2017 – 2018
Geriatric Career Development Program

21st CCLC Annual Evaluation Report
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Executive Summary

The New Jewish Home (TNJH) was awarded a Round 7 21st Century Community Learning Centers (CCLC) grant from the New York State Education Department (NYSED) in the summer of 2017 to enhance their out-of-school time programming for students at two sites: The New Jewish Home's Manhattan Campus (Manhattan Campus) and The Harry Jeanette Weinburg Gardens Senior Residence (Bronx Campus).

The Geriatric Career Development Program (GCD) has been operating for 12 years and is funded through multiple sources. This evaluation report focuses on information related to the first year of TNJH's Round 7 21st CCLC funding. It includes information about program design, the evaluation framework and plan, evaluation findings, progress toward objectives, and recommendations.

GCD provided participants at both sites with academic enrichment activities, job training, internships, certification courses, and college trips during the summer and school year.

Key findings for this program year include:

- enrollment targets were nearly met;
- student and parent surveys indicated overall satisfaction with the program;
- the program was generally implemented as designed;
- the educational liaison maintained strong collaborations with partner schools;
- students gained work experience and certifications; and
- all participating seniors applied and were accepted into post-secondary programs.

The following recommendations are presented for the purpose of program improvement:

- recruit students from Hero High School,
- ensure all students participate at least 30 hours of program,
- continue to work with schools to offer academic credit for internships, and
- consider new modes of communication with parents.

Program Description

The 21st Century Community Learning Centers program (21st CCLC) is a federal grant program provided to states. 21st CCLC funding supports the creation of community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. In general, 21st CCLC programs:

- intend to help students meet state and local student standards in core academic subjects, such as reading and math;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

The New Jewish Home (TNJH) has been providing care for New York City elders for nearly 170 years. This includes long-term care, post-acute rehabilitation, senior living options, and home-care.

Since 2006, the Geriatric Career Development (GCD) Program has supported at-risk New York City youth in pursuit of careers in healthcare. TNJH received previous 21st CCLC funding as Jewish Home Lifecare. The program has run continuously since 2006 thanks to contributions from a variety of foundations, as well as other government funding.

GCD has been named an intergenerational Program of Distinction by Generations United.

Program Information

TNJH was awarded a five-year 21st CCLC grant from the New York State Education Department (NYSED) in the summer of 2017 to support their GCD programming to high school students at two sites. Each cohort of students attends the program twice a week during the school year, with students typically spending 8-10 hours a week in programming (more detail is provided on p. 15).

Over the course of this three-year intensive program, students are fully immersed into the long-term-care setting and provide companionship, activities and clinical care to older adults.

The capstone experience of this college and career readiness program is certification in an allied health pathway. Participants can earn state and/or national licenses as Home Health Aides, Certified Nursing Assistants (CNA), Phlebotomy Technicians, Electrocardiography Technicians, Generations United Program of Distinction Patient Care Technicians, and Medical Coding & Billing Specialists.

Students and their family members, the partner schools, and community partners are the key stakeholders in this project (see Figure 1).

Program Stakeholders
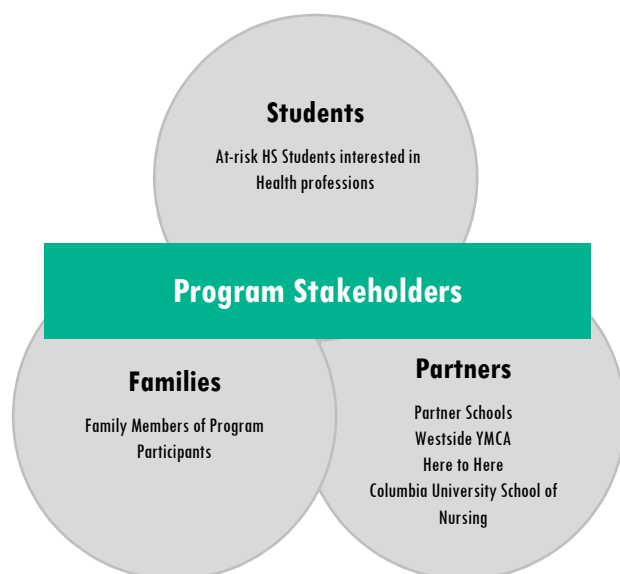
Program Goals and Activities

The schools served by the grant were chosen due to low student performance and graduation rates, and proximity to TNJH campuses. All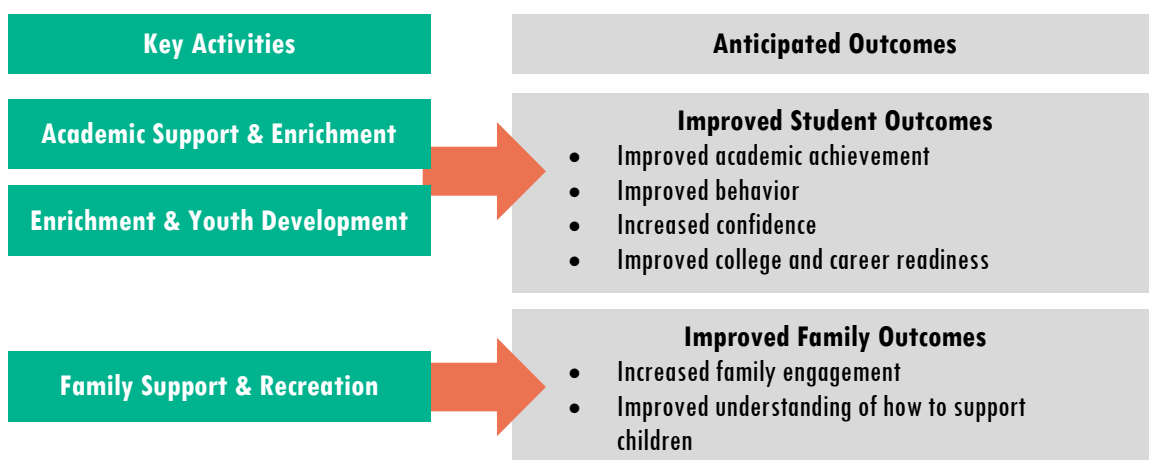 academic objectives were written to support student achievement in these areas, while aligning to the program's mission. The objectives and performance indicators were written in cooperation with the evaluator during the application process to ensure alignment to state and federal objectives, as well as GCD and TNJH objectives.

Program Theory of Change and Logic Model. It is anticipated that GCD can improve the academic achievement and behavior of participating students by offering a variety of high-quality academic support, work experience, skills training, and mentoring and counseling. In addition, family support activities are intended to increase family engagement and help families improve their understanding of how to support their children in school. Figure 2 summarizes key activities and outcomes from the program logic model.

Key Program Activities and Outcomes

Key Activities	Anticipated Outcomes
Academic Support & Enrichment Enrichment & Youth Development	**Improved Student Outcomes** • Improved academic achievement • Improved behavior • Increased confidence • Improved college and career readiness
Family Support & Recreation	**Improved Family Outcomes** • Increased family engagement • Improved understanding of how to support children

The complete program logic model is included as Appendix A. The program logic model document was created by the evaluator in cooperation with program staff and stakeholders at the beginning of the program year, although the content was established and refined over the previous 12 years of programming. The logic model includes a variety of outputs and outcomes. To stay within the evaluation budget, only the items in bold are measured by the external evaluator for the project.

As seen in the attached logic model, all outcomes are expected to result from a variety of high-quality activities. The quality of these activities was assessed through site visits and ongoing discussions between the evaluator and program staff. The specific program goals and indicators are listed in the Evaluation Framework and Plan section.

Program Adherence

Overall, the program is operating as designed. The additional 21st CCLC funds (which account for approximately 25% of the operating budget) increased the number of tutors available to the students, and provided a pathway for Patient Care Technician Certification, which was not previously offered.

Intentional Modifications

The only program modifications that were made were to increase the number of partner schools, and to clarify the program site for summer activities. Both of these modifications were approved in the Fall of 2017. Because both sites are residential care facilities located in a very large city, there are many nearby schools. Students who are interested in pursuing Health Care fields are a relatively small population, and attend many different local schools. Increasing the number of partner schools allowed the program to serve more students in the vicinity.

Hostos Community College was listed in the initial application as a program site for summer activities. After discussing the program design with the evaluator, the project director

requested removing Hostos as a program site, as there are some off-site activities that take place there, but it does not meet the definition of a 21st CCLC site per the federal definitions.

Use of Evaluation Findings

The program staff discusses evaluation findings both internally and with stakeholders to utilize feedback for upcoming program years to strengthen the program for future cohorts. A mid-year check in report of progress towards 21st CCLC objectives and participation targets was reviewed at an advisory meeting in the Spring. Beyond the data that are collected and analyzed for 21st CCLC reporting purposes, TNJH and GCD collect and report on findings for other reporting purposes, as well as for continued program improvement. The evaluator and project director also spoke regularly to ensure the program was meeting 21st CCLC requirements

Evaluation Framework & Plan

TNJH selected Via Evaluation (VIA) as the project evaluator for this grant. VIA has extensive experience evaluating 21st CCLC and other programs in New York State, and provided evaluation services to TNJH in the final year of their previous 21st CCLC grant. The assigned evaluator for this project, Emily Hagstrom, M.S. Ed., had primary responsibility for the evaluation, and was supported by research associates, data entry staff, and other evaluators in completion of the project.

Evaluation Approach

VIA takes a utilization-focused approach to evaluation. This approach emphasizes the involvement of stakeholders in the project development and evaluation process to enhance the usefulness of evaluation. To this end, VIA worked with staff and program stakeholders to:

- create and review the evaluation plan and logic model;
- discuss progress toward objectives;
- create and revise templates for data collection;
- create and review surveys and results;
- compile and analyze program data as soon as available; and
- generally advise program staff and stakeholders about evaluation, collecting high-quality data, and project outcomes.

Objectives and performance indicators were reviewed and commented on by the evaluator during the application process, for alignment to federal and state objectives.

