

Subgrantee: WINGS@William M Boyd					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:	159	Number:	139	Number:	7	Number:	147	
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number:	8	Number:	8	Number:	0	Number:	0			
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen				159						
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	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	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	
	%	7	%	14	%	34	%	23	%	23
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement	
	%	8	%	9	%	33	%	26	%	24
	Survey Question #3: Demonstrates a motivation to learn?									
Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
%	7	%	13	%	30	%	24	%	26	
145										
6. Partners										
Number of Partners		Total Amount of Contributions								
8		\$103,782								

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Common Data Elements

Subgrantee: WINGS at WMB Elementary					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:	159	Number:	139	Number:	7	Number:	147	
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4A. English Language Arts										
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester ELA Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester ELA Grade					
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	N/A	
Identify the preferred if it is not letter grades										
4B. Math										
Students without Grades	Registered Students Attending at least 1 day or 1 hour 1 st Semester Math Grade				Registered Students Attending at least 1 day or 1 hour 2nd Semester Math Grade					
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	N/A	
Identify the preferred if it is not letter grades										
5. Teacher Reported Engagement in Learning Survey										
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		
	%	7	%	14	%	34	%	23	%	23
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline	Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	8	%	9	%	33	%	26	%	24
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline	Slight Decline		Did not need to improve		Slight Improvement		Significant Improvement		
	%	7	%	13	%	30	%	24	%	26
	145									
6. Partners										
Number of Partners	Total Amount of Contributions									
8	\$103,782									

I. Executive Summary

Wings for Kids at William M. Boyd Elementary, is a 21st Century Community Learning Center afterschool program funded by the Georgia Department of Education. The results outlined in this Summative Report provide a descriptive picture of how well the afterschool program performed in providing academic enrichment and other youth-development activities consistent with the Georgia Department of Education approved goals, objectives, and performance measures. During the 2023-24 school year, *Wings for Kids* served 159 students, of which 139 attended for 30 days or more. *Table 1* presents the program's performance data that indicates all 8 grant approved objectives are *Met* at the time of this report.

Table 1: Snapshot of WINGS at Boyd 2023-24 Evaluation Results

Objectives for Students and Parents	Data Collected	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.	Reading MAP Assessment	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	Met
Objective 1.3: Fifty percent 50% of WINGS Kids grades K-5 (attending the program 30 days or more) will increase their MAP Growth Math Performance from the fall to the spring.	Math MAP Assessment	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.	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.	School Day 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 conferences with WINGS program staff.	Parent Conference Reports	Met

II. Program Overview

Wings for Kids at Boyd Elementary History

Wings for Kids at Boyd 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 21st Century Community Learning Center (CCLC) funding, *Wings for Kids* at Boyd Elementary afterschool program was offered at William M. Boyd 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.

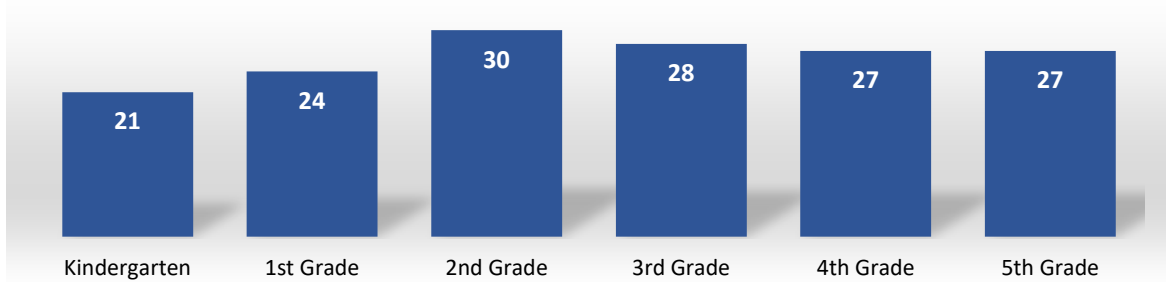
- **Positive Student Behaviors.** The program used an early and comprehensive approach grounded in the principles of positive youth development and evidence-based social emotional learning practices to foster the mindsets, skills, and confidence within each child to behave well, make good decisions, 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 Boyd'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 Boyd 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 William M. Boyd Elementary Overview

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

- *Wings for Kids* at Boyd began afterschool enrichment services from 2:45 pm to 5:45 pm, Monday-Friday starting on August 22, 2022, and ending on May 19, 2023.
- *Wings for Kids* at Boyd registered 157 students of which 137 attended 30 days or more: resulting in an overall retention rate of 87.3%. Attendance Records suggest an average daily attendance (ADA) of 100.

