

2019 – 2020 Geriatric Career Development Program



21st CCLC Annual Evaluation Report
Grantee: The New Jewish Home
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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 third 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, certification courses, and college trips during the summer and school year.

Key findings for this program year include:

- programming continued despite disruption caused by the COVID-19 pandemic, but fewer youth reached regular attendee status compared to previous years;
- 209 participating youth (30+ hours) received workforce training;
- student and parent surveys indicated a high level of satisfaction with the program;
- 97% of participants indicated increased confidence to work in the healthcare field;
- 37 regularly attending seniors gained a healthcare certification; and
- all participating seniors applied and were accepted into post-secondary programs.

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

- ensure the Educational Liaison reviews alignment between GCD and school-day
- consider revising or dropping the objective related to school-day internships
- expand plans for virtual programming.



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. The 21st CCLC grant funds approximately 25% of the GCD program; this report focuses on 21st CCLC requirements.

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.

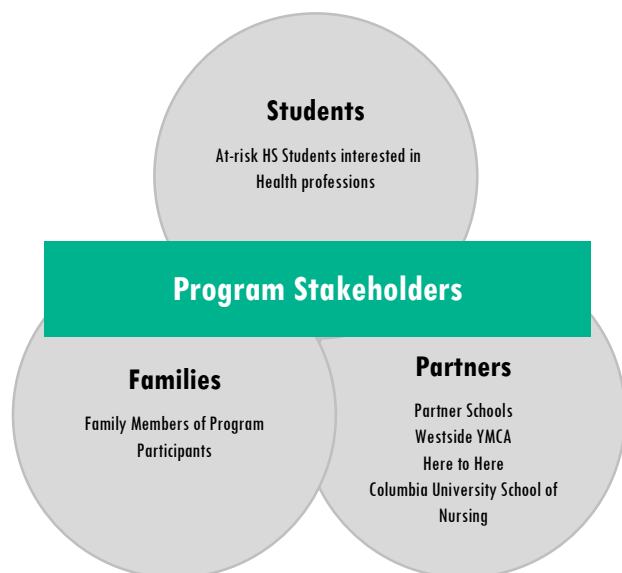
The capstone experience of this college and career readiness program is certification in an allied health pathway. Participants can earn state and/or national licenses as Home Health Aides, Certified Nursing Assistants (CNA), Phlebotomy Technicians, Electrocardiography Technicians, Generations United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

