

2018 – 2019 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 13 years and is funded through multiple sources. This evaluation report focuses on information related to the second 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 exceeded;
- student and parent surveys indicated overall satisfaction with the program;
- 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:

- continue to work with schools to offer academic credit for internships, and
- ensure proper tracking of parent events.



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 youth, 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 for 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.

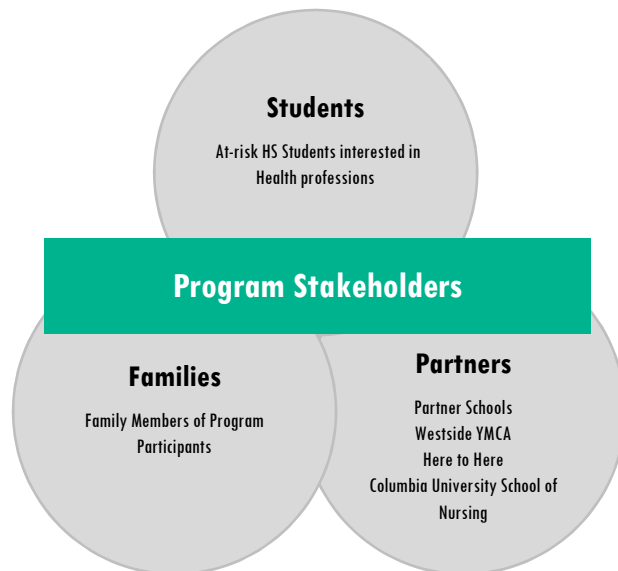
The capstone experience of this college and career readiness program is certification in an allied health pathway. Participants can earn state and/or national licenses as Home Health Aides, Certified Nursing Assistants (CNA), Phlebotomy Technicians, Electrocardiography Technicians, Generations United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



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 is the program logic model.

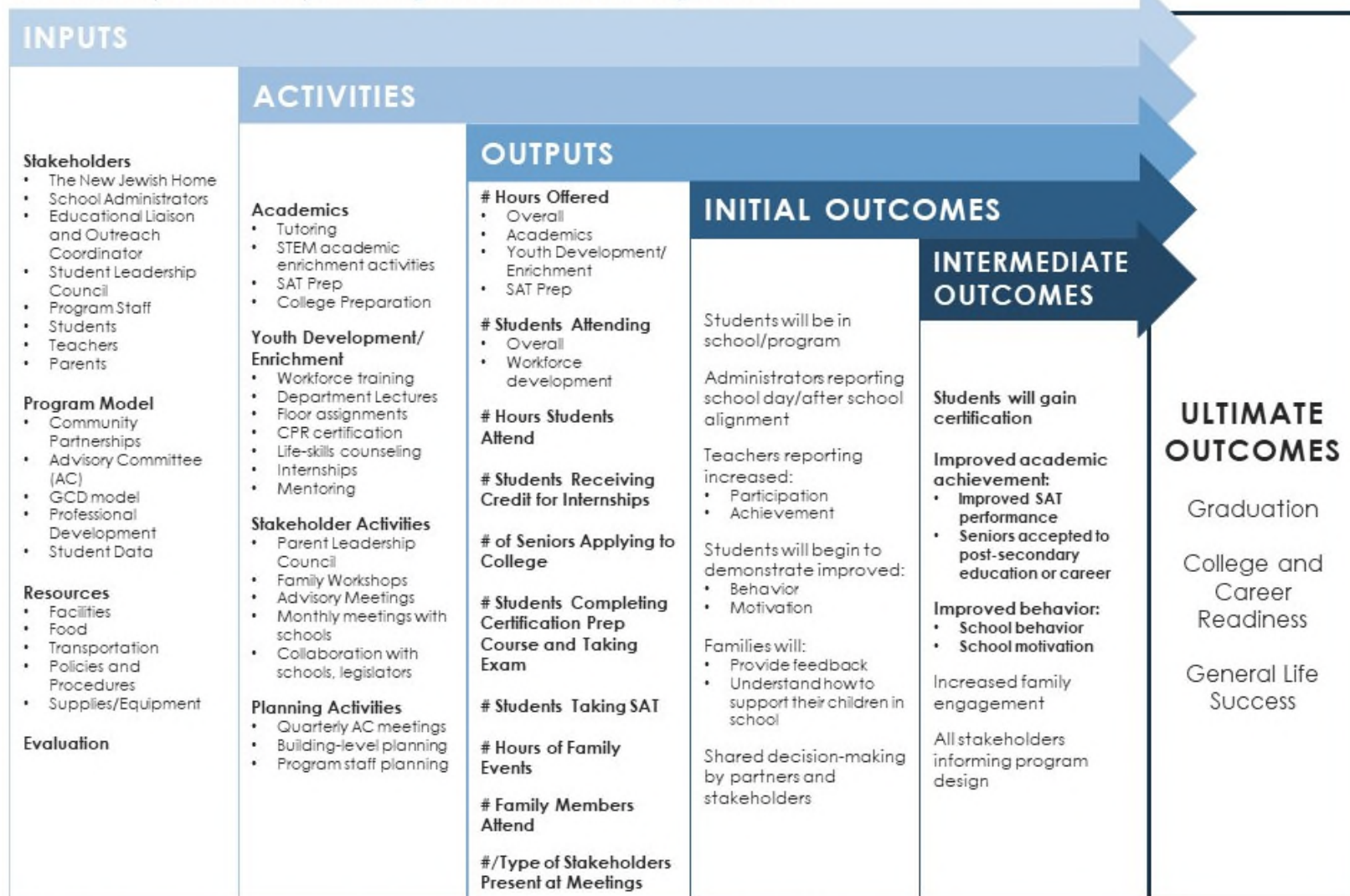


Figure 2:

Program Logic Model

The New Jewish Home Geriatric Career Development Program

21st Century Community Learning Centers Round 7 Logic Model



Prepared by Via Evaluation. Items in bold will be measured annually by the evaluator.



The program logic model document was reviewed by the evaluator and program staff and stakeholders at the beginning of the program year, although the content was established and refined over the previous 13 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 logic model, behavioral outcomes related to academics, behavior, confidence college and career readiness, and family engagement improve as a result of 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 of TNJH facilities.

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 funders, 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 this program year.

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.
	GCD will offer at least 3 hours of enrichment/youth development activities to all participants every day.
Offer youth development activities every day of program.	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, according to project staff.

Academic Achievement

Data for all objectives related to academic achievement and behavior change were provided by the project director to VIA, who collected them from the schools. For academic achievement, all juniors who took the SAT were tracked, and their practice and actual SAT scores were gathered by program staff. Practice and actual SAT scores were provided to the evaluator for comparison. In cases where students took more than one practice exam, the first score was used.

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 and provided to VIA.



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 2019. A total of 155 students (63 from the Bronx Campus, 88 from the Manhattan Campus, and 4 students who did not indicate site) responded to the student survey, an overall response rate of 59% (of 263 participants). A total of 46 respondents completed the family member surveys (21 from the Bronx Campus, 23 from the Manhattan Campus, and 2 that did not indicate site), an overall response rate of 17% (of 263 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 and participant academic and behavior change.

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.

The student surveys were overwhelmingly positive. On questions related to what the students think of the program, the majority of students (83-100%) 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, 29% indicated they Rarely or Never like the food at this program. The students at each site had different opinions, though, with 37% of students at the Bronx campus and only 23% 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 Manhattan Campus indicated they come to school more often so they can come to the program than at the Bronx campus (84% compared to 77%), which is the reverse of last year. The students at both sites indicated that what they like best about the program are the opportunities that are provided and the skills acquired. 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 91% of family members agreed with positive statements about how they feel about the program. Regarding the parent programs offered, the majority of parents were aware of programs, and thought they were worthwhile. However, 43% of parents indicated that they Rarely or Never attend the events, which is a similar rate to last year. 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 better food. 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.

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. These included providing healthy and nutritious snacks and supper, being sensitive to the gender expression/identity or sexual orientation of participants, as well as the culture and language of participants and families. 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 263 students from partner schools in 2018-2019, and most participants attended more than 90 hours, exceeding the target. Additionally, there were 24 students who did not meet the 30-hour requirement, and 20 students from non-partner schools who attended, but are not included in this report.