Figure 1: WINGS at Boyd Total Student Enrollment (157)



- Engaged 124 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 72% of all students attended the school day 90% of the time.
- Of the 8 grant approved objectives, 6 were met, 2 did not meet 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 William M. Boyd (Boyd) 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 Boyd 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, Boyd, 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 Boyd 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 evaluation 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, PCC, 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.	Evaluation Objective 1: To assess the design and implementation of the after-school program. Evaluation Objective 2: To assess academic performance in mathematics. Evaluation Objective 3: To assess academic performance in reading.
Goal 2: Increase positive student behaviors.	Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.
Goal 3: Increase Family Involvement.	Evaluation Objective 5: To assess family participation in the afterschool program.

Table 3: WINGS at Boyd Evaluation Objectives and Relevant Questions

Evaluation Objectives	Relevant Questions
<p>Evaluation Objective 1: To assess the design and implementation of the afterschool program.</p>	<ol style="list-style-type: none"> 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?
<p>Evaluation Objective 2: To assess student academic performance in Mathematics.</p>	<ol style="list-style-type: none"> 1. Are improvements made in Mathematics scores on the MAP Assessment for students who participate in WINGS @ Boyd? 2. Are improvements made in Mathematics scores on the report cards of WINGS program participants at Boyd?
<p>Evaluation Objective 3: To assess student academic performance in Reading.</p>	<ol style="list-style-type: none"> 1. Are improvements made in Reading scores on the MAP Assessment for students who participate in the WINGS @ Boyd? 2. Are improvements made in Reading Scores on the Report Cards of WINGS program participants at Boyd?
<p>Evaluation Objective 4: To assess positive student behaviors in program and daytime activities.</p>	<ol style="list-style-type: none"> 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?
<p>Evaluation Objective 6: To assess family participation in the afterschool program.</p>	<ol style="list-style-type: none"> 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?

Evaluation Work Plan: The evaluation work plan was developed by the Evaluator 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 Boyd 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 an 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.	November 2023 October 2023 & January 2024
	Evaluator 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.	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.	April 2024

Table 5: WINGS at Boyd 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 William M. Boyd Elementary contracted with RW, 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 *WINGS* at William M. Boyd Elementary 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), and/or *WINGS* Leaders (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 6: *WINGS* at Boyd Data Collection Timeline

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 Boyd'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. WL are typically responsible for leading 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 2:45 p.m. to 5:45 p.m. Monday – Friday. *WINGS* afterschool program schedule is structured to maximize student success as outlined in *Table 6*.

Table 7: WINGS at Boyd Program Schedule

Components	Explanation
Location	William M. Boyd 1891 Johnson Road, NW, Atlanta, GA 30318
Grades	Kindergarten – Grade 5
Dates of Operation	August 21, 2023 – May 17, 2024 (156 days)
Times of Operation	2:45 p.m.- 5:45 p.m., Monday - Friday
Contact Hours	Receive 15 hours of program services per week
Number of Attendees	Total Registered Attendees = 159 Regular Attendees = 139 Average daily attendance = 100
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 9: K – 2nd Grade Schedule

Time	Activity
2:45 – 2:50	Transition to Class
2:50 – 3:50	AC
3:50 – 4:00	Snack
4:00 – 4:05	Transition
4:05 – 4:30	Community Unity
4:30 – 4:35	Transition to CT
4:35 – 5:35	CT
5:35 – 5:40	Transition to Gym
5:40 – 5:45	Dismissal

Table 8: 3rd – 5th Grade Schedule

Time	Activity
2:45 – 2:50	Transition to Class
2:50 – 3:15	Community Unity
3:15 – 3:20	Transition
3:20 – 3:30	Snack
3:30 – 4:30	AC
4:30 – 4:35	Transition to CT
4:35 – 5:35	CT
5:35 – 5:40	Transition to Gym
5:40 – 5:45	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 the 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 Boyd 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 are expected to form relationships with all students and be able to work with any group of kids. 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 two weeklong 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 one to two 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*.