The evaluation team participated in quarterly advisory meetings, conducted site observations twice during the program year, and assisted the program with survey administration and analysis. They also completed all required elements in the 21st CCLC Evaluation Manual in addition to providing ongoing consultation, compiling and transforming the data for Annual Evaluation Report (AER) reporting, and conducting appropriate analyses of data.

The evaluation plan was created at the beginning of the project to detail the data to be collected, by date needed and person responsible. It is attached as Appendix B. The evaluation plan was reviewed and agreed upon at the first advisory meeting with stakeholders.

The methods of data collection, transformation, and analysis are reported under Sources and Methods, at the end of this section. This report is intended to inform project staff and stakeholders about fidelity of implementation and progress toward 21st CCLC project objectives.

The table on the following page details the program objectives and performance indicators. The performance indicators are measured annually for the project.

Table 1.

GCD 21ˢᵗ CCLC Objectives and Performance Indicators

Objective	Performance Indicator
Program Offerings	
Offer high-quality academic enrichment and tutoring activities daily.	GCD will offer at least one hour of targeted academic activities to all participants every program day.
	GCD will offer at least one hour of SAT preparation to all juniors each program week.
Offer youth development activities every day of program.	GCD will offer at least 3 hours of enrichment/youth development activities to all participants every day.
	All participants will receive workforce development experiences in health care.
	25% of participants will participate in school day internships and receive academic credit.
Provide access to at least 20 hours a week of out-of-school time programming.	GCD will offer students at least 20 hours of out-of-school time programming per week, including Saturday and summer sessions, a total of 45 weeks a year.
Community Involvement	
Establish and maintain partnerships within the community.	GCD will hold quarterly partner meetings and provide monthly communication with partners: community stakeholders, parents, students, and school representatives
	Educational Liaison will ensure the GCD curricula, components and instruction align to the school day and common core standards for college and career readiness.
Services to Families and Other Community Members	
Offer services to parents of participating youth.	GCD will offer at least 20-30 hours of parent activities each program year.
	An adult family member of at least 85% of participants will attend at least one parent activity a year.

Objective	Performance Indicator
Academic Achievement	
Regular attending youth will show improvement from preparatory SAT tests to the actual SAT.	95% of regularly attending juniors will take the official SAT exam.
	85% of regularly attending juniors will improve their performance from the practice SAT to the actual SAT exam.
Behavior Change	
Regularly attending youth with improve in-school classroom behavior.	80% of participants will show improved or maintain positive behavior and motivation in class based on teacher observation.
Regularly attending youth will show increased confidence in their ability to work in the health care field as measured by a pre and posttest.	80% of participants will demonstrate increased confidence in their ability to work in the health care field.
Youth who complete health care certification preparation courses will become certified.	95% of eligible, regularly attending seniors will complete a certification preparation course and take a certification exam
	70% of participants who complete the certification preparation courses will gain certification
Regularly attending seniors will apply to and be accepted into college.	100% of regularly attending seniors will apply to a post-secondary education or career program (including serving in the Armed Forces)
	95% of regularly attending seniors will be accepted to a post-secondary education or career (including serving in the Armed Forces) program

Sources & Methods

This section presents data collection and analysis methods for each type of objective/performance indicator, as well as surveys and site visits.

Program Attendance and Demographic Information

Upon arriving and leaving any program activities, the students sign in and out, noting the time. These times are then entered into YouthServices.net to determine total hours of participation. Participant school and grade information are also tracked in the system.

Program Offerings

To measure the amount of time the program offered activities, VIA reviewed the program schedule and calendar and discussed them with the project director. At site visits, VIA observed the timing and quality of the activities. If any inconsistencies were noted, VIA discussed them with the project team for clarification.

Community Involvement

VIA participated in advisory meetings, and sign-in sheets were collected to monitor stakeholder involvement in meetings. The Educational Liaison worked closely with the project director to keep him updated on what she was doing, and kept a log of her work. The project director shared this information with the evaluator.

Services to Families and Other Community Members

The project staff collected sign-in sheets at all parent events, and tracked adult participation at these events. The total number of participating families were reported to the evaluator. All participants at these events were related to program participants.

Academic Achievement

Data for all objectives related to academic achievement and behavior change were provided by the project director to VIA. For academic achievement, all juniors who took the SAT were tracked, and their practice and actual SAT scores were gathered by program staff from the schools. Students took up to three practice exams. When multiple practice scores were available, the first score was used to measure the objective.

Behavior Change

To track teacher-reported behavior change, the Educational Liaison spoke with teachers directly, and tracked their comments on each student. Increased confidence was measured by participant retrospective self-reporting on the end-of-year surveys. Information related to certification courses and college applications were tracked by program staff.

Surveys

Program participants and families completed surveys at the end of the program year to assess program satisfaction and to gather information about program impact. Two surveys were created, including a family survey and a HS participant survey. The evaluation team at VIA designed the surveys using best practices in survey design, particularly for youth in out-of-school-time settings. Surveys were aligned to program goals and the language was carefully chosen and simplified for readability based on the age groups. Surveys were translated into six additional languages and available to programs based on their program population. The six languages include: Arabic, Burmese, Karen, Nepali, Somali, and Spanish.

The student survey was administered in English on Survey Monkey. Parent surveys were administered on paper to parents and guardians of students in the program in English and Spanish; they were sent home with the students.

Both program sites completed student and family member surveys in Spring 2018. A total of 171 students (91 from the Bronx Campus, 74 from the Manhattan Campus, and 6 students who did not indicate site) responded to the student survey, an overall response rate of 80% (of 214 participants). A total of 78 respondents completed the family member surveys (56 from the Bronx Campus, 22 from the Manhattan Campus), an overall response rate of 26% (of 214 families). With so few family member surveys completed, results may not be representative of overall family attitudes or needs. Overall Student and Family Member survey results for the current program year are included in Appendix C.

Site Visits

VIA conducted two site visits at each site. The first visit, as required by the Evaluation Manual, was a check of evaluability and fidelity of implementation. The program schedule, attendance collection methods, and school-day alignment were reviewed and discussed.

The second visit was completed using a modified version of the Out of School Time Observation Instrument. A variety of activities were observed and rated for quality. Written reports with recommendations from both visits were provided and reviewed with the project director and site coordinators. The second site visit (Point of Service Quality) reports for the current program year are included in Appendix D.

Evaluation Findings

This section includes evaluation findings related to:

- program implementation,
- participant academic and behavior change, and
- information about the utilization of evaluation.

Program Implementation

The GCD program has been operating since 2006 with generally the same structure. Unlike some 21st CCLC programs that are written in the theoretical during the application process and may experience significant drift, GCD is well established. The program described in the proposal was similar to the ongoing program. Therefore, the program that ran this year was nearly identically to that in the proposal.

Site visits showed that the program adheres to its schedule, students are provided with a variety of training as well as academic support, and that the staff and student relationships are strong and friendly. Students and staff at the Bronx location especially were observed laughing together frequently.

The student surveys were overwhelmingly positive. On questions related to what the students think of the program, the majority of students (86-100%) responded positively to all statements, such as "I enjoy coming to the program" and "Activities in this program are worthwhile". The one area in which students expressed dissatisfaction was regarding food. Overall, 42% indicated they Rarely or Never like the food at this program. The students at each site had different opinions, though, with 62% of students at the Bronx campus and only 19% of students at the Manhattan Campus stating they did not like the food.

Regarding the impact of the program, the students' responses were similar at each site and very positive. Slightly more students at the Bronx Campus indicated they come to school more often so they can come to the program than at the Manhattan campus (90% compared to 69%). The students at both sites indicated that what they like best about the program is learning new things, and the opportunities that are provided. When asked, students at both sites also agreed that better food and more activities were what would make the program better.

Family member responses were also positive. At least 92% of family members agreed with positive statements about how they feel about the program. As far as the parent programs offered, the majority of parents were aware of programs, and thought they were worthwhile. However, 45% of parents indicated that they Rarely or Never attend the events. This rate was higher at the Manhattan Campus, where 73% of parents indicated Rarely or Never attending events. The majority of parents also indicated that the program has had positive impacts on their children. Parents provided useful feedback on ways the program could be improved, such as shorter days. They also provided feedback on the types of family events that would be most useful, as well as the barriers they face in attending.

Community based program sites frequently have difficulty connecting to the school day, due to the physical distance. In New York City especially, there are many schools that are close to the centers and feed students to the program. The program recognized that it is a full-time job to effectively create those links with so many schools, and therefore the presence of an Educational Liaison was vital to the program's ability to create a link between the program and the school day.

Because 21st CCLC requires students to come from the partner schools, and the GCD program is a very specific program that appeals to a small subset of the population, many partner schools were included (and one was added) to the grant, but the program still struggled with enrolling enough students from the partner schools.

The program also hoped to help the students gain academic credit for the internships they participate in through the program. In practice however, it proved much more difficult to get the schools to agree to offer the credits. The educational liaison and project director will continue to work with the schools to see if it is possible. If not, the objective may need to be requested to be modified.

The program is highly focused on continuous quality improvement. Students and parent completed relevant sections of the QSA, which the evaluator analyzed to inform the program about the areas to target first. Staff attend regular trainings offered by NYSED, UJA Federation of New York, PASE, and NYC Human Resources Administration.

Program Attendance

The GCD program aims to serve 225 students each year of program. Staff advertised the program at each of the partner schools, but the majority of recruitment is done through word of mouth from current and previous participants. According to NYSED program guidelines, only students who participated in at least 30 hours of program were considered program participants. Regular participants attended 90 or more hours of program. Program participants who attended between 30 and 89 hours of program were defined as "not regular" participants.

As seen in Figure 3, the program served 214 students from partner schools, and most participants attended more than 90 hours. Additionally, there were 14 students who did not meet the 30-hour requirement, and 16 students from non-partner schools who attended, but are not included in this report.