Figure 3:
Regular and Total Attendees, 2017-2019

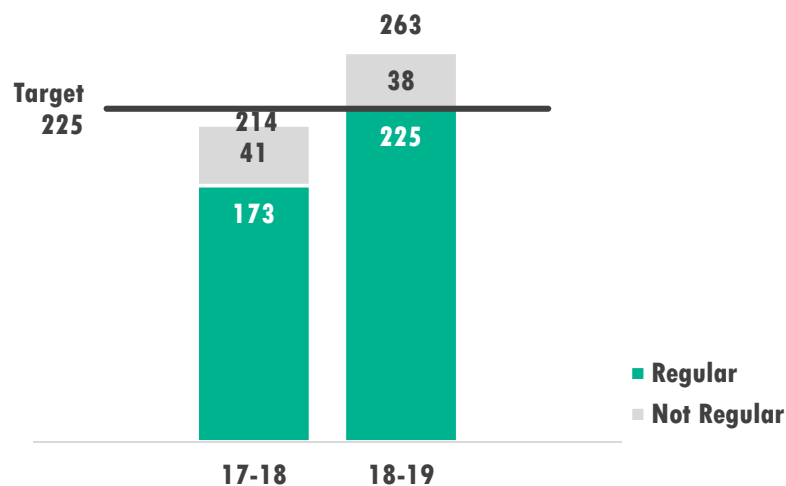
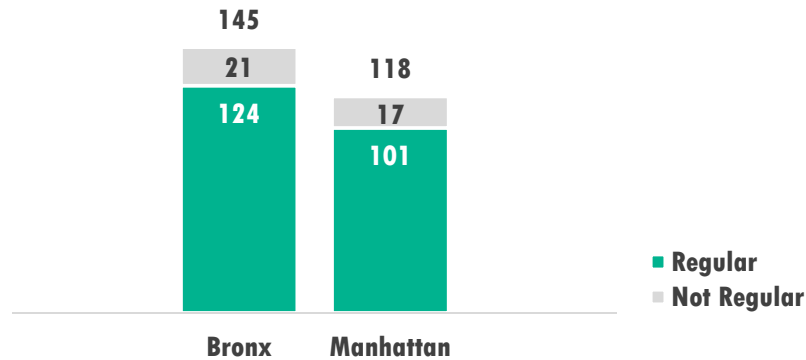


Figure 4 shows program attendance for each site. As seen in the figure, the Bronx campus served slightly more students.



Figure 4:

Regular and Total Attendees by Site, 2018-2019



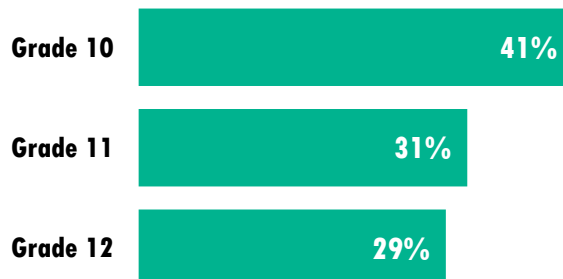
Participant Demographics

Grade Levels

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

Figure 5:

Total Attendees by Grade, 2018-2019



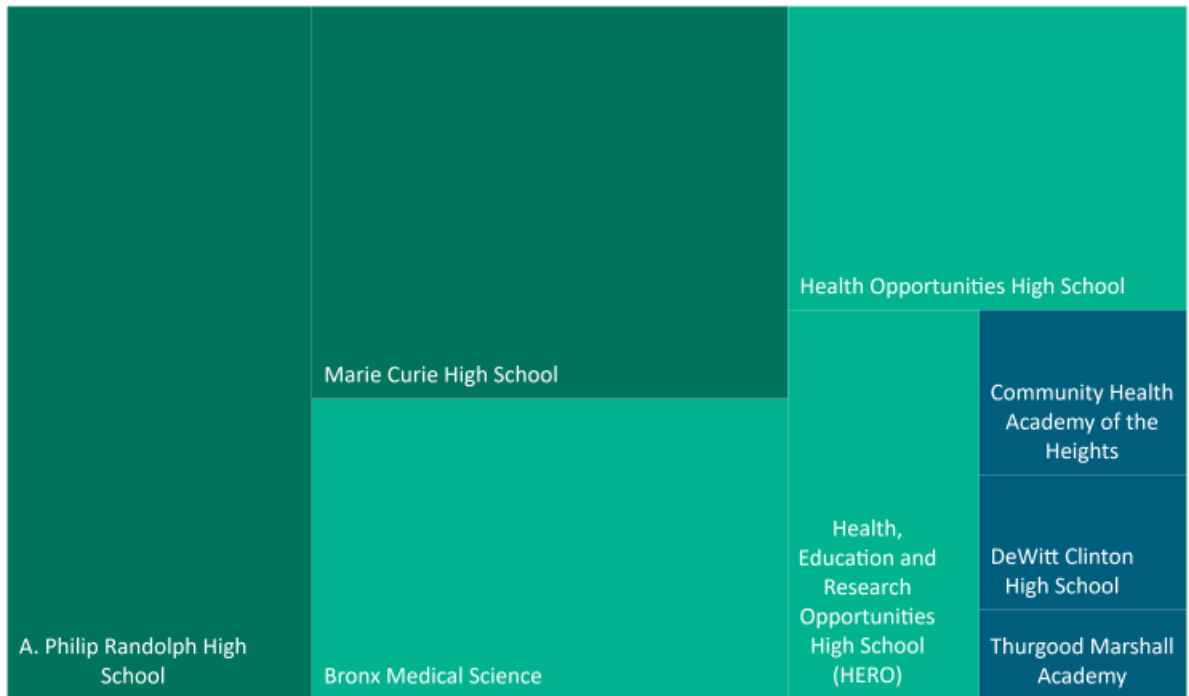
Partner Schools

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). As seen in the figure that follows, A. Philip Randolph was the partner school with the largest number of students attending, with 26% of the overall number of students (68). Marie Curie High School (23%, 60), Bronx High School for Medical Sciences (17%, 46) and Health Opportunities High School (15%, 39) had the next highest rate of participation. Of the remaining schools, Hero High School contributed 9% (24) of students, Community Health Academy contributed 4% (11), DeWitt Clinton High School contributed 3% (9), and Thurgood Marshall Academy contributed 2% (6) of students.



Figure 6:

Total Attendees by School, 2018-2019





Program Implementation Performance Indicator Progress

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.
	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	
	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.
Unable to measure	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. Figure 7 is a sample school-year schedule from the Bronx site.

Figure 7:

Bronx Campus Sample Schedule

THE NEW JEWISH HOME GERIATRICS CAREER DEVELOPMENT PROGRAM		
3:00-3:45	Arrival & Food	
3:45-4:00	Team Building	
4:00-4:50	Tutoring	PD
4:50 - 4:55	Break	
5:00 - 5:30	PD	Tutoring
5:30-6:30	Planned Parenthood Workshop	
6:30-7:00	Announcements & Dismissal	
Tuesday, April 9, 2019	Adriana Q	Adamary L
	Alimatu S	Amani J
	Brieann S	Alexis T
	Fahra H	Anthony M
	Genesis R	Issac D
	Jessica k	Juan M
	Karoline B	Lisandra J
	Keydi R	Mikyle C
	Keyssi R	Mohamed D
	Madison G	Kelsy D
	Shamiazaman M	Kate F
	Shaniece B	Chrismeiry O
	Sandesa D	Mariam C
	Lakshmee A	Priyanka A
	Erika G	Aramata J
	Natchia D	Destiny F
	Sandy D	Devana G
	Stephane A	Gendai M
	Nayelle P	Imaan J
	Maria M	La'Chell W
Component	Tutoring	PD Excel Pt. 1.
Staff	Test Prep (Al & Mahaba)	Kadija
Room	2nd Room	Community Room
Intergenerational		
3:00-4:00	Intergenerational (ALP)	
5:30-6:30	Intergenerational (Weinberg Gardens) Food Deliveries	



Twenty-two students at Hero High School also received academic credit for pre-CNA course, but the program was not able to coordinate with the schools to offer academic credit for 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, 25 hours of parent programming were offered, meeting the target. A duplicated total of 155 adults attended the events (some adults may have attended multiple events and were counted as a participant at each one). Participation was not linked to students, so the objective could not be measured. Events included multiple orientations, FAFSA night, and various college prep workshops.



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.

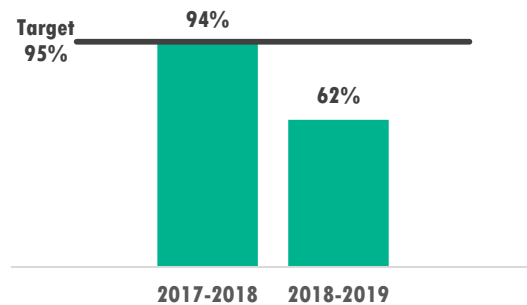


Academic Achievement

All participating juniors took the SAT exam. A total of 70 juniors reached regular attendee status. Only 26 regular attendees who had an available score on the actual SAT exam also completed at least one practice exam. Among those 26 students with available data, only 62% (16) improved their score, missing the objective target this year, as seen in the figure that follows.

Figure 8:

SAT Improvement, 2017-2019



Behavior Change

As seen in the figures that follow, all indicators of behavior change were met or exceeded except for certification course and exam completion. Nearly all of the appropriate, regularly attending students improved or maintained positive behavior in class, applied to a post-secondary program, and were accepted to a program.

Additionally, 95% of students indicated increased confidence in their ability to work in the healthcare field, and 85% of seniors who completed certification courses became certified.

Although the certification course and exam objective was not met, it is worth noting that over 80% of regularly attending seniors did complete certification courses and exams.