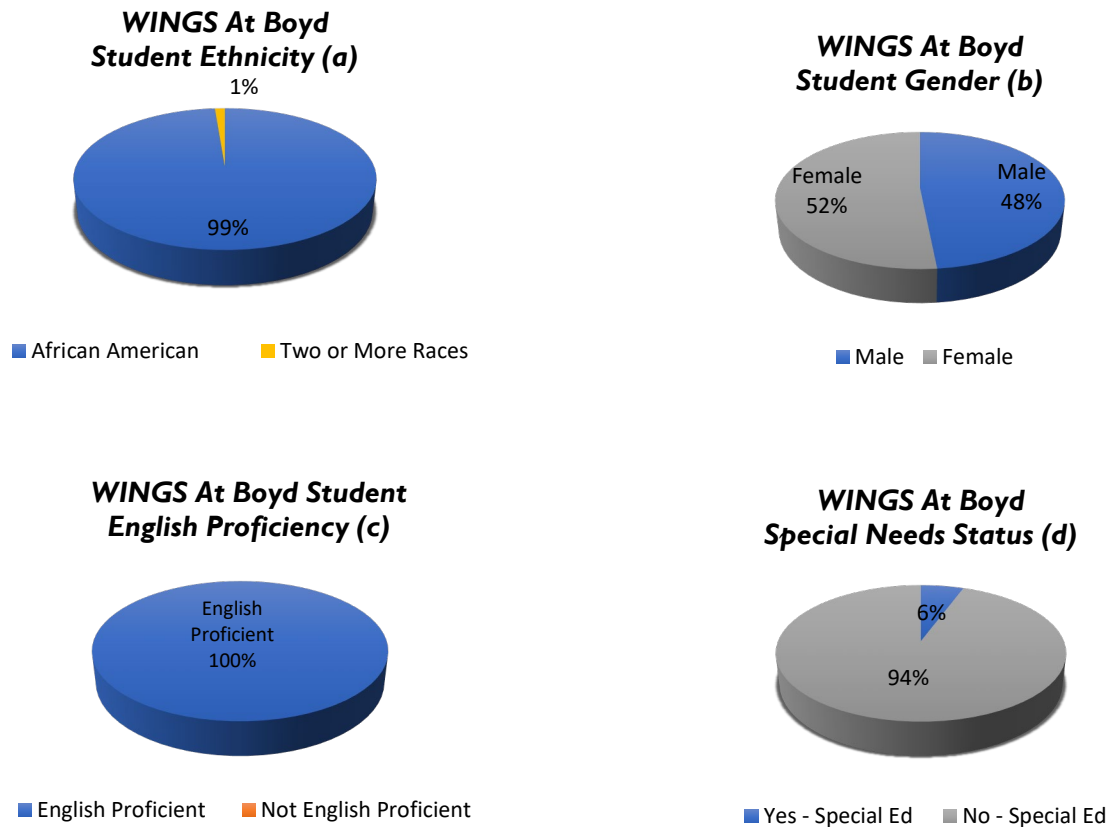
Table 9: WINGS at Heritage Elementary Staff Professional Development

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	9
August 13-15, 17-18, 2023	WL Week 2	9
August 16, 2023	First Aid/CPR	11
August 16, 2023	Mandated Reporter	11
September 1, 2023	Google Sheet Attendance Training	9
October 4, 2023	A guide to Effective Staff Meetings	2
October 10, 2023	Proactive + Reactive Behavior Method & Teachable Moments	11
February 7, 2024	Journey to Cultural Relevance	13
March 11, 2024	Transitions, Teachable Moments, Proactive Behavior	13

V. Student Attendance and Enrollment

Demographics

Figure 2(a-d): WINGS Student Demographics at Boyd Elementary



Approximately 503 students attended Boyd 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 26% of the total school enrollment based on historical trends. During the reporting period, the program served 159 students in grades Kindergarten through 5th grade. While the program was available to all students, the ethnic homogeneity of the learning center program closely reflects that of the Boyd's neighborhoods in that 99% students are African American and 1% identified as two or more races.

Additional analyses of student demographics (*Figure 2 a-d*) show that male and female students are of relatively equal proportions (52% female and 48% male), and all were English proficient. Lastly, most students (94%) 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. *WINGS'* established attendance target continues to reside at approximately 30% of the total school enrollment based on historical trends. For 2023-24, 159 students enrolled in *WINGS* for one day or more of which 139 attended at least 30 days (*Table 10*). 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 87% of the students and maintained an average daily attendance (ADA) of 100. These numbers are particularly impressive for an elementary afterschool program serving a socio-economically disadvantaged community.