Regular and Total Attendees, 2017-2018

Target 225

214
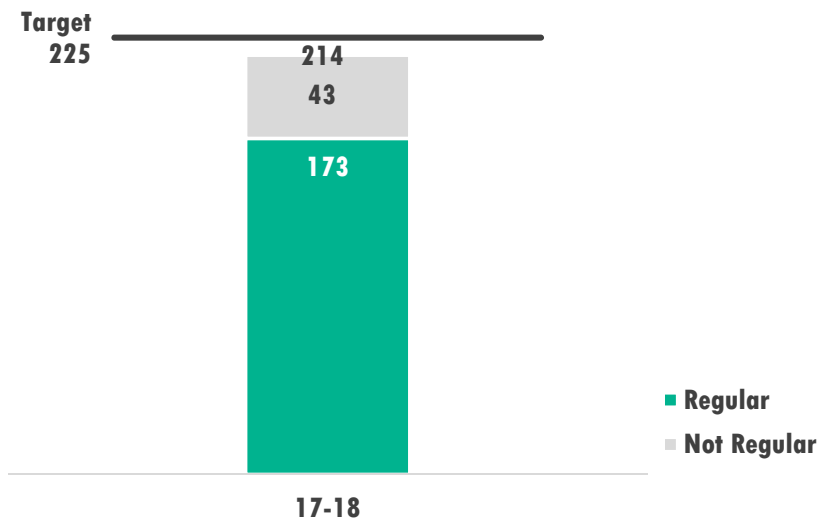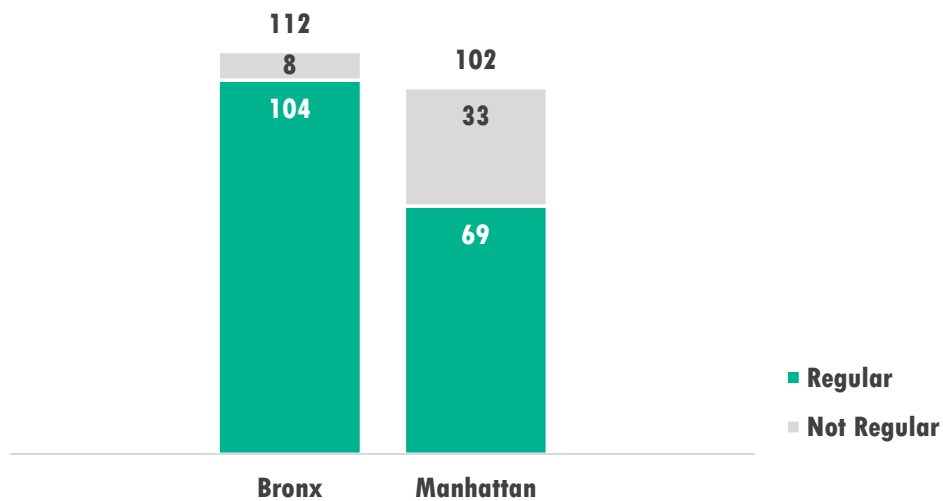**43**
173

- Regular
- Not Regular

17-18

Figure 4 shows program attendance for each site. As seen in the figure, the Bronx campus served slightly more students, and had a larger proportion of regular attendees.

Regular and Total Attendees by Site, 2017-2018

112
8
104

102
33
69

- Regular
- Not Regular

Bronx   **Manhattan**

Participant Demographics

Grade Levels

The program served students in grades 10-12, with the largest percentage of the overall students served in 11th grade this year, as seen in the figure that follows.

Total Attendees by Grade, 2017-2018
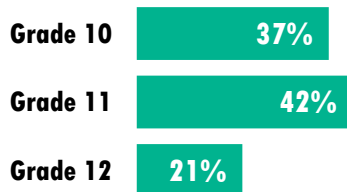
Partner Schools

Seven partner schools were originally written into the grant, and in March of 2018, the program was approved to add Health, Education, and Research Occupations High School (Hero High School). No students from that school attended this year. As seen in the figure that follows, A. Philip Randolph and Marie Curie were the two partner schools with the largest number of students attending, with 26% of the overall number of students (55) coming from each school. Health Opportunities High School (19%, 40) and Bronx High School for Medical Sciences (17%, 37) had the next highest rate of participation. Of the remaining schools, Thurgood Marshall Academy contributed 5% (11) students, and Community Health Academy and Dewitt Clinton High School both contributed 4% (8) of students.

Total Attendees by School, 2017-2018
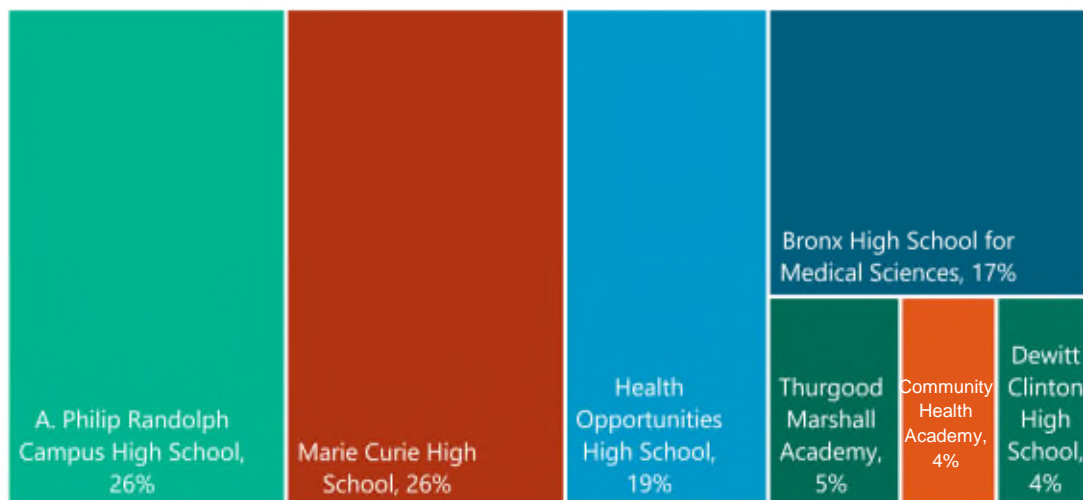
The table below summarizes GCD program implementation-related performance indicators, and the status of progress toward meeting each this year. The status is presented in a circle of a corresponding color. The status options are:

● **Met**

● **Did not meet, but progressed**

● **Did not meet**

Table 2.

Performance Indicator Status

Status	Performance Indicator
Program Offerings	
●	GCD will offer at least one hour of targeted academic activities to all participants every program day.
●	GCD will offer at least one hour of SAT preparation to all juniors each program week.
●	GCD will offer at least 3 hours of enrichment/youth development activities to all participants every day.
●	All participants will receive workforce development experiences in health care.
●	25% of participants will participate in school day internships and receive academic credit.
Community Involvement	
●	GCD will hold quarterly partner meetings and provide monthly communication with partners: community stakeholders, parents, students, and school representatives.
●	Educational Liaison will ensure the GCD curricula, components and instruction align to the school day and common core standards for college and career readiness.
Services to Families and Other Community Members	
●	GCD will offer at least 20-30 hours of parent activities each program year.
●	An adult family member of at least 85% of participants will attend at least one parent activity a year.

Program Offerings

GCD offers programming to different cohorts of students on different days, because each cohort is working on specific types of activities. Students in all cohorts receive at least an hour of tutoring with certified teachers every day. The other three hours of programming each day include activities such as mentoring, counseling, SAT prep, floor assignments, and program-specific training classes, such as eldercare fundamentals and department lectures. Students in 11th and 12th grades also participate in school-day internships, but the program was not able to coordinate with the schools to offer academic credit for those internships, as planned. All related performance indicators were met, except for the academic credits for internships.

Community Involvement

The program has a robust advisory board, which includes multiple staff members from TNJH and GCD, community partners, students, parents, and the evaluator. Meetings were held quarterly, with stakeholders who could not physically attend conferencing in via telephone. At each meeting, the committee discusses how the program is going, how it can be improved, as well as fundraising and alumni updates. Available data are reviewed and discussed. The project manager regularly communicates with all stakeholders, and information about GCD is available on the TNJH website. The related performance indicator was met.

The educational liaison participated in bi-weekly meetings with partner high schools. They also tracked each student's GCD enrollment, attendance, and performance, and provided this information to each school on a regular basis. They coordinated with school staff to collect school-related documentation including IEPs, college admissions, SAT scores, progress reports/report cards, and related data, meeting the performance indicator.

Services to Families and Other Community Members

According to records kept by GCD, 27.5 hours of parent programming were offered. However, only 34% (73) of students had a parent participate, falling short of the target, as seen in the figure that follows.

Figure 7:

Parent Participation, 2017-2018

Target 85%

34%

2017-2018
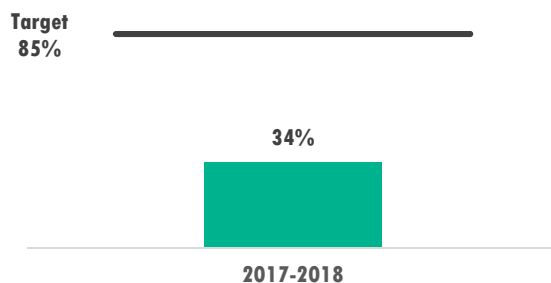
Academic Achievement & Behavior Change

Student outcomes are related to improved academic achievement and behavior change. Student outcome-related performance indicators for GCD are summarized in the table below with the status of progress toward meeting each this year.

Table 3.

Performance Indicator Status

Status	Performance Indicator
Academic Achievement	
●	95% of regularly attending juniors will take the official SAT exam.
●	85% of regularly attending juniors will improve their performance from the practice SAT to the actual SAT exam.
Behavior Change	
●	80% of participants will show improved or maintain positive behavior and motivation in class based on teacher observation.
●	80% of participants will demonstrate increased confidence in their ability to work in the health care field.
●	95% of eligible, regularly attending seniors will complete a certification preparation course and take a certification exam.
●	70% of participants who complete the certification preparation courses will gain certification.
●	100% of regularly attending seniors will apply to a post-secondary education or career program (including serving in the Armed Forces).
●	95% of regularly attending seniors will be accepted to a post-secondary education or career (including serving in the Armed Forces) program.