Figure 9:

Teacher Reported Behavior Improvement, 2017-2019

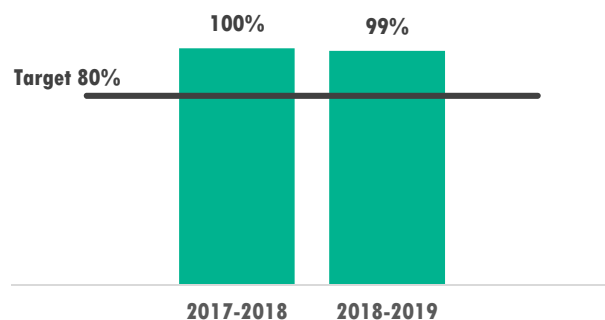




Figure 10:

Increased Confidence, 2017-2019

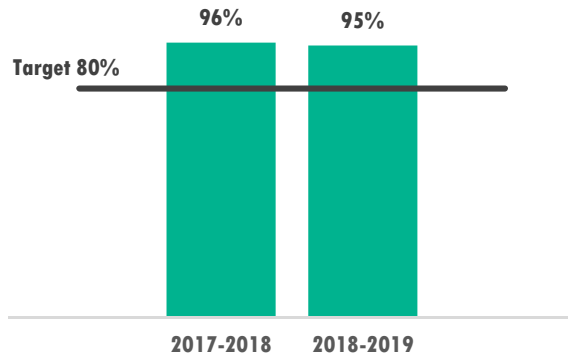


Figure 11:

Certification Course and Exam Completion, Seniors, 2017-2019

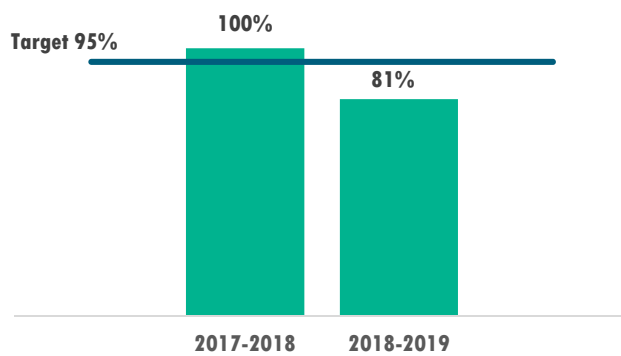


Figure 12:

Certification Achievement, Seniors, 2017-2019

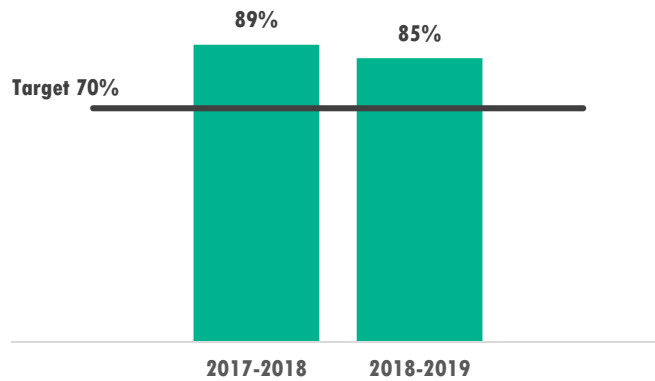




Figure 13:

Post-Secondary Applications, Seniors, 2017-2019

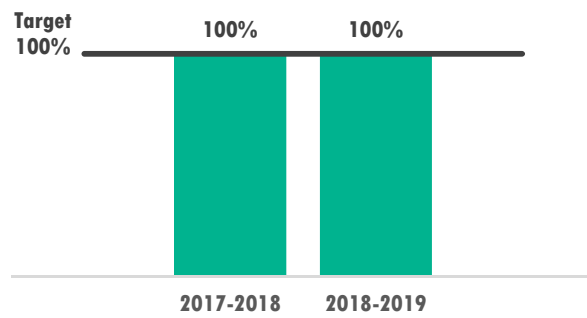
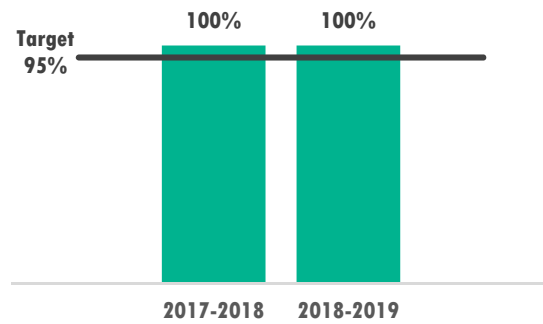


Figure 14:

Post-Secondary Acceptance, Seniors, 2017-2019





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.

Also, relationships with partnering schools have improved, especially with HERO high school.

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.

Continue to work with schools/district to obtain student data.

This year, practice and actual SAT scores were only available for 26 regularly attending juniors, out of the 70 the program served. Explore better ways to obtain these data to allow the program to accurately measure the impact it is having.

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

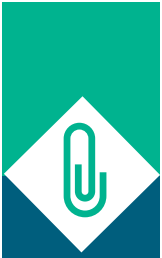
The intention was to assist students in gaining academic credits for school-day internships. This year, the students did receive academic credit for a pre-CNA class at HERO High School. Continue to work with the other schools to find a way to allow the students to gain credit for GCD activities. If it is not possible, consider modifying the program design and objective to include credits for other important GCD activities, such as coursework aligned to certifications.

Ensure proper tracking of parent events.

While many adults attended parent events this year, their attendance was not linked to students. Some events did not have sign-in sheets at all, and other events did not have parents indicate who their child was, and staff do not know parents well enough to be able to determine the connection. Ensuring that sign-in sheets are collected at each event, with parents indicating who their child is will allow progress on this objective to accurately be



measured. Additionally, relationships with parents should be enhanced, and a record of parent names maintained for the students, so staff can match students to parents more readily.



2018-2019

The New Jewish Home

**Annual 21st CCLC Evaluation Report
Appendices**



2018-2019

The New Jewish Home

Appendix A: Evaluation Plan

New Jewish Home Geriatric Career Development Program
21st Century Community Learning Centers, Round 7 Evaluation Plan

Evaluation Activities (Person Responsible: Emily Hagstrom)	Program/Client Responsibilities (John Cruz)	JUL/AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL/AUG
Create/modify the program logic model based on proposal	Review and provide feedback on program logic model		<input type="checkbox"/>										
Regular check-in on activities and data review/analysis (as available)	Provide available program data to Via Evaluation (see next page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend Advisory Council (AC) meetings (as necessary); Complete Evaluability Process Checklist 1 at initial AC meeting	Facilitate quarterly AC meetings		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	
Complete the Fall Site Visit and provide visit summary to program staff; Complete Evaluability Process Checklist 2 at Fall Site Visit	Facilitate the completion of the site visit by providing blackout dates and Evaluability Process information to Via Evaluation (Program schedule, consent form procedure, employee handbook, and data tracking system)		<input type="checkbox"/>										
Provide Evaluability Process Checklists 1 and 2 to project director	Review, sign, and submit Evaluability Process Checklists 1 and 2 to NYSED					<input type="checkbox"/>							
Complete mid-year check-in report and review with stakeholders	Provide available program data for mid-year check-in to Via Evaluation; Complete interim evaluation report							<input type="checkbox"/>					
Complete the Spring site visit and provide report to program staff	Facilitate the completion of the site visit by providing blackout dates to Via Evaluation									<input type="checkbox"/>			
Prepare, analyze, and provide reports for program surveys	Work with the evaluator to create, review, and administer electronic family and student program surveys										<input type="checkbox"/>		
Complete the third-party Annual Evaluation Report	Provide available program data for end-of-year reporting; review the Annual Evaluation Report and submit to NYSED											<input type="checkbox"/>	<input type="checkbox"/>
Complete of Quick Facts Report	Review the Quick Facts Report												<input type="checkbox"/>

New Jewish Home Geriatric Career Development Program
21st Century Community Learning Centers, Round 7 Evaluation Plan

The following **program data** must be provided to Via Evaluation for the evaluator to complete evaluation activities:

Program Data

- 1 Program schedule and calendar
- 2 Program roster with demographic information
- 3 Monthly electronic attendance data
- 4 Advisory Council meeting minutes and sign-in sheets
- 5 Educational liaison alignment report
- 6 Family event information (name of event, date, time, and location)
- 7 Attendance from parent participation (including students' names)
- 8 Log of internships offered and credits received
- 9 List of Students taking SAT
- 10 Practice SAT results
- 11 Actual SAT Results
- 12 Teacher survey
- 13 End-of-year Student survey
- 14 Certification Course attendance
- 15 Certification exam results
- 16 Post-secondary application log
- 17 Post-secondary acceptance log

I have reviewed the evaluation plan with my evaluator, and we have agreed to meet our responsibilities outlined in the plan. I am aware that this evaluation plan will be appended to the contract my organization has with Via Evaluation. Any changes to the plan will be discussed and agreed upon in writing by both parties. I understand that the program is responsible for collecting and retaining written parent permissions for evaluation activities.