Figure 3: WINGS at Boyd Total Student Enrollment by Grade Level (159)

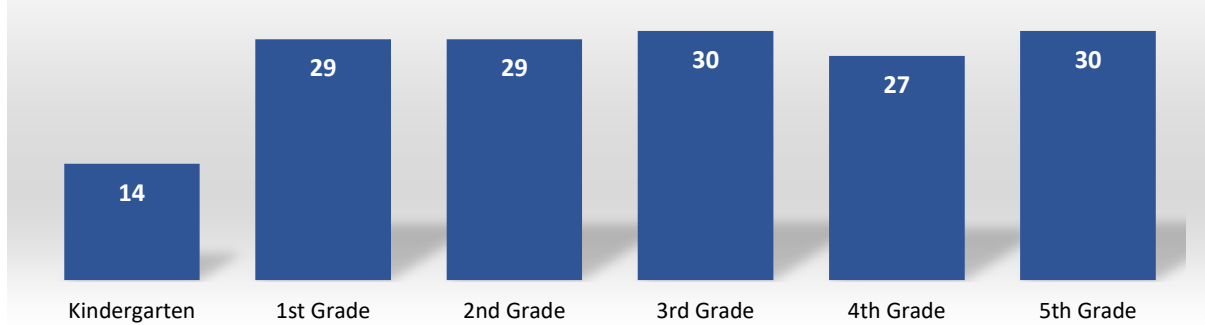


Table 10: Boyd Total Student Participants Hours

Grade Level	N	<15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	>= 270 Hours
Kindergarten	14	1	0	1	3	2	7
1 st Grade	29	0	0	2	7	1	19
2 nd Grade	29	1	1	0	6	4	17
3 rd Grade	30	0	3	2	4	3	18
4 th Grade	27	0	2	2	2	4	17
5 th Grade	30	0	1	4	3	3	19
Total	159	2	7	11	25	17	97

Program Transportation

WINGS has overcome one of the major hurdles to successful operation of an afterschool program which is transportation. Many *WINGS* student participants ride the school bus home from the program and the remaining ones are 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 Boyd has 8 objectives that undergirds its 2023-24 21st CCLC 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 Boyd Goals and Objectives

Goals	Measurable Objective
Goal 1: Improve Student Academic Performance	<p>1.1: Fifty percent (50%) of <i>WINGS</i> Kids grades K-5 (attending the program 30 days or more) will increase their MAP Growth Reading Performance from the fall to the spring.</p> <p>1.2: Seventy percent (70%) of <i>WINGS</i> 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 <i>WINGS</i> Kids grades K-5 (attending the program 30 days or more) will increase their MAP Growth Math Performance from the fall to the spring.</p> <p>1.4: Seventy percent 70% of <i>WINGS</i> Kids in K - 5 (attending the program 30 days or more) 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 <i>WINGS</i> 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 <i>WINGS</i> 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 <i>WINGS</i> 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 <i>WINGS</i> student participants (attending the program 30 days or more) will participate in one or more afterschool parent conferences with <i>WINGS</i> 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 139 regular attendees, 121 students had MAP Reading fall and spring scores for analysis, a match rate of 87%. The data in *Table 12* indicates that 69% 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 students	Number of regularly attending students increasing academic performance	Matched (N)	% of regularly attending students who increased academic performance
Math	139	89	121	74%
ELA/Reading	139	83	121	69%

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 Boyd 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 139 regularly attending student participants, 114 matched scores were available for analysis from the Reading report card grades, a match rate of 82%. Of the 114 matched scores, 106 *WINGS* Kids in grades 2-5 have numerical ELA report card scores and 8 *WINGS* Kindergarten – 1st grade students have meets/exceeds ELA report card scores. After analysis, 86 students maintained or increased their ELA grade from fall to spring semester in Kindergarten – 5th grade. ***Objective 1.2 did meet*** the grant approved benchmark of 70% with 75.4% of *WINGS* Kids maintaining or improving their ELA report card grades in K – 5.