Academic Achievement

All participating juniors took the SAT exam. A total of 70 juniors reached regular attendee status. Of those students, scores were available for 66. Of the 66 regular attendees who took the actual SAT exam, 48 also completed at least one practice exam. Among the 48 students with available data 94% (45) improved their score, as seen in the figure that follows.

SAT Improvement, 2017-2018

94%

Target
85%

2017-2018
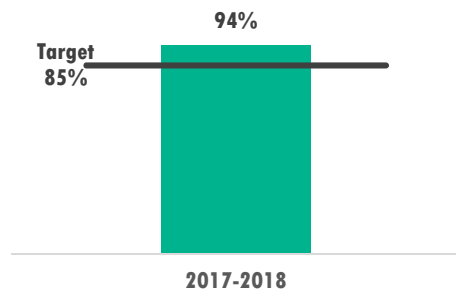
Behavior Change

As seen in the figures that follow, all indicators of behavior change were met or exceeded. All of the appropriate, regularly attending students (100%) improved or maintained positive behavior in class, completed a certification course and took an exam, applied to a post-secondary program, and were accepted to a program. Additionally, 96% of students indicated increased confidence in their ability to work in the healthcare field, and 89% of students who completed certification courses became certified.

Figure 9:

Teacher Reported Behavior Improvement, 2017-2018

100%

Target
80%
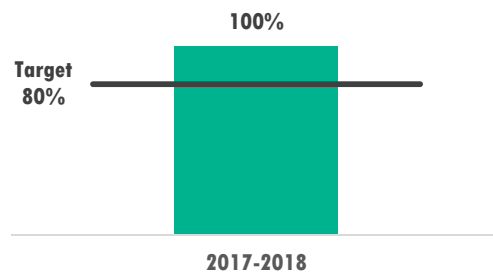
2017-2018

Figure 10:

Increased Confidence, 2017-2018

96%

Target
80%
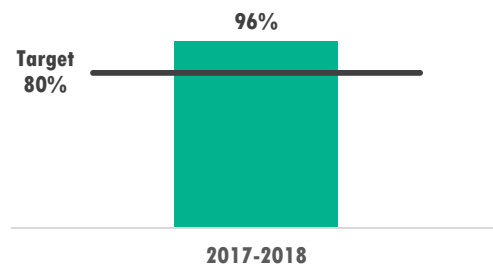
2017-2018

Certification Course and Exam Completion, Seniors, 2017-2018

Target 95%   **100%**
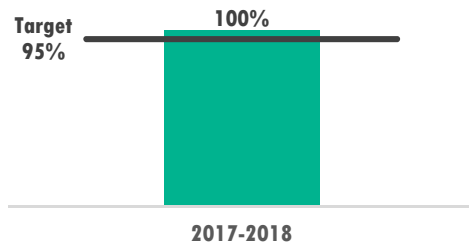
2017-2018

Certification Achievement, Seniors, 2017-2018

89%

Target 70%
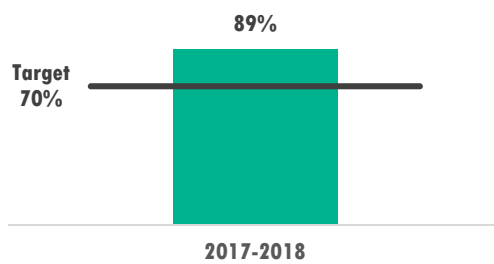
2017-2018

Post-Secondary Applications, Seniors, 2017-2018

Target 100%   **100%**
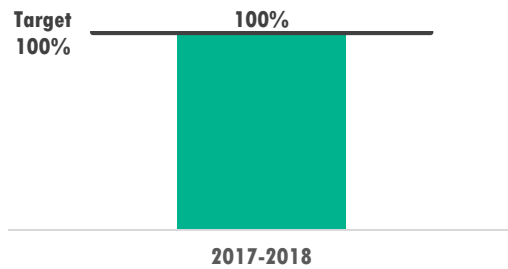
2017-2018

Post-Secondary Acceptance, Seniors, 2017-2018

Target 95%   **100%**

2017-2018
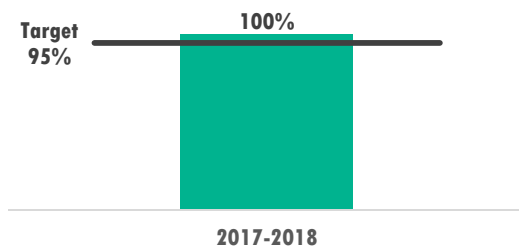
Conclusions and Recommendations

Summary of Successes and Lessons Learned

The GCD is a well-supported, structured program that provides at-risk inner-city youth college and career pathways that may not otherwise be available to them. 21st CCLC money has helped expand the program and offer more support and opportunities to students. All seniors who participated in the program applied to and were accepted into college or other post-secondary programs. Nearly all students who took a certification exam received their certification. Family members and students offered very constructive criticism on the surveys, and the program has new insight on ways to improve.

Recommendations

The following recommendations are provided to inform decisions about the next year of programming. These recommendations will be discussed with program stakeholders at the first advisory meeting, and can be reviewed and discussed as appropriate throughout the program year.

Recruit students from Hero High School.

Hero High School was added as a partner school in March of 2018, so no students from the school attended programming. Recruiting students from the school will help increase the overall participation numbers as well.

Ensure all students participate at least 30 hours.

While the number of students who did not reach 30 hours was relatively small (14), those participants will be important in reaching the targeted enrollment numbers. It is not clear why those students attended so infrequently, given the nature of the program. If the students dropped out, it could be worth talking to them to find out why.

Continue to work with schools to offer academic credit for internships.

The intention was to assist students in gaining academic credits for the school-day internships they complete, but this year the students did not receive credit. Continue to work with the schools to find a way to allow the students to gain credit. If it is not possible, consider modifying the objective to still capture the internships the students are doing, even if credits are not earned.

Consider new modes of communication with parents.

According to the surveys, parents are interested in hearing more about what the students are doing in the program, and would like more frequent communication. Consider ways of communicating with parents that aren't currently being used, such as a newsletter or a Facebook group. Additionally, a curriculum map could be a powerful tool to communicate

with both students and parents about what activities take place in each of the three years of the program.

Sustainability Plans

The GCD program has operated since 2006 thanks to the generous donations from individuals, private organizations, and public entities. The funding provided by this 21st CCLC grant accounts for about one-quarter of the program's operating budget of over 1 million dollars a year. The program has a dedicated staff member in charge of fundraising to ensure the continuation of the program.

2017 – 2018

Geriatric Career Development Program

Annual 21st CCLC Evaluation Report Appendices

2017 – 2018

Geriatric Career Development Program

Appendix A: Logic Model

The New Jewish Home Geriatric Career Development Program

21st Century Community Learning Centers Round 7 Logic Model

INPUTS

Stakeholders
- The New Jewish Home
- School Administrators
- Educational Liaison and Outreach Coordinator
- Student Leadership Council
- Program Staff
- Students
- Teachers
- Parents

Program Model
- Community Partnerships
- Advisory Committee (AC)
- GCD model
- Professional Development
- Student Data

Resources
- Facilities
- Food
- Transportation
- Policies and Procedures
- Supplies/Equipment

Evaluation

ACTIVITIES

Academics
- Tutoring
- STEM academic enrichment activities
- SAT Prep
- College Preparation

Youth Development/ Enrichment
- Workforce training
- Department Lectures
- Floor assignments
- CPR certification
- Life-skills counseling
- Internships
- Mentoring

Stakeholder Activities
- Parent Leadership Council
- Family Workshops
- Advisory Meetings
- Monthly meetings with schools
- Collaboration with schools, legislators

Planning Activities
- Quarterly AC meetings
- Building-level planning
- Program staff planning

OUTPUTS

 # Hours Offered
- Overall
- Academics
- Youth Development/ Enrichment
- SAT Prep

 # Students Attending
- Overall
- Workforce development

 # Hours Students Attend

 # Students Receiving Credit for Internships

# of Seniors Applying to College

 # Students Completing Certification Prep Course and Taking Exam

 # Students Taking SAT

 # Hours of Family Events

 # Family Members Attend

#/Type of Stakeholders Present at Meetings

INITIAL OUTCOMES

Students will be in school/program

Administrators reporting school day/after school alignment

Teachers reporting increased:
- Participation
- Achievement

Students will begin to demonstrate improved:
- Behavior
- Motivation

Families will:
- Provide feedback
- Understand how to support their children in school

Shared decision-making by partners and stakeholders

INTERMEDIATE OUTCOMES

Students will gain certification

Improved academic achievement:
- **Improved SAT performance**
- **Seniors accepted to post-secondary education or career**

Improved behavior:
- **School behavior**
- **School motivation**

Increased family engagement

All stakeholders informing program design

ULTIMATE OUTCOMES

Graduation

College and Career Readiness

General Life Success

2017 – 2018

Geriatric Career Development Program

Appendix B: Evaluation Plan

Evaluation Activities	Person Responsible	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Copy of Program Schedule for each site (updated as necessary)	John Cruz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Total hours of program attendance sent electronically to Via Evaluation (summer, school day, after school, Saturday)	John Cruz	☐				☐					☐		
Collect and retain written parent permissions to obtain district data and conduct evaluation activities*	John Cruz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		
Maintain logs of school day internships, certification course completion and successful certification, and post secondary application and acceptance.	John Cruz	☐	☐		☐	☐		☐	☐		☐		
Physical copies of attendance from parent events (including dates, times, workshop names, and both parent and students' names)	John Cruz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		
Physical copies of Advisory Committee sign in sheets sent to Via Evaluation	John Cruz	☐		☐				☐			☐		
Maintain teacher observation and school day alignment logs	Educational Liason									☐	☐		
Administer Online Student Survey	John Cruz								☐				
Administer Paper Parent Survey	John Cruz								☐				
Completed paper surveys sent to Via for entry	John Cruz									☐			
SAT scores (baseline and actual) send to Via	John Cruz									☐			
Submit the Annual Evaluation Report to NYSED (completed by Via Evaluation)	John Cruz												☐

*Does not need to be submitted to Via Evaluation

VIA EVALUATION

Evaluator Responsibilities (Via Evaluation, Emily Hagstrom)	Timeframe
Create and review program logic model (modify as necessary)	August-September
Review of all monthly data (attendance, logs, parent participation)	Monthly
Attend First Quarterly AC Meeting	July-September
Fall site visit	September-December
Completion of Mid-Year Check-In Evaluation Report	February-March
Create, enter, prepare, analyze, and provide reports for program surveys	March-June
Spring Site Visit (OST Observation Report)	March-April
Completion of Annual Evaluation Report	August
Quick Facts to Project Director	September
Regular communication with Project Director	Ongoing

I have reviewed the evaluation plan with my evaluator, and we have agreed to meet our responsibilities outlined in the plan. Any changes to the plan will be discussed and agreed upon by both parties. If I do not respond to the evaluators within one week of a request for communication or data, the evaluators should contact _____ to ensure that the evaluation can be completed on time and accurately.

