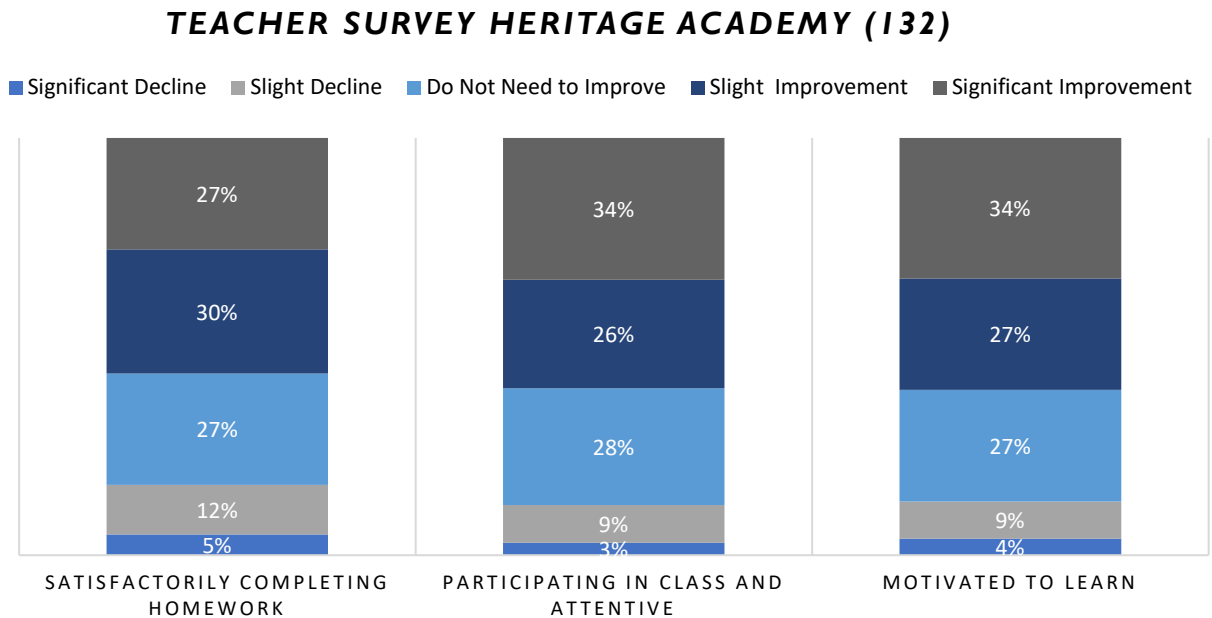
After the trip, students consolidated their experiences through a Know-Wonder-Learn (KWL) journal activity, reflecting on what they knew prior, what they wondered about, and what they learned. They also engaged in a comparative analysis, aligning with ELA standards, to compare and contrast different cultural versions of the same story they observed, using specific examples from the trip and mentor demonstrations. This reflective and analytical exercise is designed to deepen their understanding and articulate their insights effectively.

GaDOE Teacher Survey Results

The purpose of this evaluation is to obtain feedback from teachers of *WINGS* Kids during the school day about their perception of the habits of each student. Information is collected on homework completion, students' motivation, and attentiveness. These measurements are vital as they provide information that can be used to improve academic performance and social development. *WINGS* at Heritage Academy is successful in receiving responses from 132 of *WINGS* Kids' daytime teachers to the state-mandated end-of-year Teacher Reported Engagement in Learning Survey. The teachers are

asked about the changes in academic performance and behavior of *WINGS* Kids during the school year. More precisely, they are 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. The results of the Teacher Reported Engagement in Learning Survey are presented in *Figure 4*.

Figure 4: WINGS at Heritage Academy Teacher Reported Engagement in Learning Survey Results



IX. Program Sustainability

Partnership Development is a collaborative effort between *Wings for Kids* and Heritage Academy. During the 2023–24 school year, the leadership team worked with 8 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 \$103,782 for the school year as shown in *Table 16*.

Table 16: FY24 WINGS at Heritage Academy Partner Contributions

Partner	Contribution Type	Amount
1. Atlanta Public Schools	In-Kind	\$73,990
2. Cummins Engine Foundation	Monetary	\$425
3. FC Department of Housing & Community Development	Monetary	\$17,139
4. Finn Brooks Family Foundation	Monetary	\$1,250
5. GA Department of Health	Monetary	\$4,072
6. Individual Donors	Monetary	\$815
7. Scott Hudgens Family Foundations	Monetary	\$2,500
8. United Way of Greater Atlanta	Monetary	\$3,591
Total		\$103,782



X. Summary of Findings and Recommendations

Summary: Based upon the program operation reported in this evaluation, it can be concluded that *WINGS* 21st CCLC at Heritage Academy 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 21st 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 158 days from August 21, 2023, through May 17, 2024.
- *WINGS* provided programming to 153 registered students, of which 138 or 90% were regularly attending students.
- Provided students with high-quality academic support and instruction closely linked with the school day.
- Offered 5 students with disabilities high-quality enrichment opportunities.
- Yielded high program satisfaction among students and parents.
- Engaged 148 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 99% of all students attended the school day 90% of the time.

As with most 21st 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.

- **Incorporate innovative strategies to increase student participation.** Student ADA (86) is currently less than 70% of the target enrollment. Consider distributing fliers at PTA meetings, Open House, and other functions at the beginning of the school year is recommended. Also consider leveraging the Education Consultant by encouraging her to distribute information about *WINGS* to parents throughout the school day.

- **Consider additional WINGS Language Workshops.** During WINGS onboarding, WINGSLeaders participate in several sessions involving the proper use of WINGS Language, response and calls, Words to Live By, etc. Subsequently, WINGSLeaders 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