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	139	133	134	114	70.2%
ELA	139	135	134	114	75.4%

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 139 regular attendees, 121 students had MAP math fall and spring scores for analysis, a match rate of 87%. The data indicates that 74% of regularly attending students with MAP math scores increased academic performance from fall to spring. **Objective 1.3 met and exceeded** the 50% 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 139 regularly attending student participants, 114 matched scores were available for analysis from the math report card grades, a match rate of 82%. Of the 114 matched scores, 106 *WINGS* Kids in grades 2-5 have numerical math report card scores and 8 *WINGS* Kindergarten – 1st grade students have meets/exceeds math report card scores. After analysis, 80 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 70% 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 evaluating 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 that a total of 139 students attended *WINGS* for 30 days or more and 134 students have both fall and spring attendance data. Of

the 134 students, 123 attended daytime school 90% of the time. Therefore, longitudinal analyses of both spring and fall attendance data indicate that 92% 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 139 students attended *WINGS* for 30 days or more in K - 5 and 134 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 7 parent engagement opportunities with a total of 147 parents in attendance according to the sign-in sheets. For Objective 3.1, at least 50% of regularly attending students' parents (or 139 parents) are expected to attend at least two parenting events. One hundred and forty-seven (147) parents attended the parent engagements. Therefore, **Objective 3.1 did meet** the benchmark.

Table 14: WINGS at Boyd Parent Engagement Activities

Date	Activity	Attendance
8/17/23	Parent Orientation	67
9/27/23	Wind Down Wednesday	14
11/15/23	Advisory Council Meeting	2
12/15/23	Winter Wonderland	23
3/22/24	WINGS Sneakerball	25
5/10/24	5 th Grade Escape to Middle School	14
5/1/24	Advisory Council Meeting	2
TOTAL		147

To meet the target for Objective 3.2, 69 parents would need to attend at least 1 parent conference with *WINGS* staff. *WINGS met Objective 3.2* with 73 of adult family members attending conferences to discuss their student's academic/behavior progress as evidenced by the parent communications report. *WINGS* also offered 2 advisory board meetings to discuss the programmatic goals and recommendations from stakeholders where parents were in attendance.

VII. Objective Status

Table 15 provides a summary status of the *WINGS* at Boyd Elementary Objectives at the end of the 2023-24 academic year. As reported in the FY24 Common Data Elements form, all 8 of the objectives are *Met* 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 Boyd 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.	Met
Objective 1.3	Fifty percent 50% of WINGS Kids grades K-5 (attending the program 30 days or more) 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

Wind Down Wednesday

"Your present circumstances don't determine where you go; they merely determine where you start."

— Nido Qubein

Wings for Kids at Boyd Elementary made a significant stance on the importance of mental health, emphasizing it as a crucial topic for 15 young learners. On September 27, 2023, they hosted Wind Down Wednesday, a yoga event led by certified yoga instructor Ashley Sailor. Families gathered to partake in beginner-friendly yoga exercises, with WINGS providing mats, refreshments, snacks, and a raffle to encourage participation.

During the event, families explored ways to support one another in times of mental health challenges, discussing responses to situations such as "I haven't felt like myself lately, what should I do about it?" and "I'm having a really hard time. Will you help me find someone to talk about it?" This open dialogue aimed to break stigmas around reaching out for help, acknowledging that 1 in 6 youth experience mental health disorders across the nation.



After a good stretch, the families relaxed with homemade, refreshing smoothies, savoring the calm atmosphere. This event not only provided a space for physical relaxation but also fostered essential conversations about mental health, equipping families with tools (and at-home resources) to navigate and support one another through life's challenges.

Winter Wonderland Celebration



“The holiday season is a perfect time to reflect on our blessings and seek out ways to make life better for those around us.” –Anonymous

On December 15, 2023, bells were ringing, and cheery students were singing. WINGS at Boyd Elementary hosted a Winter Wonderland family engagement event, concluding the year on a joyful note. Parents and 18 WINGS participants gathered for an afternoon filled with festivities, snacks, and community spirit. They also joined in a gingerbread house-making competition, crafting delicious and colorful creations.

The WINGS students performed, singing and dancing to beloved Christmas songs, spreading cheer throughout the event. Ms. Pritchett led a STEAM/Christmas-themed experiment, teaching the students how to make Christmas-themed slime from scratch, merging science and holiday fun. Students participated in a fun, holiday word unscramble. WINGS Kids also competed to see which group could unscramble the words the fastest as part of the educational requirement. They also had take-home activities to continue learning over the holiday break.