Project Director Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

2017 – 2018

Geriatric Career Development Program

Appendix C: Survey Reports

2017-2018 21st Century Family Feedback Survey Report
21st Century Program at The New Jewish Home

Number of Respondents   **78**   **Overall**   **Bronx- 56 Manhattan-22**

How often do survey respondents' children attend the program?

Less than once each month	1%
A few days each month	5%
A few days each week	51%
Every day program is offered	43%

What do families think of the program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this program is good for my child.	65%	33%		
My child enjoys attending this program.	61%	39%		
My child is safe at this program.	58%	42%		
This program schedule meets the needs of my family.	35%	58%	8%	
I am satisfied with the level of communication with program staff.	44%	52%		
School-day teachers want my child to come to this program.	37%	53%	8%	
I would recommend this program to my friends who have children.	58%	42%		

	Usually	Sometimes	Rarely	Never
My child and I talk about this program.	49%	36%	15%	
My child says he/she likes program staff.	67%	32%		

What do families think of the after-school family programs?
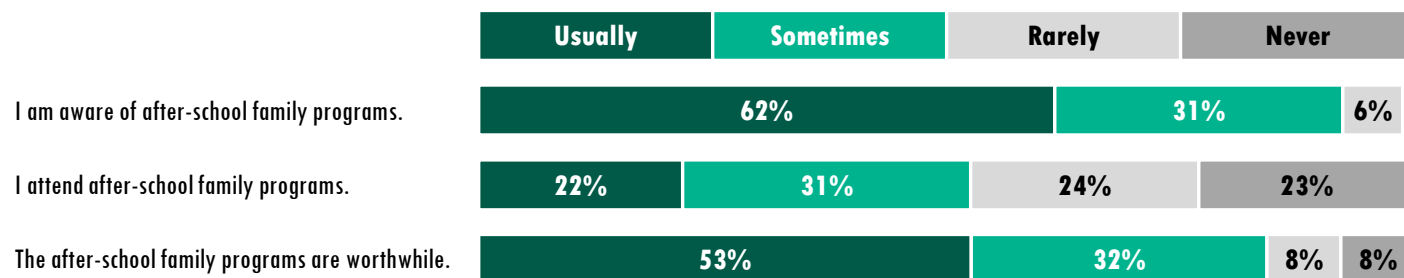
	Usually	Sometimes	Rarely	Never
I am aware of after-school family programs.	62%	31%	6%	
I attend after-school family programs.	22%	31%	24%	23%
The after-school family programs are worthwhile.	53%	32%	8%	8%

2017-2018 21st Century Family Feedback Survey Report

21st Century Program at The New Jewish Home

What impact did the program have?

Strongly Agree	Agree	Disagree	Strongly Disagree

Since starting this program, my child has become interested in new areas (such as new subjects, sports, technology, etc.)

47%	40%	13%

Since starting this program, my child has fewer behavior problems.

34%	50%	13%	

Since starting this program, my child is more interested in school.

43%	48%	9%

Since starting this program, my child has improved in school.

42%	49%	8%	

Themes from qualitative responses are summarized below. Complete survey comments are included at the end of this report.

Why do families send their children to the program?

Child interested in the medical field

Child wanted to attend program

Educational opportunities

What would make the program better?

Better food

More communication with parents

Shorter days

What family programs would be most helpful?

Family events/workshops

Parent and student meetings

Orientation/Open House for parents to meet staff and become more informed about the program

What barriers prevented families from attending GCD events?

Caring for younger children (no child care)

Times and days events take place

Work schedule

What else did families share about the program?

More trips

Staff are great

The program is great

2017-2018 21st Century Student Feedback Survey Report (Grades 10-12)
21st Century Program at The New Jewish Home

Number of Respondents   **171 Overall**   **Bronx-91 Manhattan-74 Missing-6**

How often do survey respondents attend the program?

Less than once each month	**0%**
A few days each month	**7%**
A few days each week	**44%**
Every day program is offered	**48%**

Grade Level of Respondents

Grade 9	**0%**
Grade 10	**37%**
Grade 11	**36%**
Grade 12	**24%**
Missing	**4%**

What do students think of the program?

	Strongly Agree	Agree	Disagree	Strongly Disagree
I like coming to this program.	46%	54%		
I tell my friends to come to this program.	30%	63%	7%	
Staff at this program care about me as a person.	59%	41%		
I feel safe at this program.	67%	33%		
Students in this program are nice to each other.	30%	64%	6%	

	Yes	No
Did after-school program staff treat you well?	100%	
Did after-school program staff help you?	97%	
If you can, do you want to come back to this program next year?	98%	

2017-2018 21st Century Student Feedback Survey Report (Grades 10-12)

21st Century Program at The New Jewish Home

	Usually	Sometimes	Rarely	Never

I get to try new things in this program.	65%	32%
Activities in this program are worthwhile.	53%	43%
I am happy with the amount of academic support	70%	23% / 7%
I have a choice in which activities I go to in this program.	37%	47% / 16%
I feel like my opinions matter in this program.	57%	37% / 6%
I have the chance to be a leader in this program.	42%	45% / 11%
I like the food in this program.	23%	34% / 22% / 20%

What impact did the program have?

	Strongly Agree	Agree	Disagree	Strongly Disagree

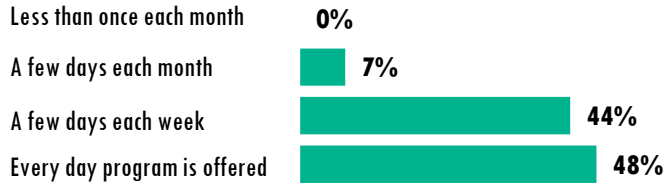|		
I come to school more often so I can come to this program.	29%	52% / 15%
I am learning skills in this program that I can use later in life.	68%	30%
This program helps me to do better in school.	32%	55% / 14%
Coming to this program has helped me to learn I can do things I didn't think I could do before.	52%	43%
Coming to this program has helped me to feel I am better at handling whatever comes my way.	41%	51% / 8%
Coming to this program has helped me make better decisions.	37%	56% / 7%
I feel more connected to the school because of this program.	23%	50% / 27%
This program helps me prepare for college.	56%	42%
This program helps me prepare for a career.	64%	35%
My school encourages participation in GCD.	37%	52% / 11%
I've gained a greater appreciation for Older Adults from my time in this program.	47%	50%
This program has made me more confident in my ability to work in the health care field.	59%	37%
I talk with my family often about GCD.	45%	45% / 9%

2017-2018 21st Century Student Feedback Survey Report (Grades 10-12)