Project Director Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____



2018 – 2019

The New Jewish Home

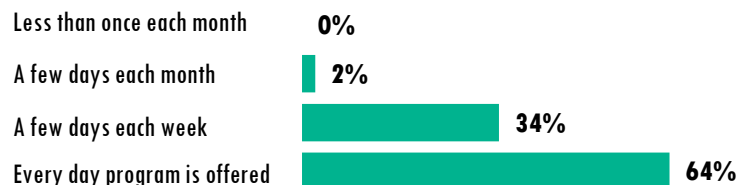
Appendix B: Survey Reports

2018-2019 21st Century Family Feedback Survey Report

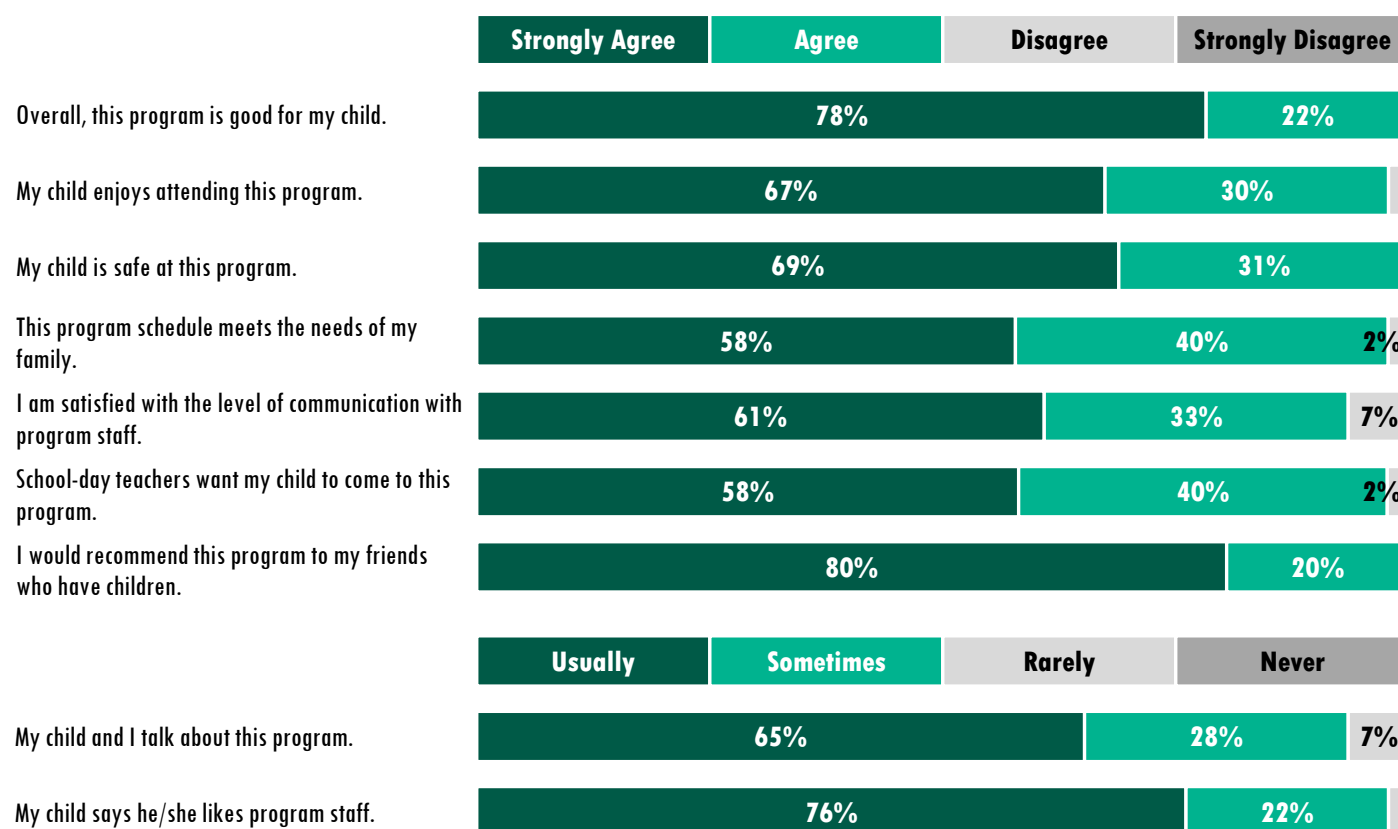
21st Century Program at The New Jewish Home

Number of Respondents **46 Overall** Bronx- 21 Manhattan-23 Missing- 2

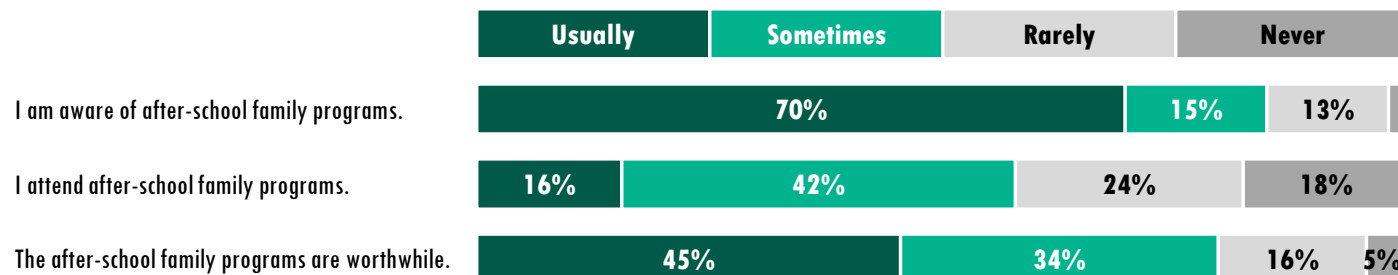
How often do survey respondents' children attend the program?



What do families think of the program?



What do families think of the after-school family programs?



2018-2019 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.)	49%	40%	11%	
Since starting this program, my child has fewer behavior problems.	49%	35%	12%	
Since starting this program, my child is more interested in school.	58%	29%	13%	
Since starting this program, my child has improved in school.	48%	41%	11%	

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?

To gain exposure/ to engage in the medical field

Child wanted to attend program

Program benefits and opportunities

What would make the program better?

Everything is good/nothing

More opportunities, hands-on training, and activities

More trips

Better Food

Increased family interaction

What family programs would be most helpful?

Parent programs

Career-oriented workshops

Food/nutrition programs

What barriers prevented families from attending GCD events?

Work

What else did families share about the program?

Great program/ expressing gratitude

2018-2019 21st Century Family Feedback Survey Report

21st Century Program at The New Jewish Home

Complete Survey Comments

Why do families send their children to the program?

- I chose this because I want my kid to get their CNA license.
- Because they wanted to go.
- He wanted to
- It made my child open to new career options.
- Because it is an interesting program which would benefit my child and family. My child has somewhere valuable to attend after school instead of just staying home after school.
- My child is very interested in the medical field so I wanted her to engage in it.
- My child was interested in attending this program.
- My child wanted to
- The benefits that the program has
- She heard about this program from school and wanted to go.
- Her school provided the information daughter was interested.
- For the opportunity and education provided
- 1) For more experience in the medical field; 2) community hours; 3) internship
- Its relations to medical backgrounds
- To get her license
- To get experience in medical field.
- Because her cousin went to the program
- Great staff and great opportunities.
- To expand my child's knowledge of the health-care careers
- Jani has always wanted to be in the medical field so GCD was perfect program.
- Because my other child graduated
- Because it can help her get more opportunities.
- She informed me about the opportunities of the program and I let her apply.
- To enrich and expose her her to more in healthcare.
- IT HAS BENEFICIAL PROGRAMS THAT WILL HELP MY DAUGHTER GET MORE FAMILIAR WITH THE MEDICAL FIELD.
- I wanted Mya to have the experience/confidence to socialize with the elderly.
- It was something that was presented to her and peaked her interest.
- The school recommended it.
- To further her career in the medical field
- The program offers many opportunities that relate to her future career.
- My child found the program
- To get exposed to a new medical field.
- She wants to become a nurse practitioner and I feel that this is a good head start to the medical field.
- Because my daughter wants to learn all about nursing
- IT Will let her learn new things
- My child is interested in the healthcare field and, I feel like its a jumpstart in the right direction.
- Child interested in Health and Sciences
- Because of the educational opportunities and job experience
- To be more prepared
- Because my daughter is interested
- The program is the initiation to the real world with work, responsibilities, better judgment, future careers in the medical/nursing field, and sense of pride when fulfilling the whole program's course is completed.
- Good learning experience

What would make this program better?