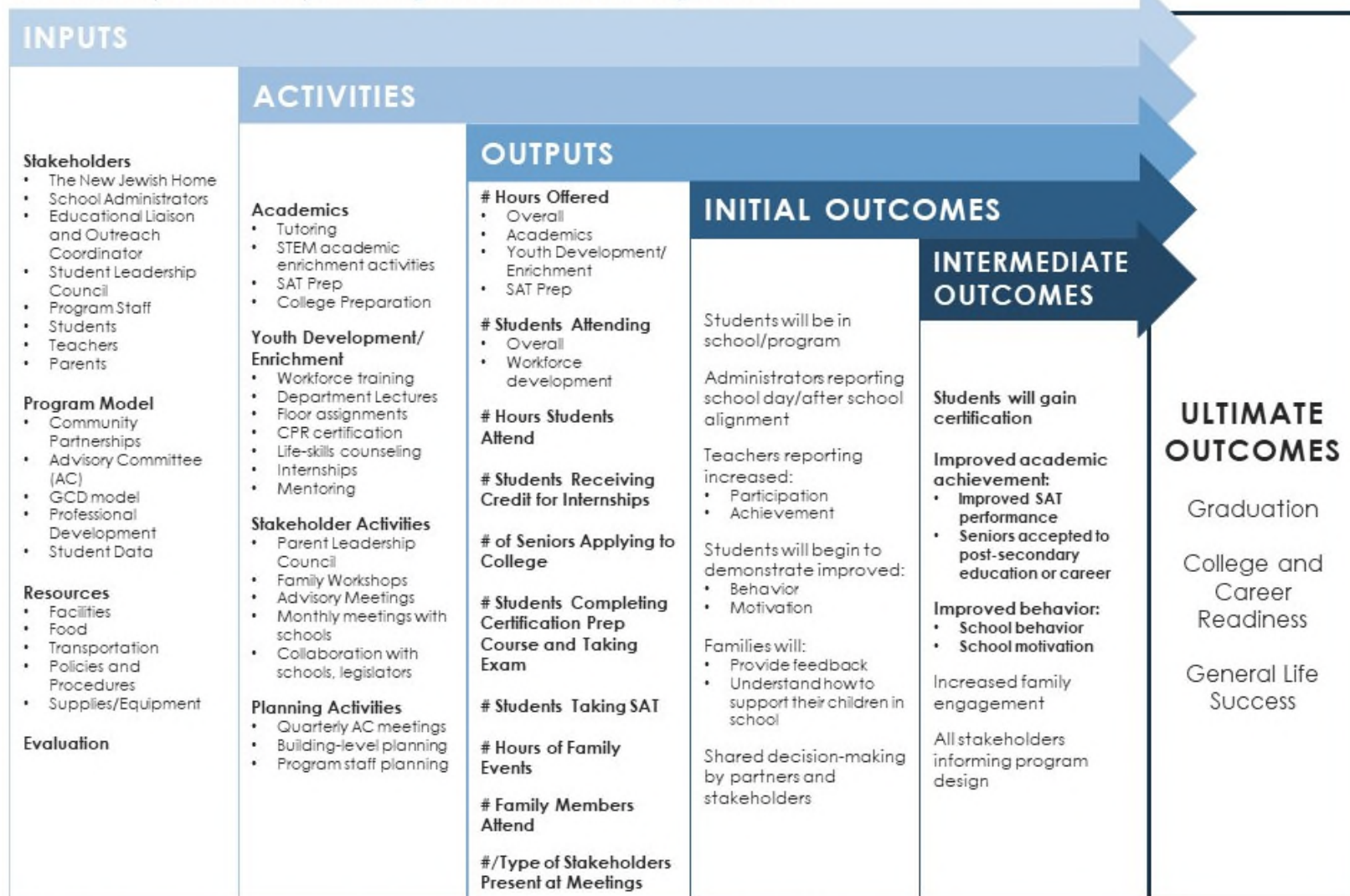


Figure 2:

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 14 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 A. 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 her updated on what he was doing, and kept a log of his work. The project director shared this information with the evaluator.

Services to Families and Other Community Members

The project staff tracked participation at all parent events, and provided this information to the evaluator.

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

The Educational Liaison planned to speak with teachers directly to track their comments on each student. This was not possible this year due to the COVID-19 pandemic, which is described later in the report.

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.

Both surveys, student and parent, were administered in English on Survey Monkey.

Both program sites completed student and family member surveys in Spring 2020. A total of 211 students (83 from the Bronx Campus, 118 from the Manhattan Campus, and 10 students who did not indicate site) responded to the student survey, an overall response rate of 86% (of 245 students who attended the program). A total of 62 respondents completed the family member surveys (37 from the Bronx Campus, 20 from the Manhattan Campus, and 5 that did not indicate site), an overall response rate of 25% (of 245 families). Both student and parent surveys had better response rates than last year (59% and 17% receptively). Overall Student and Family Member survey results for the current program year are included in Appendix B.

Site Visits

VIA conducted two site visits at the Manhattan campus and one site visit at the Bronx Campus. 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. Before arriving for the second site visit the evaluator was notified that on the observation day both sites were combining to partake college roundtables with local colleges and universities. Thus, only activities at the Manhattan campus were observed, but students from both sites attended. Written reports with recommendations 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 C.



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, with some adaptations required by the COVID shutdown.

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 (97%) 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, 33% indicated they Rarely or Never like the food at this program. The students at each site had different opinions, though, with 47% of students at the Bronx campus and only 26% 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 (85% compared to 79%), which is identical to 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 trips were what would make the program better.

Family member responses were also positive. At least 98% 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 (90%), and thought they were worthwhile (95%). However, 36% of parents indicated that they Rarely or Never attend the events, which is a slightly better rate than last year (45%). 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 more college preparation activities. 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 in Year Two, only students who participated in at least 30 hours of program were considered program participants. Regular participants attended 90 or more hours of program. Due to the COVID-19 Pandemic, the 30-hour threshold for meeting participation requirements was waived in Year Three, therefore "non regular" attendees in 2019-2020 could have 1-89 hours).

As seen in Figure 3, the program served 245 students from partner schools in 2019-2020, and over half (131) of participants attended more than 90 hours.