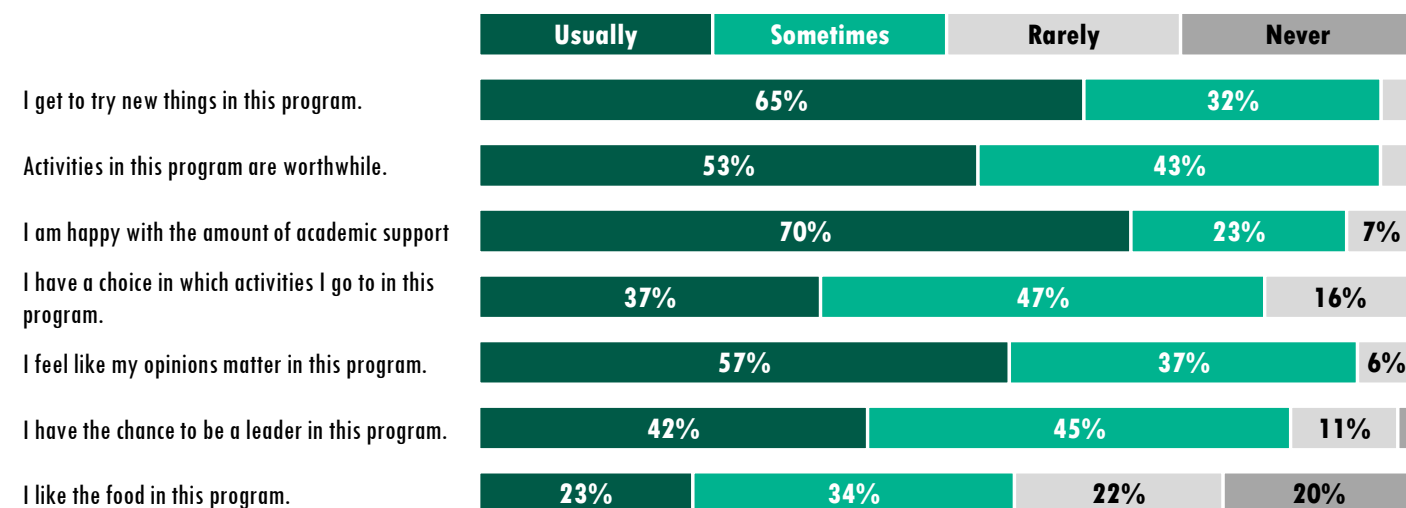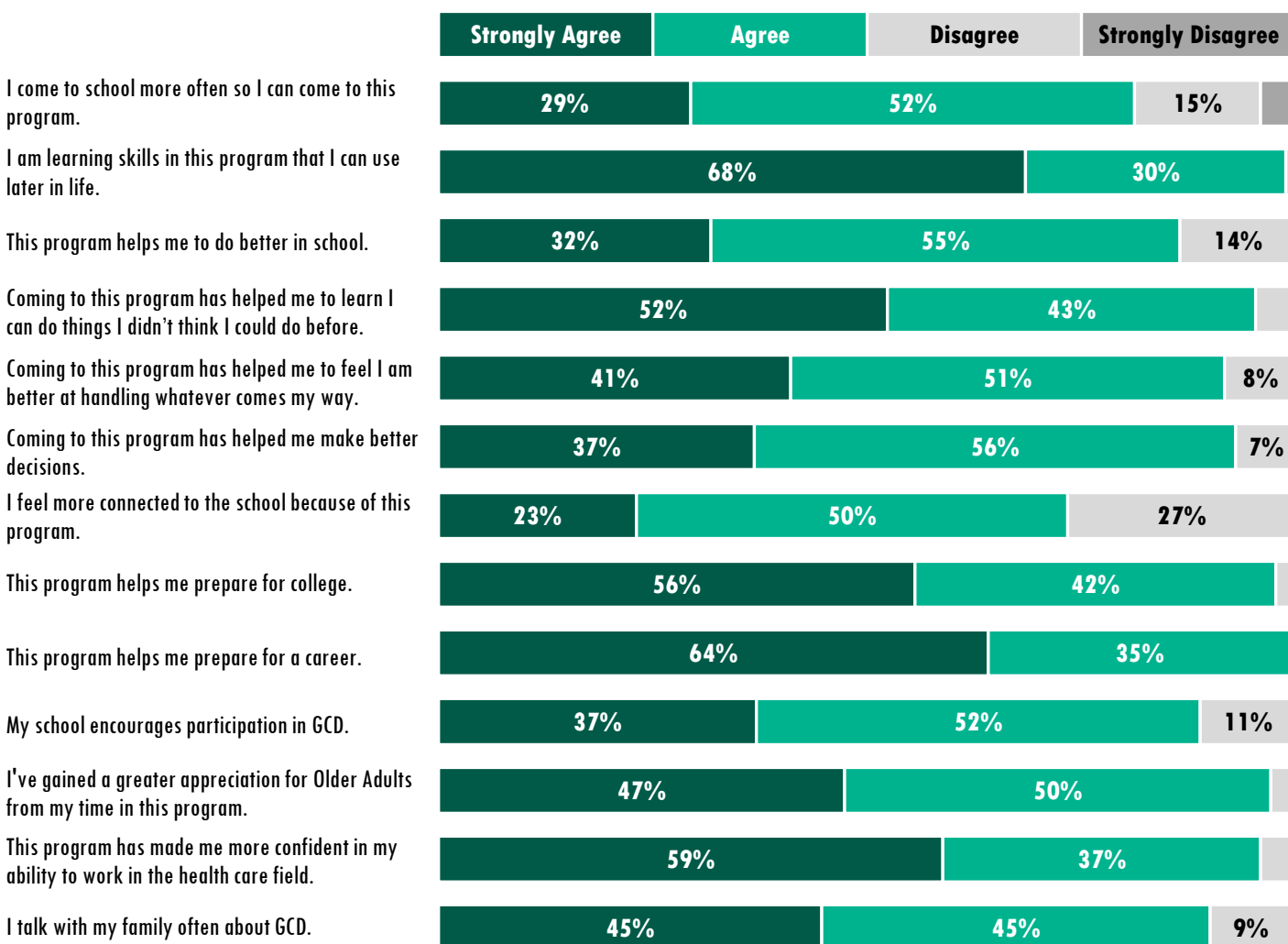21st Century Program at The New Jewish Home

Themes from qualitative responses are summarized below. Complete survey comments are included at the end of this report.

What do students like best about the program?

Learning new things/skills

Homework help/tutoring

Opportunities offered

Staff support

What would make the program better?

Better food

Educational and recreational trips

More activities (hands-on activities and interacting with residents)

What would students do after school if they didn't attend the program?

After school programs/extracurricular activities

College Now

Get a job

Go home

What else did students share about the program?

I love the program

The program is great

Staff are nice and helpful

2017 – 2018

Geriatric Career Development Program

Appendix D: Program Quality Site Visit Reports

SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

THE NEW JEWISH HOME-BRONX

Provider: The New Jewish Home
Date: March 13, 2018
Time: 3:45-5:00pm

Activities Observed:

- Service Learning
- Tutoring
- Bereavement

Observation Summary

On the day of the observation, 11th grade students were in attendance. The students only participate in three activities on any given day. The activities run concurrently, with students divided into three groups. They rotate through three activity blocks, so all students get a chance to participate in all activities each day. Because Service Learning and Bereavement were taking place in the same room at the same time at different tables, both were observed concurrently.

- The students and staff had excellent rapport, and a lot of friendly joking and laughing took place throughout the activities.
- The program is predominately attended by female students.
- Activities were interrelated and built on previous experiences.

Recommendations

Continue to encourage male participants

Approximately 75% of the observed participants were female. While health care is traditionally a female dominated field, continue to recruit and encourage male participation.

Observation Instrument Summary Page: Service Learning

Location: Bronx	Observer: EH	Observation #: 2	Room Number: -	Date: 3/13/18	Start Time: 4:20	End Time: 4:45

Activity Type	✓ata	Type of space	✓one	Total participants	#
Homework Help/Test Prep		Classroom	✓	Total Number of Girls	16
Tutoring		Gym		Total Number of Boys	4
Academics Activities (not homework)		Computer Lab		**Grade Levels (ata are shaded)**	
Story reading/listening		Library		K 1 2 3 4 5 6	
Visual Arts		Cafeteria		7 8 9 10 **11** 12	
Dance		Auditorium		**Participation type**	**✓one**
Music		Art Room		By age or grade	✓
Drama		Music Room		By interest (child's choice)	
Crafts		Hallway		All attendees (in the program)	
Sports: practicing/learning a skill		Outside Playground		**Skill development**	**✓one**
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building	
Open, unstructured time (e.g., table games, internet, free play)		**Total Staff**	#	Skill practice/reinforcement	
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither	✓
Community service	✓	College Student/Young Adult		This is a homework activity	
College/Career Preparation		Certified Teacher			
Cultural awareness clubs/projects		Specialist/Other Professional	1		
Other: _____		Other Adult			

Primary Skill targeted, if skill-building ✓one			
Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	
Math/numeracy		Other: _____	
Reading/writing/literacy			

Symbol Key:

✓+   = activity was observed and is above standard

✓   = activity was observed and is at standard

✓-   = activity was observed and is below standard

N/O = activity was not observed

N/A = ratings for this item are not applicable

Relationship Building: YOUTH…

✓	**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓	**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
✓	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
✓	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

Participation: YOUTH…

✓	**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
✓	**Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
✓	**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
✓	**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: STAFF...

✓	**Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
✓	**Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
✓	**Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
✓	**Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
✓	**Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff <u>actively elicit</u> youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
✓	**Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
✓	**Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

INSTRUCTIONAL STRATEGIES: STAFF...

N/O	**Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
N/O	**Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
✓	**Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
✓	**Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
N/O	**Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
N/O	**Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
✓	**Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

CONTENT AND STRUCTURE*: ACTIVITY…

✓	**Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
✓	**Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
N/O	**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
✓	**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

*The content and structure assessment is NOT completed for homework activities.

ENVIRONMENTAL CONTEXT

1	Is the level of **adult supervision** appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the **work space** conducive to the activity? If no: → Why not?	Yes	No
3	Are **necessary materials** available and in sufficient supply? If no: → Why not?	Yes	No

COMMENTS ON THIS ACTIVITY

The students were preparing their service learning project in small groups around a large table. According to one of the students, they had chosen to conduct a workshop on Elder Abuse for the residents of the building. Each group was working on a different component of the presentation for the workshop. Students were helping each other, and the staff was assisting as needed. Overall the activity was relaxed and interactions were friendly. The students were mostly on task and seemed to enjoy the activity.

Location: Bronx	Observer: EH	Observation #: 2	Room Number: -	Date: 3/13/18	Start Time: 4:20	End Time: 4:45

Activity Type	✓ata	Type of space	✓one	Total participants	#
Homework Help/Test Prep		Classroom	✓	Total Number of Girls	11
Tutoring		Gym		Total Number of Boys	3
Academics Activities (not homework)		Computer Lab		**Grade Levels (ata are shaded)**	
Story reading/listening		Library		K 1 2 3 4 5 6	
Visual Arts		Cafeteria		7 8 9 10 **11** 12	
Dance		Auditorium		**Participation type**	**✓one**
Music		Art Room		By age or grade	✓
Drama		Music Room		By interest (child's choice)	
Crafts		Hallway		All attendees (in the program)	
Sports: practicing/learning a skill		Outside Playground		**Skill development**	**✓one**
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building	✓
Open, unstructured time (e.g., table games, internet, free play)		**Total Staff**	**#**	Skill practice/reinforcement	
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither	
Community service		College Student/Young Adult		This is a homework activity	
College/Career Preparation	✓	Certified Teacher			
Cultural awareness clubs/projects		Specialist/Other Professional	1		
Other: _____		Other Adult			

Primary Skill targeted, if skill-building ✓one			
Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	✓
Math/numeracy		Other: _____	
Reading/writing/literacy			

Symbol Key:

✓+ = activity was observed and is above standard

✓   = activity was observed and is at standard

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Relationship Building: YOUTH…

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✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
✓	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
N/O	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

Participation: YOUTH…

✓	**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
✓	**Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
N/O	**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/O	**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

MIA

RELATIONSHIP BUILDING: STAFF...

✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.

✓ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.

✓ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.

✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.

✓ **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.

✓ **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.

✓ **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

INSTRUCTIONAL STRATEGIES: STAFF...

N/O **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).

✓ **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)

✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.

✓ **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.

✓ **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.

N/O **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.