- You guys could interact with the parents more.
- It's already good.
- Nothing. My child enjoys it.
- More staff
- Going on college trips of student's interest and other trips too.
- N/A
- Everything in this program is satisfactory.
- Better food
- N/A
- Program is good just the way it is.
- More interaction between the staffs and students.
- Not at this time
- 1) more family activities; 2) trips; 3) guest visitor
- More direct nursing activities
- It's fine as it is
- Halal food
- Nothing but pay the children
- More communication.
- Giving more opportunities to learn from other professional would make this program better.
- More interventions for juniors!
- More professional instruction
- Everything is good
- It's good
- More hands on training!
- I BELIEVE THAT YOU NEED TO STOP BABYING THESE YOUNGSTERS AND ALLOW THEM TO GROW UP. I UNDERSTAND THAT MANY PROCRASTINATE AND TAKE THEIR TIME GETTING THINGS DONE BY THE DEADLINE. AT SOME POINT THEY HAVE TO BE RESPONSIBLE AND KNOW ABOUT MEETING DEADLINES BECAUSE THAT'S HOW IT IS IN THE REAL WORLD. IN THAT ASPECT, I THINK YOU ARE SETTING THEM UP FOR FAILURE. THINGS AREN'T THAT EASY IN THE REAL WORLD. FOR EXAMPLE, GETTING THEIR PAPERWORK TOGETHER FOR CNA. MY DAUGHTER AND ANOTHER STUDENT WERE THE FIRST ONES TO TURN IN ALL OF THEIR PAPERWORK AND YOU GUYS BABIED THESE KIDS THROUGHOUT THIS PROCESS, WHICH DELAYED THE PROCESS FOR THE ONES THAT TURNED IN THEIR PAPERWORK ON TIME. IT'S NOT FAIR TO MAKE OTHERS SUFFER FOR THE IRRESPONSIBLE BEHAVIOR OF OTHERS. IN THE REAL WORKFORCE, THIS IS NOT TOLERATED. I ALSO BELIEVE THAT COMMUNICATION SHOULD BE BETTER BETWEEN PARENTS AND PROGRAM. OTHERWISE, THE PROGRAM IS GREAT.
- n/a
- offered jobs after graduation at facility where trained
- I'm not 100% sure how the program was managed or the activities the students had. But at some point, my son was not happy to attend anymore due to some classmates' behavior.
- My child complains about the same food being given
- Implement more tutoring for some students.
- N/A
- More activities
- Maybe for it not to end so late.
- I think the program is fine just the way it is.
- More things on hand
- Better communication.
- Nothing
- More educational opportunities
- the king of services
- So far is good
- I have no complaints I wished this program existed when I was in H.S.

- I think it's fine the way it is

What family programs or activities would be most helpful to you?

- Activities on the weekend so I can attend.
- Career-oriented workshops
- College preparatory workshop
- Everything is offered
- Family game night
- Food drive
- For us to see them in action.
- I'm flexible to participate in what's offered.
- Knowing when and what my child learns.
- N/A
- N/A
- N/A
- n/a
- N/A
- N/A
- Nothing
- Nothing
- Nothing
- Nothing.
- Nutrition
- Parent nights to get parents involved in the program.
- Psychology aid.
- Service learning
- Anything
- parents programs
- All programs & activities are satisfactory.
- Learning more about the nursing field and dealing with people

Are there any barriers that prevent you from attending GCD events?

- 2nd job, need advance notice for approval
- I ALWAYS ATTEND GCD MEETINGS BECAUSE IT'S IMPORTANT TO MY DAUGHTER AND HER EDUCATION AND EXPERIENCE MATTERS TO ME.
- My work schedule.
- My work schedule.
- N/A
- No
- No
- Times that events are scheduled
- work hours
- No
- Work
- Work schedule
- I am a working parent who has to tend to another child and the timing of some of the events pose a conflict.
- No
- no
- No

- Only when it may coincides with a planned event. But I can call freely to get information and updates.
- No

Is there anything else that you would like to share about this program?

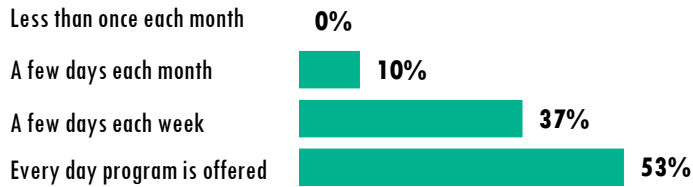
- Communication was constant. But I would like more specifications regarding the activities.
- continue to keep the doors open for our children in the field of healthcare
- I am greatfull that my child got introduced and accepted to this program. This program has taught my daughter many important life skills.
- I like how you give scrub tops to make the kids feel like they're going to further their careers
- JUST PLEASE ALLOW THESE KIDS TO BE RESPONSIBLE AND NOT BABY THEM BECAUSE IT DELAYS THE PROCESS FOR ALL OTHER STUDENTS THAT CAN GET IT DONE WITHOUT ANY PROBLEMS. AT SOME POINT THEY HAVE TO LEARN THAT THERE ARE CONSEQUENCES FOR NOT COMPLYING WITH YOUR WORK.
- My child enjoys it.
- My child says that the food is the same almost every week.
- N/A
- N/A
- N/A
- N/A
- N/A
- N/A
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No
- No, its a very good program
- No.
- No.
- Wonderful job!
- No
- Is a good program keep it up
- N/A
- No
- no
- So far my daughter likes and learn a lot
- Yes! I want to Thank generously to Ms Lashima Goshine and staff for an awesome program this 2018-2019 school year!!!

2018-2019 21st Century Student Feedback Survey Report (Grades 10-12)

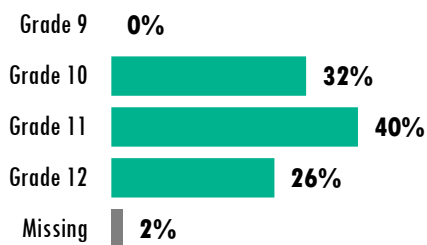
21st Century Program at The New Jewish Home

Number of Respondents **155 Overall** **Bronx-63 Manhattan-88 Missing-4**

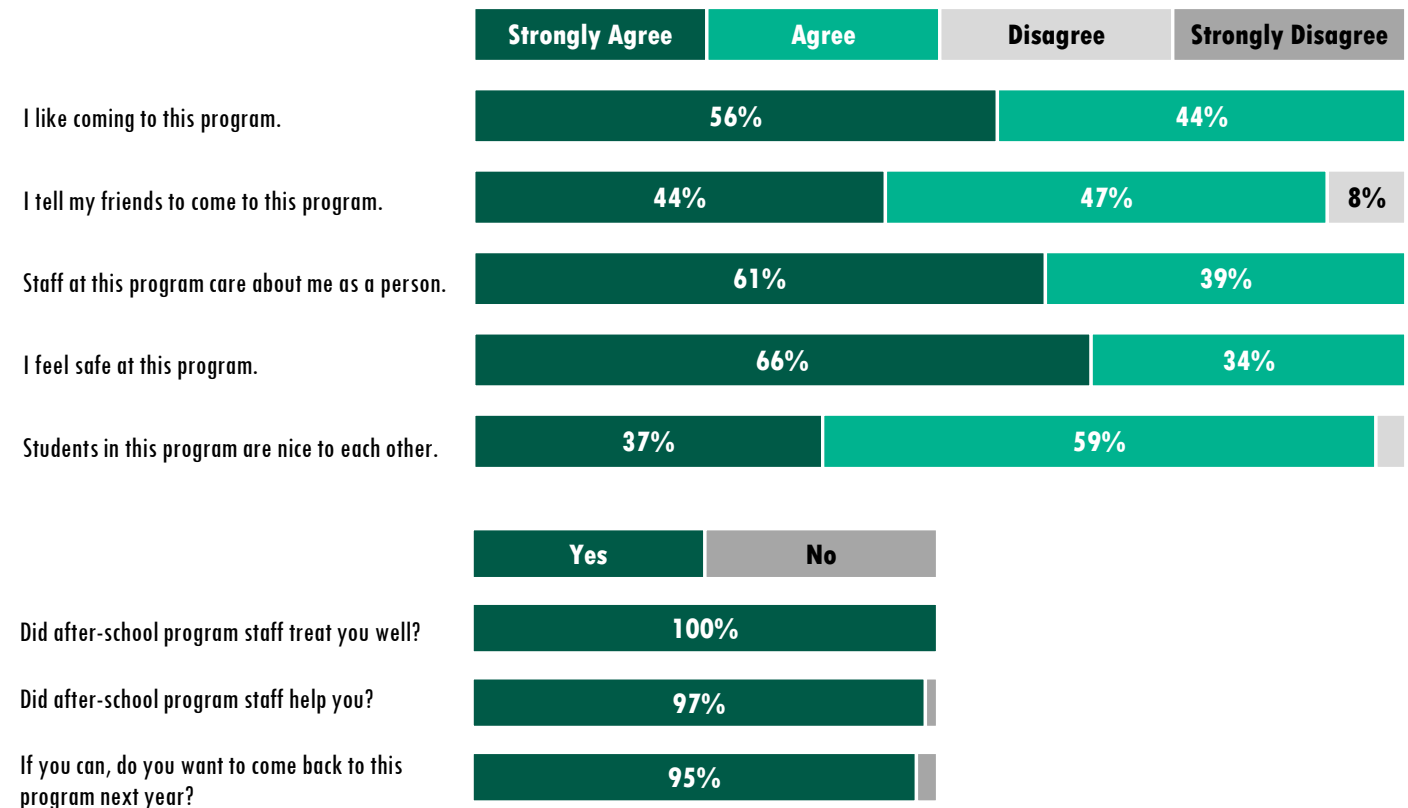
How often do survey respondents attend the program?