Memories were made, Christmas cookies were eaten, and everyone had a magnificent time, basking in the warmth of holiday cheer and togetherness, making it a delightful way to wrap up the year.

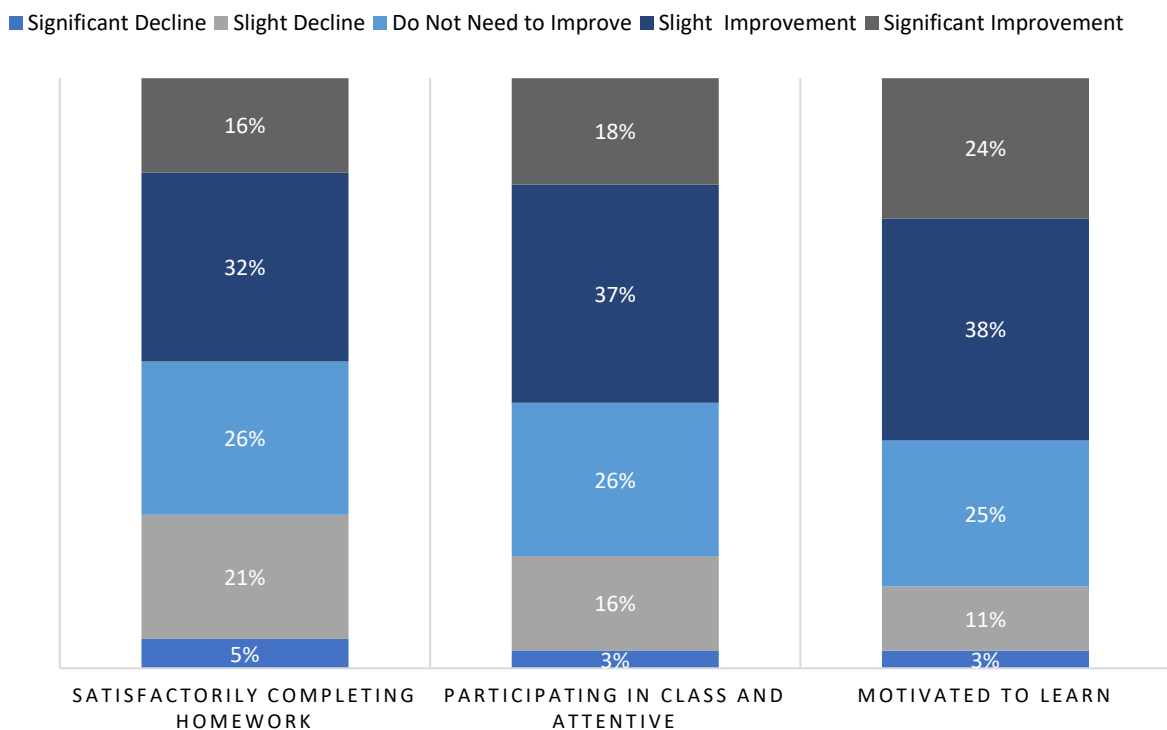


How Well Are We Doing? The purpose of this evaluation is to obtain feedback from teachers of WINGS kids during the school day about their perception of the habits of each student. Information is collected on homework completion, students’ motivation, and attentiveness. These measurements are vital as they provide information that can be used to improve academic

performance and social development.

Boyd is successful in receiving responses from 145 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 Boyd Teacher Reported Engagement in Learning Survey Results
TEACHER SURVEY BOYD (145)



IX. Program Sustainability

Partnership Development is a collaborative effort between *Wings for Kids* and Boyd Elementary. 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 Boyd Partner Contributions

Partner	Contribution Type	Amount
1. Atlanta Public Schools	Monetary	\$73,990
2. Cummins Fire Engine Foundation	Monetary	\$425
3. FC Department of Housing and 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* at William M. Boyd Elementary ended the fifth year 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” all 8 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 156 days from August 21, 2023, through May 17, 2024.
- *WINGS* provided programming to 159 registered students, of which 139 or 87% were regularly attending students.
- Provided students with high-quality academic support and instruction closely linked with the school day.
- Offered 9 students with special needs high-quality enrichment opportunities.
- Yielded high program satisfaction among students and parents.
- Engaged 147 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 92% 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. It is the opinion of RW to consider future discussions of the following in upcoming leadership meetings.

- **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.

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- **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.

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