N/O **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

CONTENT AND STRUCTURE*: ACTIVITY…

✓	**Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
✓	**Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
✓	**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
✓	**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

*The content and structure assessment is NOT completed for homework activities.

ENVIRONMENTAL CONTEXT

1	Is the level of **adult supervision** appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the **work space** conducive to the activity? If no: → Why not?	Yes	No
3	Are **necessary materials** available and in sufficient supply? If no: → Why not?	Yes	No

COMMENTS ON THIS ACTIVITY

As the students begin working on the floors with residents, they practice and build skills during program time that will help them. The activity observed on this day was about bereavement. Students were learning and discussing the stages of grief, and giving personal examples to help them connect to the topics being discussed. Many residents the students will encounter are dealing with grief, so it is important they understand the stages. A related side discussion of how to talk to residents came up dealing with the importance of listening to the residents and avoid giving advice.

Observation Instrument Summary Page: Tutoring

Location: Bronx	Observer: EH	Observation #: 2	Room Number: -	Date: 3/13/18	Start Time: 4:45	End Time: 5:00

Activity Type	✓ata	Type of space	✓one	Total participants	#
Homework Help/Test Prep	✓	Classroom	✓	Total Number of Girls	6
Tutoring	✓	Gym		Total Number of Boys	3

Activity Type		Type of space		Grade Levels (ata are shaded)						
Academics Activities (not homework)		Computer Lab								
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria		7	8	9	10	11	12	

Activity Type		Type of space		Participation type	✓one
Dance		Auditorium		By age or grade	✓
Music		Art Room		By interest (child's choice)	
Drama		Music Room		All attendees (in the program)	
Crafts		Hallway		Skill development	✓one
Sports: practicing/learning a skill		Outside Playground		Skill-building	
Sports: playing competitive or non-compet. physical games		Other: _____		Skill practice/reinforcement	✓
Open, unstructured time (e.g., table games, internet, free play)		Total Staff	#	Skill practice/reinforcement (cont.)	
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither	
Community service		College Student/Young Adult		This is a homework activity	
College/Career Preparation		Certified Teacher	1		
Cultural awareness clubs/projects		Specialist/Other Professional			
Other: _____		Other Adult			

Primary Skill targeted, if skill-building ✓one			
Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	
Math/numeracy		Other: _____	
Reading/writing/literacy			

Symbol Key:

✓+ = activity was observed and is above standard

✓ = activity was observed and is at standard

✓- = activity was observed and is below standard

N/O = activity was not observed

N/A = ratings for this item are not applicable

Relationship Building: YOUTH…

✓	**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓	**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
✓	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
✓	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

Participation: YOUTH…

✓	**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
✓	**Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
N/O	**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/O	**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: STAFF...

✓	**Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
✓	**Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
✓+	**Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
✓	**Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
N/O	**Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
✓	**Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
✓	**Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

INSTRUCTIONAL STRATEGIES: STAFF...

✓	**Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
✓	**Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)
✓	**Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.
N/O	**Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.
N/O	**Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
✓	**Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
✓	**Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

MIA

CONTENT AND STRUCTURE*: ACTIVITY…

✓	**Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.	
✓	**Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.	
✓	**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.	
✓	**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.	

*The content and structure assessment is NOT completed for homework activities.

ENVIRONMENTAL CONTEXT

1	Is the level of **adult supervision** appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the **work space** conducive to the activity? If no: → Why not?	Yes	No
3	Are **necessary materials** available and in sufficient supply? If no: → Why not?	Yes	No

COMMENTS ON THIS ACTIVITY

This activity is the primary academic component of the program. Because students come from all different schools, they all have different needs academically, even though they are in the same grade. Therefore, each student was working on something different during the activity. There was a certified teacher present to help with any questions or problems, but for the most part, students were working independently on Regents review, homework, or studying. Site staff who were also in the room were very friendly with the students, and a lot of light banter and laughing took place.

SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

THE NEW JEWISH HOME-MANHATTAN

Provider: The New Jewish Home
Date: March 14, 2018
Time: 4:15-6:00pm

Activities Observed:

- Ice breaker
- Bereavement
- Tutoring
- Intergenerational

Observation Summary

On the day of the observation, 10th grade students were in attendance. An Ice Breaker is done at the beginning of program time. This was observed, but as it is not a full activity, and there is not a full write up on it. The students only participate in three activities on any given day. The activities run concurrently, with students divided into three groups. They rotate through three activity blocks, so all students get a chance to participate in all activities each day. Because Tutoring and Bereavement were taking place in the same room at the same time at different tables, both were observed concurrently.

- The students and staff had excellent rapport.
- The program is predominately attended by female students.
- Activities were interrelated and built on previous experiences.
- Locating the students participating in the Intergenerational activity took the majority of the observation time.

Recommendations

Continue to encourage male participants

Approximately 75% of the observed participants were female. While health care is traditionally a female dominated field, continue to recruit and encourage male participation.

Provide more oversight for the intergenerational activity

On the day of the observation there were only three students participating in the intergenerational activity, and they had choices of which floors to go to. Therefore, it took almost 15 minutes to locate the students, and they seemed to be struggling to know how to engage with the residents. Additional oversite could help keep track of the students (should they need to be found quickly) and also help these newer students to the program meaningfully engage with the residents.

Observation Instrument Summary Page: Intergenerational

Location: Manhattan	Observer: EH	Observation #: 2	Room Number: -	Date: 3/14/18	Start Time: 4:30	End Time: 4:55

Activity Type	✓ata	Type of space	✓one	Total participants	#
Homework Help/Test Prep		Classroom		Total Number of Girls	2
Tutoring		Gym		Total Number of Boys	1
Academics Activities (not homework)		Computer Lab		**Grade Levels (ata are shaded)**	
Story reading/listening		Library		K 1 2 3 4 5 6	
Visual Arts		Cafeteria		7 8 9 **10** 11 12	
Dance		Auditorium		**Participation type**	**✓one**
Music		Art Room		By age or grade	✓
Drama		Music Room		By interest (child's choice)	
Crafts		Hallway		All attendees (in the program)	
Sports: practicing/learning a skill		Outside Playground		**Skill development**	**✓one**
Sports: playing competitive or non-compet. physical games		Other: ___Nursing Home_____	✓	Skill-building	✓
Open, unstructured time (e.g., table games, internet, free play)		**Total Staff**	**#**	Skill practice/reinforcement	
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither	
Community service		College Student/Young Adult		This is a homework activity	
College/Career Preparation	✓	Certified Teacher			
Cultural awareness clubs/projects		Specialist/Other Professional	1		
Other: _____		Other Adult			

Primary Skill targeted, if skill-building ✓one			
Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	✓
Math/numeracy		Other: _____	
Reading/writing/literacy			

Symbol Key:

✓+ = activity was observed and is above standard

✓ = activity was observed and is at standard

✓- = activity was observed and is below standard

N/O = activity was not observed

N/A = ratings for this item are not applicable

Relationship Building: YOUTH…

✓	**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓	**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
N/O	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
N/O	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

Participation: YOUTH…

✓	**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
N/O	**Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
✓	**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/O	**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: STAFF…

N/O	**Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.
✓	**Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.
✓	**Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.
✓	**Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.
N/O	**Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff actively elicit youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.
N/O	**Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.
N/O	**Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

INSTRUCTIONAL STRATEGIES: STAFF…

N/O	**Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).
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N/O	**Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.
N/O	**Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.
✓	**Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

CONTENT AND STRUCTURE*: ACTIVITY…

✓	**Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
✓	**Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
✓	**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
✓	**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

*The content and structure assessment is NOT completed for homework activities.

ENVIRONMENTAL CONTEXT

1	Is the level of **adult supervision** appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the **work space** conducive to the activity? If no: → Why not?	Yes	No
3	Are **necessary materials** available and in sufficient supply? If no: → Why not?	Yes	No

COMMENTS ON THIS ACTIVITY

The students participating in this activity were given a list of floors to go to, to find residents in the activity rooms to engage with by talking and playing games. This also helps connect the students with the elders to choose mentors. The students left together to go up to the floors. The staff member overseeing them had a hard time locating them when it came time to observe, and we went to all of the floors the students were given, finding them at the last one. One student was doing magic tricks for a resident, and the other two were attempting to make conversation, but appeared to be uncomfortable and not sure what to do. They all left with the staff member when we arrived to try and find another floor.

Observation Instrument Summary Page: Bereavement

Location: Manhattan	Observer: EH	Observation #: 2	Room Number: -	Date: 3/14/18	Start Time: 5:30	End Time: 6:00

Activity Type	✓ata	Type of space	✓one	Total participants				#		
Homework Help/Test Prep		Classroom		Total Number of Girls				7		
Tutoring		Gym		Total Number of Boys				3		
Academics Activities (not homework)		Computer Lab		**Grade Levels (ata are shaded)**						
Story reading/listening		Library		K	1	2	3	4	5	6
Visual Arts		Cafeteria	✓	7	8	9	10	11	12	
Dance		Auditorium		**Participation type**						✓one
Music		Art Room		By age or grade						✓
Drama		Music Room		By interest (child's choice)						
Crafts		Hallway		All attendees (in the program)						
Sports: practicing/learning a skill		Outside Playground		**Skill development**						✓one
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building						✓
Open, unstructured time (e.g., table games, internet, free play)		**Total Staff**	#	Skill practice/reinforcement						
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither						
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation	✓	Certified Teacher								
Cultural awareness clubs/projects		Specialist/Other Professional	1							
Other: _____		Other Adult								

Primary Skill targeted, if skill-building ✓one				
Physical/athletic		Decision-making/problem solving		
Artistic		Interpersonal communication		✓
Math/numeracy		Other: _____		
Reading/writing/literacy				

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MIA

Symbol Key:

✓+ = activity was observed and is above standard

✓ = activity was observed and is at standard

✓- = activity was observed and is below standard

N/O = activity was not observed

N/A = ratings for this item are not applicable

Relationship Building: YOUTH…

✓	**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓	**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
✓	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
N/O	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

Participation: YOUTH…

✓	**Are on-task.** Youth are focused, attentive, and not easily distracted from the task/project. They follow along with the staff and/or follow directions to carry on an individual or group task. Noise level and youth interactions can be high if youth are engaged in the expected task(s).
✓	**Listen actively and attentively to peers and staff.** Youth listen and respond to each other and staff. They appear interested in what others have to say. They look at peers and/or staff when they speak, and they provide concrete and constructive feedback about ideas or actions.
✓	**Contribute opinions, ideas and/or concerns to discussions.** Youth discuss/express their ideas and respond to staff questions and/or spontaneously share connections they've made. This item goes beyond basic Q&A and refers to sharing that is part of the activity and within the class norms. Calling out – or disruptively talking out of turn – is not part of this item.
N/O	**Have opportunities to make meaningful choices.** Within this activity, youth choose what they do, how they do it, and/or with whom they collaborate, and they experience the consequences of their choices. This item refers to genuine options, not simple choices such as choosing between two types of games, or two sets of homework pages.
N/O	**Take leadership responsibility/roles.** Youth have meaningful responsibility for directing, mentoring or assisting one another to achieve an outcome; they lead some part of the activity by organizing a task or a whole activity, or by leading a group of youth within the activity.