Grade Level of Respondents

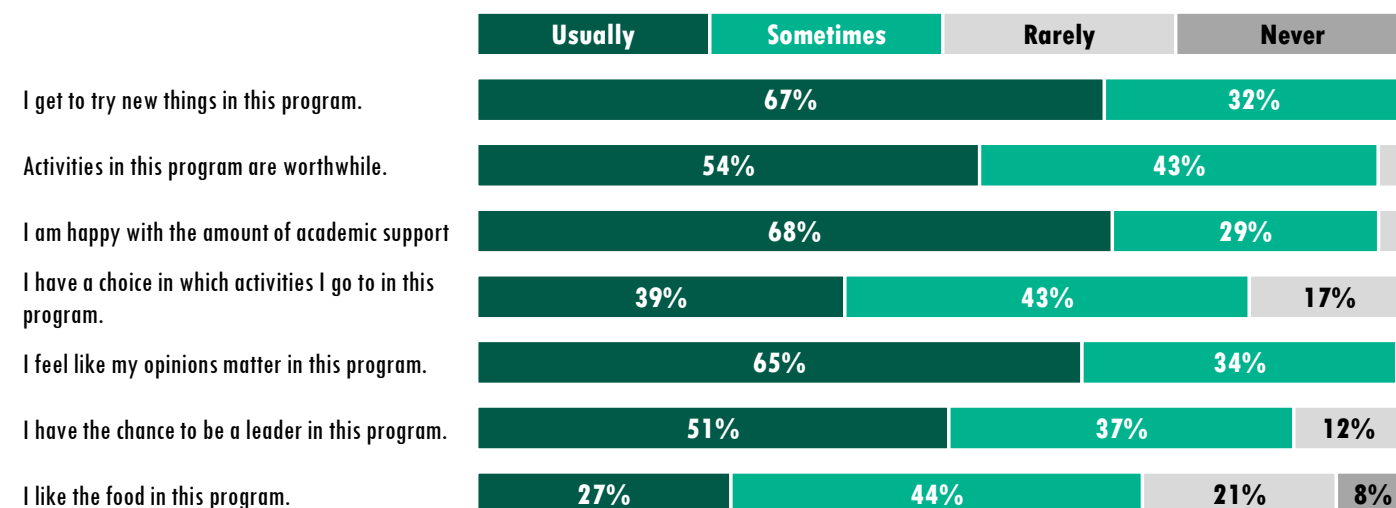


What do students think of the program?

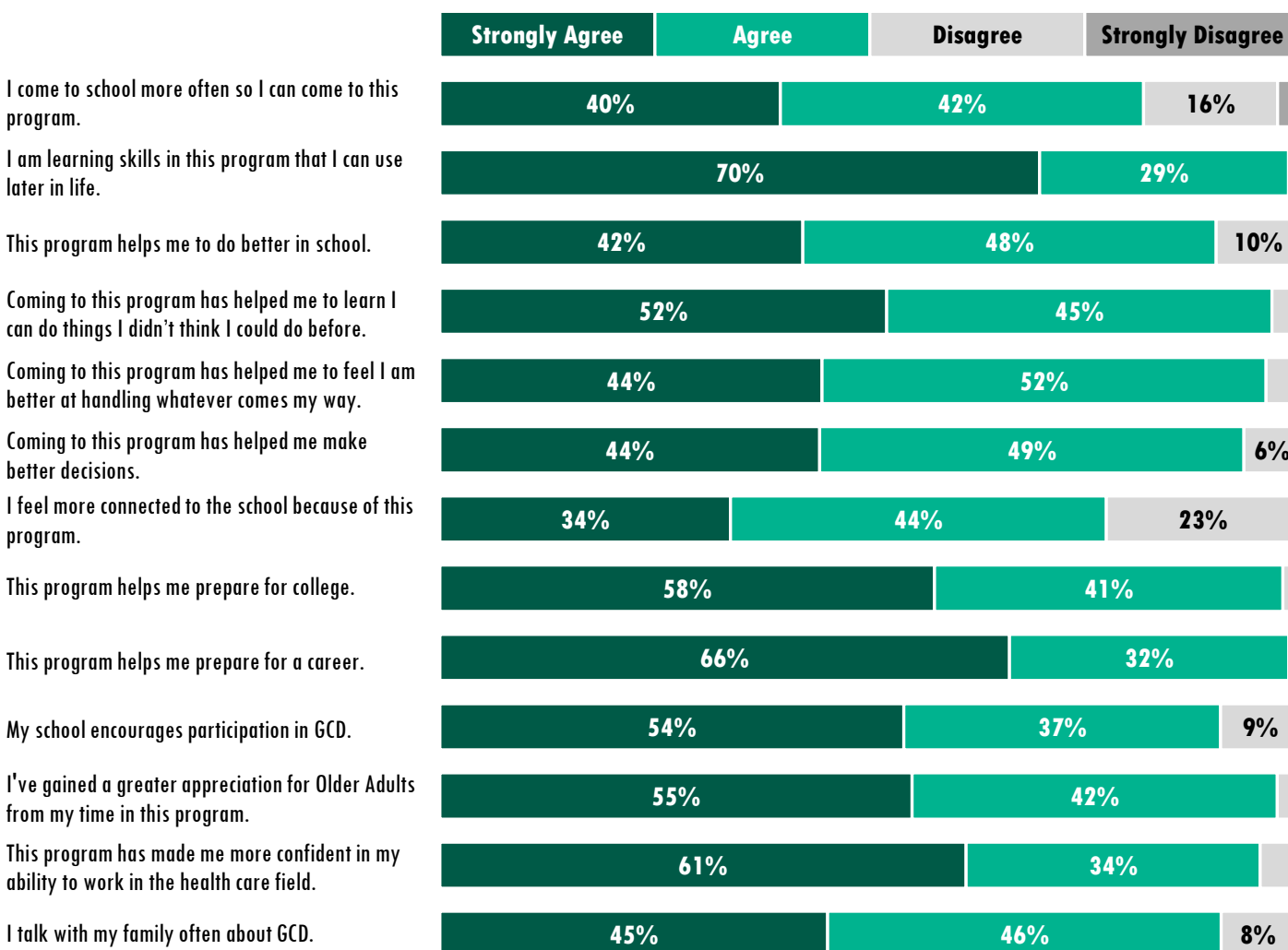


2018-2019 21st Century Student Feedback Survey Report (Grades 10-12)

21st Century Program at The New Jewish Home



What impact did the program have?



2018-2019 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?

Opportunities offered: career development and working with geriatric population

The people (staff & peers) "one big family"

Skills acquired

Academic support

What would make the program better?

Better, diversified food offerings (i.e. Halal food)

Diversify activity offerings (more hands-on, skill-building, engaging activities)

More trips

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

Go home

Participate in clubs/sports

Study/complete homework/attend tutoring

Attend other after-school program

What else did students share about the program?

The program is great

The program provides opportunities for career and skills development

Staff are welcoming and helpful

2018-2019 21st Century Student Feedback Survey Report (Grades 10-12)

The New Jewish Home Geriatric Career Development Program

Complete Survey Comments

What do students like best about the program?

- The chemistry between the staff and students
- The support they give us with school
- The people
- The opportunity to do more with our time
- The skills training
- The sat prep, the skills, the staff
- Provides me with skills i can use outside of the program.
- The people and what the program offers.
- the staff and networking connections
- The activeness of the members and how we are like a family
- I like the different opportunities given to us
- It's very fun and taught me a lot of stuff.
- everything
- The teamwork and communication skills we develop.
- I like the staff
- The family and relationship I built
- The staff team.
- I like this program offers me opportunities that i would have to pay for otherwise without it
- Meeting new people, interacting with other and trying new things
- The help you get to prepare yourself for college mentally and financially
- Tutoring
- Help me with my future career
- the skills
- I like the staff and the activities that they offer.
- I like the staff
- Hands on Exposure to the health care field
- I like how comfortable you can feel in the program and how engaging everyone always is.
- The happy and safe environment
- I like the fact that GCD exposes the students to many colleges and activities were they are available to show their abilities and learn new activities.
- Everything
- I like the opportunity's i am offered here when i graduate and i like the environment. it's very fun and uplifting
- It helps me for college
- FOOD
- the staff
- i get to experience new things
- I get to interact with the elderly and get know how to handle different personalities, and I also get to do my homework.
- the skills i learn.
- the food
- the fact that it teaches me more about my future profession
- more activities and trips
- The training and skills that we get to do.
- The interaction with elderly people.
- what i like best about this program is that it helps me explore a new career, in the health field.

- Learning skills
- I like the staff and talking to the friends I've made in the program.
- everything
- their learning skills
- The people here and the programs provided here
- everything
- I like the environment and the Other students in this program.
- That they offer SAT prep
- i like that i can learn new things and talk to different people
- I like that I get the chance to become a CNA.
- the people.
- i like the way they talk to people
- it has a lot of opportunities
- I like the fact that we are in a nursing home instead of a class in school and we are more exposed to the environment of a CNA.
- i like the tutoring
- academic support
- The people that come here
- everyone is like a big family
- The tutoring and sat prep offers
- they make me feel comfortable in my own skin.
- The medical certifications you can earn for free.
- Tutoring
- I like the academic courses it provides for example- tutoring.
- fun games
- College trips
- The skills we learn and how much they care about our future
- I like that that I always get exposed to careers that helps broadens my horizon.
- I like the professional development. I like being able to prepare myself for my future job as well as future careers.
- tutoring
- The great opportunities provided by this program to prepare for my future.
- Intergeneration
- That i was able to learn more about things that could help me in life.
- getting to meet familiar faces
- The interaction with new people.
- i get to learn about the medical field.
- I like that we get taught skills for the future.
- everything
- I like the environment.
- I like how understanding they are.
- Improving my social skills.
- the staff
- the staff
- I like that everyone has a chance to do good
- The Staff
- The amount of activities given to prepare me.
- I like the diversity in this program
- the opportunities they have to offer
- everything
- everything the staff offers

- The environment is immersive and practical which is inspiring to continue in the medical field.
- I like how close i can be with the staff . They are very supportive and kind.
- The people and staff.
- I like the events that happen and that the things that we are learning are actually interesting.
- We are allowed to expressed our options towards any thing in life
- The staff are nice and friendly. Its comfortable.
- Being heard when I have an idea.
- Visiting the older people.
- everything
- Learning more about the medical field and gaining knowledge prior to health topics while discussing everyday topics.
- There's a lot of diversity in this program, and I get help with my homework and preparing for my tests.
- I was able to make friends
- The experince it give me in the medical feild and opportunites
- the activities
- Their Hospitality and Understanding
- the experiences this program gives me and the opportunities to see more into the medical field
- It helps with interaction skills
- intergeneration, and medical skills
- intergeneration
- Being able to do intergenerational is what I like best about this program
- i get to meet new people
- I like the different activities that we get to do here.
- I like that I have the opportunity to spend time with elders.
- everyone is helpful
- The classes and activities we have because I learn new things.
- i like the activities we do in this program.
- i like the positive energy
- i like how the program prepare for college
- they prepare us towards our career
- the opportunity to work with the older adults.
- The people
- Communicating with the elders and helping them.
- Talking to the elders
- Talking to the staff, elderly I, and some students
- Helps me prepare for my career
- I like the staff and the activities that they have prepared for us
- The family like community.
- I like and appreciate how attentive the staff is to my needs.
- The staff members are extremely welcoming. I only like to come when I know they are here.
- The staff.
- It helps me with college, and helps me developed my communication skills and exposes me more to the health field.
- The relationships we have all built.
- The support I receive with anything I need.
- Food
- the people and staff
- The activities.
- The people
- The staff
- Exposure

- The opportunities.
- homework help.
- The staff
- The program has a lot of supporting staffs and the opportunities they provide.
- the staff and the opportunities that they offer
- The staff and the opportunities the program offers.

What would make the program better?

- More days
- Safety they give us
- Better food
- More tutors
- Earlier dismissal
- More trips
- Better food.
- Start at 3:30 and end at 6:30
- more skills workshops
- Maybe more skills of CNA
- More trips
- It's good the way it is.
- better structure
- Halal Food
- The food and some of the participants' attitude
- Nothing this program is great
- going outside more during program
- More funding
- Food
- If we did more nurse things.
- more time for studying
- I think if they had more resources.
- More outdoor activities
- More resources, technological innovations,
- Changing the dismissal to an earlier time.
- More snacks and water
- I feel like this program is already good but more trips would definitely make it more fun.
- Better food
- if we learned more medical related things , things that may benefit our careers
- To learn more beneficial stuff
- BETTER FOOD
- funner activities
- better food
- Metro cards offered for kids that don't get given metro cards in school.
- more activities based on cna skills.
- more active and better activities
- everything is good so far
- more activities
- Maybe more hands on activities, and there should be a variety of new things to do.
- More activities and trips.
- what would help make this program better is that we should take more college trips

- continuing to do what they do
- Incorporating more trips in program.
- everything is okay the way it is
- by doing what they usually do
- Basketball and soccer
- when people show up
- More trips would make program better.
- If we went on more trips
- I wish there were more engaging activities and that we do it during a time were elders are more engaging cause i'm pretty sure they don't like us
- More hands-on skills training would make this program better.
- better food.
- that ever one listen to each other
- better food and more skills
- Maybe if there were more teachers.
- the food
- change the food
- Better food
- more Richard , good food , more trips to hospitals
- Better food
- if they had better food.
- Nothing.
- Good food
- If they provide better food it will make this program better.
- Being able to eat through out components
- The food
- I would maybe a bit strict on the existing rules in the program.
- Change the location.
- idk
- More interactive activities. Less routine work, I don't want to do the same things every time.
- More prep courses and direct
- If the food that was at the program was better because most of the time i do not wish to eat the food they give out.
- better food,
- More activities that is more fun.
- more space
- Better food.
- better food
- If we took votes on what to do during program more often.
- This program is good no changes need to be added as of now.
- If we had it more times a week.
- better food
- better food
- If we had it more often
- Better food
- Make things more interesting and more about the medical field.
- Including more people and giving others another chance
- having more staff and more hands on activities
- nothing
- the food
- A structured lesson plan.

- having better food
- A change of component groups to people i feel comfortable with.
- Possible if the food was a little better it would be nice.
- This program can have more activity outside of the program and also have more time for homework
- Better food.
- The food.
- The food.
- Nothing, its good how it is.
- Letting the students give in more opinions and suggestions that would contribute to activities, in program.
- There should be different foods and different stuff to drink, like fruit punch and orange juice.
- food
- food
- extra time in program
- No comment
- if we left a bit earlier
- Clubs
- better ice-breakers (games), and better food with halal meat
- Better food, like, halal meat and sweets. Good drinks like lemonade.
- nothing
- i dont know
- To have more activities.
- This program would be better if they help us more with the elders and how to talk to them and treat them.
- having more games and being more engaging
- Food choices.
- The food
- if they serve better food
- the food can be better
- better food
- having more activities for the students to participate in.
- More organization
- Try Being more organized
- Better staffs
- The food
- Better food
- If more students came.
- Taking more trips to keep us interested and wanting to come to program.
- I don't like when the two campuses merge because the Manhattan campus is way to small to be holding unnecessary people. also the components.
- Better components would make the program better.
- Visits / trips to the hospital.
- Visit hospitals.
- More funding.
- Funds so the program managers can have more financial freedom to do more with the program and have a greater reach in NYC.
- More activities
- better food and more time to hang out
- Better food.
- Give more money
- Better and more engaging activities
- More resources
- More resources, handing out checks, round trip metro cards.

- more days fro program and hands on activities.
- The people
- This program will be better if it had better food
- better food
- Better Food.

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

- Sports
- Sleep.
- Go home
- Go home and do home work
- Do a sport
- Probably stay home
- Go to my other program.
- I would go to my college class or join another after-school program
- other programs
- I would work
- Go home
- Sports
- find another program
- SAT Prep
- I would study and so my homework
- I would stay at home and be unproductive
- be at home playing video games.
- I would attend student government and green club
- Go to my sport meetings
- Home catching up on sleep
- Activities
- I go home or hang out with my friends
- softball
- I would probably be doing a sport.
- I have tutoring
- Go to another program
- I would most like be playing softball.
- Nothing
- If I don't attend GCD I will usually be playing a sport, softball practice or a school meeting.
- Softball or homework
- go home and sleep
- Go home
- SOCCER WORK BE HOME WATCHING MOVIES
- sleep
- sports
- Probably go to tutoring
- another program or internship.
- go home and take a nap or find a job
- nothing
- Sleep and do homework
- stayed in school fixing my grades
- YMCA.

- I would go to HPREP and College Now.
- i would be a co-coach for the boys volleyball team at my middle school.
- go home and learn
- Go home and get my homework done early
- email the manager
- i go for my after classes in sch
- Sports
- go home and sleep
- I would go home to do nothing
- Join clubs
- go to my other programs or play sports
- I would go home after school.
- chillin at home.
- i go to cna in my school
- go to tutoring and go home so i could actually have time to finish my homework
- I would probably just relax at home.
- sports
- go home
- go home
- go home
- Go home and sleep
- go home and sleep or practice dance.
- Be home and doing my homework
- I would go straight home
- I would go home and sleep or find a different after school activities.
- join a club
- Practice for softball
- Go home
- I would peer tutor at school or attend the medical program that got accepted to.
- I would stay afterschool and do tutoring as well as take college classes.
- go to the gym
- I would find other health related internships to attend.
- Go home or another program
- I would be able to join my schools sports practices more often than i normally do because i was in GCD.
- go to the gym and play ball,
- I would go home, do homework, then eat dinner, then finally got to bed to get ready for the next day.
- it's probably because i had a emergency or one of my family members
- I would go outside.
- sports
- I would send my email to GCD then I would go home.
- I would just go home and do nothing.
- Either go home, the gym, or play basketball at the park.
- sports
- go home
- go straight home or play basketball at the gym/or park
- Go home
- Go to the library and do homework or practice softball or basketball.
- A sport or just go home
- i go home and do my homework.