RELATIONSHIP BUILDING: STAFF…

✓ **Use positive behavior management techniques** that allow for youth to accomplish the activity's objectives. Staff set consistent limits and clear behavioral standards, and these are appropriate to the age of the youth and the activity type. If it is necessary to discipline, staff do so in a firm manner, without unnecessary accusations, threats, or anger and there is no evidence of disciplinary problems.

✓ **Encourage the participation of all.** Regardless of gender, race, language ability, or other evident differences among students, staff try to engage students who appear isolated; they do not favor (or ignore) a particular student or small cluster of students.

✓ **Show positive affect toward youth.** Staff tone is caring and friendly; they use positive language, smile, laugh, or share good-natured jokes. They refrain from threats, cutting sarcasm, or harsh criticism. If no verbal interaction is necessary, staff demonstrate a positive and caring affect toward youth.

✓ **Attentively listen to and/or observe youth.** Staff look at youth when they speak and acknowledge what youth have said by responding and/or reacting verbally and nonverbally. They pay attention to youth as they complete tasks and appear interested in what youth are saying/doing.

✓ **Encourage youth to share their ideas, opinions and concerns about the content of the activity.** Staff <u>actively elicit</u> youth ideas, opinions, and concerns through discussion and/or writing. This item goes beyond basic Q&A to fully engage with youth's ideas and thinking.

✓ **Engage personally with youth.** Staff show a personal interest in youth as individuals, ask about their interests, and engage about events in their lives. This goes beyond content-based discussions to include personal interest and demonstrate caring by the adults.

✓ **Guide for positive peer interactions.** The lesson structure/content explicitly encourages positive relationships/interactions and/or teaches interpersonal skills. May involve staff explaining, or through planned activity content, why negative behavior (e.g., bullying, teasing, etc.) is unacceptable and offering constructive behavioral alternatives. However, This item does not refer to behavior management, as described above.

INSTRUCTIONAL STRATEGIES: STAFF…

N/O **Communicate goals, purpose, expectations.** Staff make clear the value and purpose of what youth are doing and/or what they expect them to accomplish. Activity goals/expectations may also be implicit if students are clearly on task without staff direction. This item goes beyond how youth are expected to behave (which would be captured above).

✓ **Verbally recognize youth's efforts and accomplishments.** Staff explicitly acknowledge youth's participation and progress to motivate them using praise, encouragement, and/or constructive guidance/modeling. (Must involve verbal statements not just implied affirmation.)

✓ **Assist youth without taking control.** Staff refrain from taking over a task or doing the work for the youth. They coach, demonstrate, or employ scaffolding techniques that help youth to gain a better understanding of a concept or complete an action on their own. This assistance goes beyond checking that work is completed.

✓ **Ask youth to expand upon their answers and ideas.** Staff encourage youth to explain their answers, to give evidence, or suggest conclusions. They ask youth 'why', 'how' and 'if' questions to get them to expand, explore, better clarify, articulate, or concretize their thoughts/ideas. This item goes beyond basic Q&A.

✓ **Challenge youth to move beyond their current level of competency.** Staff give constructive feedback that is designed motivate youth, to set a higher standard, and meant to help youth gauge their progress. Staff help youth determine ways to push themselves intellectually, creatively, and/or physically.

N/O **Employ varied teaching strategies.** To engage students and/or reach those with different learning styles, staff use diverse instructional strategies, which may include: direct instruction, coaching, modeling, demonstrating, or others. Varied instructional strategies can occur simultaneously and/or sequentially within the observation period.

N/O **Plan for/ask youth to work together.** Staff structure activities so that youth work cooperatively to solve problems, and/or accomplish tasks. This item goes beyond staff-assigned teams for competitive games and sports. In the case of staff-assigned teams, staff actively encourage youth to collaborate, plan, devise strategies, etc.

CONTENT AND STRUCTURE*: ACTIVITY…

✓	**Is well organized.** Activity has clear (implicitly or explicitly stated) goals/objectives; there is evidence of a clear lesson plan and process(es), and tasks can be conducted in the timeframe available. If special materials are needed, they are prepared and available.
✓	**Challenges students intellectually, creatively, developmentally, and/or physically.** Activity's level of challenge is not so difficult that youth have trouble participating successfully and not so easy that youth complete tasks routinely, without thought, and become restless/disengaged.
✓	**Involves the practice/a progression of skills.** Activity involves practicing skills needed to complete tasks. If a long-term project, youth's activity on the project provides the opportunity to apply or expand skills or techniques previously learned.
✓	**Requires analytic thinking.** Activity calls on students to think about and solve meaningful problems and/or juggle multiple activities or strategies/dimensions to accomplish a task. For example, the activity requires youth to think about two or more ideas, and/or understand and apply sequencing or patterns. This can apply to complex dance, arts, theater, or sports moves, routines, or strategies.

*The content and structure assessment is NOT completed for homework activities.

ENVIRONMENTAL CONTEXT

1	Is the level of **adult supervision** appropriate to activity and age group? If no: → Why not?	Yes	No
2	Is the **work space** conducive to the activity? If no: → Why not?	Yes	No
3	Are **necessary materials** available and in sufficient supply? If no: → Why not?	Yes	No

COMMENTS ON THIS ACTIVITY

As the students begin working on the floors with residents, they practice and build skills during program time that will help them. The activity observed on this day was about bereavement. Students were learning and discussing loss, and how to deal with loss. The students were active and engaged, and appeared to enjoy the discussion.

Observation Instrument Summary Page: Tutoring

Location: Manhattan	Observer: EH	Observation #: 2	Room Number: -	Date: 3/14/18	Start Time: 5:30	End Time: 6:00

Activity Type	✓ata	Type of space	✓one	Total participants	#
Homework Help/Test Prep	✓	Classroom		Total Number of Girls	9
Tutoring	✓	Gym		Total Number of Boys	1
Academics Activities (not homework)		Computer Lab		**Grade Levels (ata are shaded)**	
Story reading/listening		Library		K 1 2 3 4 5 6	
Visual Arts		Cafeteria	✓	7 8 9 10 11 12	
Dance		Auditorium		**Participation type**	✓one
Music		Art Room		By age or grade	✓
Drama		Music Room		By interest (child's choice)	
Crafts		Hallway		All attendees (in the program)	
Sports: practicing/learning a skill		Outside Playground		**Skill development**	✓one
Sports: playing competitive or non-compet. physical games		Other: _____		Skill-building	
Open, unstructured time (e.g., table games, internet, free play)		**Total Staff**	#	Skill practice/reinforcement	✓
Staff-assigned learning games (dominos, chess, etc.)		High School Student		Neither	
Community service		College Student/Young Adult		This is a homework activity	
College/Career Preparation		Certified Teacher			
Cultural awareness clubs/projects		Specialist/Other Professional	4		
Other: _____		Other Adult			

Primary Skill targeted, if skill-building ✓one			
Physical/athletic		Decision-making/problem solving	
Artistic		Interpersonal communication	
Math/numeracy		Other: _____	
Reading/writing/literacy			

Symbol Key:

✓+ = activity was observed and is above standard

✓   = activity was observed and is at standard

✓- = activity was observed and is below standard

N/O = activity was not observed

N/A = ratings for this item are not applicable

Relationship Building: YOUTH...

✓	**Are friendly and relaxed with one another.** Youth socialize informally. They are relaxed in their interactions with each other. They appear to enjoy one another's company.
✓	**Respect one another.** Youth refrain from causing disruptions that interfere with others accomplishing their own tasks. When working together, they consider one another's viewpoints. They refrain from derogatory comments or actions about an individual person and the work s/he is doing; if disagreements occur, they are handled constructively.
✓	**Show positive affect to staff.** Youth interact with the staff, and these interactions are generally friendly interactions. For example, they may smile at staff, laugh with them, and/or share good-natured jokes.
✓	**Assist one another.** One or more youth formally or informally reach out to help/mentor peers and help them think about and figure out how to complete a task. This item refers to assistance that is intentional and prolonged, going beyond answering an incidental question. May include assisting one another with drama, dance, step, or sports techniques/moves.
✓	**Are collaborative.** Youth work together/share materials to accomplish tasks. Youth are equal partners in the work. This item includes strategizing how to complete a product and includes planning a cohesive product or performance (e.g., a dance, a play, or a musical event) or winning a game. This item is different from the item above, in that it involves a joint intellectual effort.

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MIA

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ENVIRONMENTAL CONTEXT

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	If no: → Why not?		
2	Is the **work space** conducive to the activity?	Yes	No
	If no: → Why not?		
3	Are **necessary materials** available and in sufficient supply?	Yes	No
	If no: → Why not?		

COMMENTS ON THIS ACTIVITY

This activity is the primary academic component of the program. Because students come from all different schools, they all have different needs academically, even though they are in the same grade. Therefore, each student was working on something different during the activity, with most students working on chromebooks. There were four staff members present to help with any questions or problems, but for the most part students were working independently on projects, homework, or studying.