- go for tutoring
- nothing
- Probably be involved in sports and other programs like SEO and other programs my school requires like clubs and school tutoring.
- i would be sleeping
- Take naps, get homework and chores done early.
- Probably a different job or a club
- go home watch my show that i have miss eat some food
- Go home and sleep and eat
- I would work on my skills in some sports or help out my family
- Sports.
- sleep
- Sleep, do homework and catch up on shows.
- I would either go home and study or I would run track and go to dance practice.
- n/a
- go home
- go home
- Consider career options and work on what I currently have
- nothing
- Go home
- I would join med achieve and arts
- I would do Medachieve and sports.
- If I don't come to this program, what wouldn't do anything after school
- be at my school practicing badminton and manage basketball
- i would be doing track.
- I would join a sport.
- i go to tutoring or practice
- Nothing ,go home.
- if i didn't have this program i will be going home.
- i only miss if i have appointments or emergency
- i would be home
- i would stay back and study my work
- i would go to track practice or go home and sleep
- Sistahs
- Look for other programs to join.
- Going home and do nothing
- Going home
- I don't know
- I would probably be in a sport or working
- Work, using my PCT certification.
- nothing.
- I don't think I would have done anything.
- Nothing.
- Be working or go home .
- Go home
- I would participate in more sports and find more ways to help out in my community.
- Basketball
- Hanged out with my friends
- Go home most likely.
- Nothing

- No.
- n/a
- No
- go on more trips.
- no
- no.
- I really like the people and they make the place fun and comfortable for us.
- no
- the program is very helping
- nope
- this program is a family place a get away home for me.
- Nope
- all are welcomed and that makes me feel safe.
- I love this program.
- None
- They need to provide more local college trips.
- Gcd is a great program to learn new skills or improve on your skills
- No
- No
- the program in all honesty offers a lot for free and it is one of it kind, I am grateful for being accepted into it.
- no
- No
- No
- At the moment no i don't have anything to say.
- they care about your thoughts and ideas
- This program is very fun and teaches me new things that i didn't know.
- No.
- make it funner
- I like this program the staff are very helping and opening.
- No.
- its fun
- it helps alot with the future
- no
- No
- GCD offers a variety of activities that interest the members.
- nothing
- no
- no
- i feel really comfortable here
- This program helped me build bonds with people i go to school with everyday.
- No, not really
- Nope
- No
- no
- nope
- no
- Nope.
- The staff are very welcoming and they make me feel like I'm with family because they are genuine and caring.
- no

- no
- its great
- Is not for me
- no
- Nope
- N/A
- N/A
- no
- Different people from different schools.
- This program gives good opportunities !
- its a very good program
- No.
- no
- no
- i like how it can gives me experiences
- its the best program to be in
- this program encourages me to try to find a carrier in the medical field
- I love going up to meet the residents
- No
- No
- No
- No
- No
- nah.
- Lashima is the best.
- I love gcd .
- No
- No
- This program has made a great impact on my life. I would love for have the ability to reach more students like myself however in order to do that the necessary funds are mandatory. Please find it within yourselves to make an investment in the future.
- No
- It is lit and fun and helped me with my fafsa and other things which I really appricate.
- No that's all for now .
- No
- No
- No
- It is very fun and keeps me occupied.
- It helps me get through my day
- staff are extremely helpful and always there to help
- the staff are a great support system and are always there when you need them
- Nice support system.



2018 – 2019

The New Jewish Home

Appendix C: 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: April 9, 2019

Time: 3:15-4:35pm

Activities Observed:

- Intergenerational
- Tutoring
- Professional Development



Observation Summary

On the day of the observation, 11th grade students were in attendance. The students usually 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. On the day of the observation, the schedule was modified slightly to accommodate a Planned Parenthood workshop that would be taking place during the third block. Therefore, most students were divided into two groups to alternate tutoring and professional development during the first two blocks, so all students could attend the workshop. Additionally, a few students were participating in Intergenerational activities prior to Tutoring and Professional Development.

- The students and staff had excellent rapport, and a lot of friendly joking and laughing took place throughout the activities.
- The day begins with an “ice breaker” activity, which on this day involved students drawing a self-portrait without picking up the marker. This serves as a team building activity as well.
- Activities were interrelated and built on previous experiences.



Recommendations

Explore ways of making activities personally relevant

While all the activities were well planned, there were a few opportunities to enhance the activities by making them personally relevant to the participants. In the trivia activity, students could have asked follow-up questions of residents who got the questions right, as many of the events the questions asked about happened during the residents’ lifetimes, and they may have remembered it. This would provide an additional opportunity for connecting with the elders as well. In the PD activity, the students could use their current income to create a budget for what they are currently spending, to see how much money is being spent on fast food, or they could be given the average salary in the field they are looking to go into, to make the activity more concrete and relatable.

Observation Instrument Summary Page: Team Building

Location: Bronx	Observer: EH/VN	Observation #: 2	Room Number: -	Date: 4/9/19	Start Time: 3:20	End Time: 3:35
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom		Total Number of Participants	3					
Tutoring		Gym								
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: <u>Nursing home</u>	✓	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.
- 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.
- 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.
- ✓ **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.
N/O	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 <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...

✓	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.
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.
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.
N/O	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 location of this activity was a few blocks away in a separate building. Students were leading a trivia game in the common room, while some residents were getting their hair and nails done. A few residents were highly engaged in the game and appeared to be having fun.

Observation Instrument Summary Page: Professional Development

Location: Bronx	Observer: EH/VN	Observation #: 2	Room Number: -	Date: 4/9/19	Start Time: 4:00	End Time: 4:15
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom	✓	Total Number of Participants	8					
Tutoring		Gym								
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.
- 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.
- ✓ **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 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.

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- ✓ **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.
- ✓ **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.
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

This was a dual professional development activity, combining basic excel training with budgeting. Staff indicated that students could benefit from budgeting PD, as many buy and bring fast food to program every day. Each student had a laptop on which to create their own budget. There was a template given, and staff reviewed the categories and gave examples, and discussed the choices. Each student then could decide their monthly income and plan their budget accordingly, using the sum function in excel to total each month's expenses.

Observation Instrument Summary Page: Tutoring

Location: Bronx	Observer: EH/VN	Observation #: 2	Room Number: -	Date: 4/9/19	Start Time: 4:20	End Time: 4:35
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom	✓	Total Number of Participants	15					
Tutoring	✓	Gym								
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	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.
- 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.
- 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 <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...

✓	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.
✓	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

Students were seated at two tables either completing school work or studying. They chatted casually with each other and the teacher about the Superbug bacterial outbreak they saw on the news. The atmosphere was friendly and cooperative, and all students were actively engaged.

SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

THE NEW JEWISH HOME-MANHATTAN

Provider: The New Jewish Home

Date: April 10, 2019

Time: 4:15-6:00pm

Activities Observed:

- Icebreaker
- Service learning



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, and though it is not typically a full activity, it went long enough to support a full write up. The students rotated through two activity blocks, so all students get a chance to participate in all activities each day. Because the schedule was shifted to accommodate the longer ice breaker, and because of the Advisory meeting taking place during program time, only two activities were observed.

- The students and staff had excellent rapport. Students appeared to genuinely enjoy participating in the program.
- The ice breaker activity served as good a team building experience.
- Activities were interrelated and built on previous experiences.



Recommendations

Update schedule to reflect daily changes

The printed schedule varied from the observed daily activities because fewer students were in attendance, so more time was spent on the icebreaker activity. This impacted the times of the other activities so that the actual times didn't match the printed schedule.

Observation Instrument Summary Page: Ice Breaker

Location: Manhattan	Observer: EH/VN	Observation #: 2	Room Number: Cafeteria	Date: 4/10/19	Start Time: 4:05	End Time: 4:25
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom		Total Number of Participants	19					
Tutoring		Gym								
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	3	Neither						✓
Community service		College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher								
Cultural awareness clubs/projects		Specialist/Other Professional	2							
Other: <u>Team building</u>	✓	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
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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.
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 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.
- 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.
N/O	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.
N/O	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

Upon arrival to the program, students had to write on the board who would play them in a movie about their life. After meal, the group came together to do an ice breaker activity in a circle. One person went to the center and said 3 things about themselves they thought were unique. If a statement was also true for another person, that person then went to the center to share. The students clearly were engaged and having fun, and the activity served as a team building activity, as the students and staff were sharing personal information, and finding commonalities.

Observation Instrument Summary Page: Service Learning

Location: Manhattan	Observer: EH/VN	Observation #: 2	Room Number: Cafeteria	Date: 4/10/19	Start Time: 5:45	End Time: 6:00
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom		Total Number of Participants	19					
Tutoring		Gym								
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	3	Neither						
Community service	✓	College Student/Young Adult		This is a homework activity						
College/Career Preparation		Certified Teacher								
Cultural awareness clubs/projects		Specialist/Other Professional	3							
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:

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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.
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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).
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- ✓ **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...

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- ✓ **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.
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INSTRUCTIONAL STRATEGIES: STAFF...

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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

Students were divided into three groups working on service learning projects that had previously been decided. This activity will culminate in presentations for the residents. Roles had already been assigned, so each group was focused on planning how they would execute the project. The groups topics were workplace violence, family abuse, and rape/sexual violence. All students were activities engaged and contributed to activity. Several students were on laptops researching on Google Scholar to get citations and resources to support their topic.