Figure 3:
Regular and Total Attendees, 2017-2020

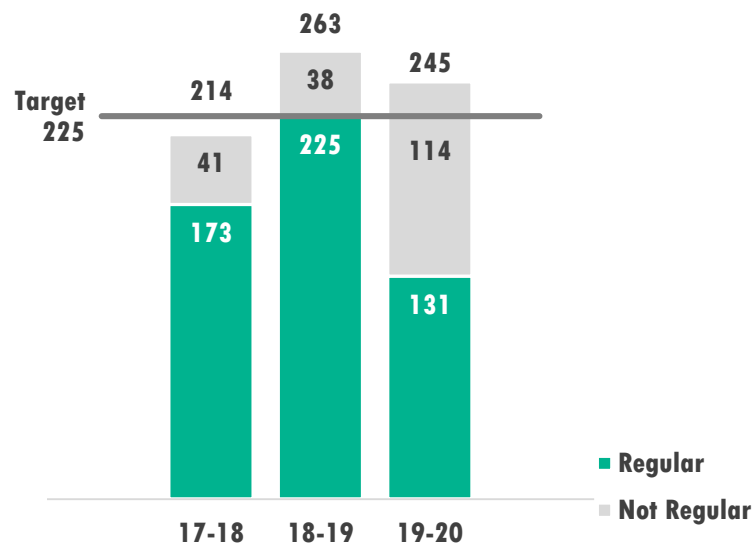
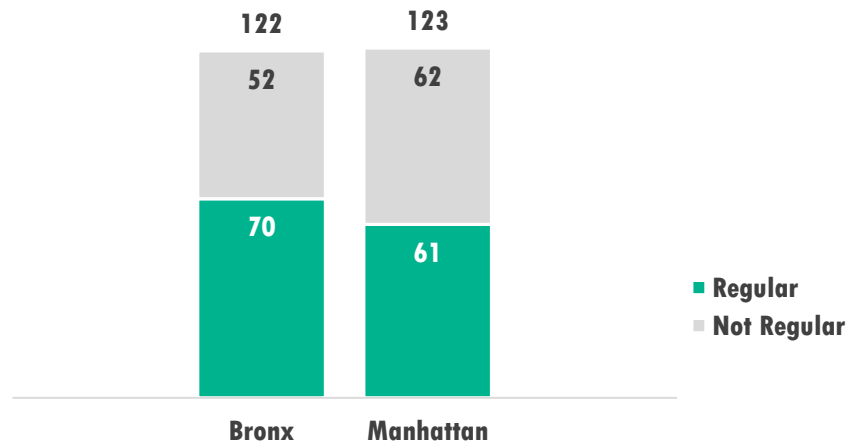




Figure 4 shows program attendance for each site. As seen in the figure, the Bronx campus served slightly more students.

Figure 4:

Regular and Total Attendees by Site, 2019-2020



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, 2019-2020



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 28% of the overall number of students (69). Marie Curie High School (21%, 52), Health Opportunities High School (16%, 39) and Bronx High School for Medical Sciences (13%, 33) had the next highest rate of participation. Of the remaining schools, DeWitt Clinton High School contributed 8% (20),



Hero High School (HERO) contributed 5% (11) of students, Community Health Academy (CHA) contributed 3% (7), Longwood Preparatory School (LPA) contributed 2% (5) of students, Opportunity Charter School (OCS) contributed 2% (4) of students, and Thurgood Marshall Academy (TMA) contributed 2% (4) of students.

Figure 6:

Total Attendees by School, 2019-2020





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.
	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 Manhattan site.

Figure 7:

Manhattan Campus Sample Schedule

THE NEW JEWISH HOME GERIATRICS CAREER DEVELOPMENT PROGRAM		
3:00-4:00	Arrival & Food	
4:00-7:00	IG: Students (Bingo)	
4:00-4:20	Ice-breaker	
4:20 - 4:30	Transition	
4:30 - 5:30pm	Tutor Skills Training	
5:30 - 5:40	Transition	
5:40 - 6:40	Skills Training	Tutor
6:40 - 7:00	Clean-up, Announcements & Dismissal	
Component	Tutoring	Skills Training
Staff	Staci/Richard	Richard
Room	Friedman Conference Room	GCD Space
Component	Ice-breaker	
Staff	All Staff	
Room	GCD Space	

No students received academic credit for pre-CNA course. Last year, HERO high school offered a GCD class, but this was not an internship. The class was not offered this program year due to a department restructure, which prevented NJH from having enough staff to continue the collaboration.

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 was hired in March 2020. Due to the COVID-19 pandemic the educational liaison was not able to participate in bi-weekly meetings with partner high schools. However, as the program went virtual the educational liaison connected with school partners to track 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. The end of the year GCD/partner school meetings were held via Zoom with 7 out of 10 school partners participating.

Services to Families and Other Community Members

According to records kept by GCD, 15.5 hours of parent programming were offered, missing the target. A total of 59 students had an adult attended the events, also missing the target. Due to the COVID-19 pandemic any in-person parent events scheduled after March were cancelled. There were some parent events held via Zoom during the shutdown, but no sign-in sheets or information were collected for attendees. Events included 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	
Not measured	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.

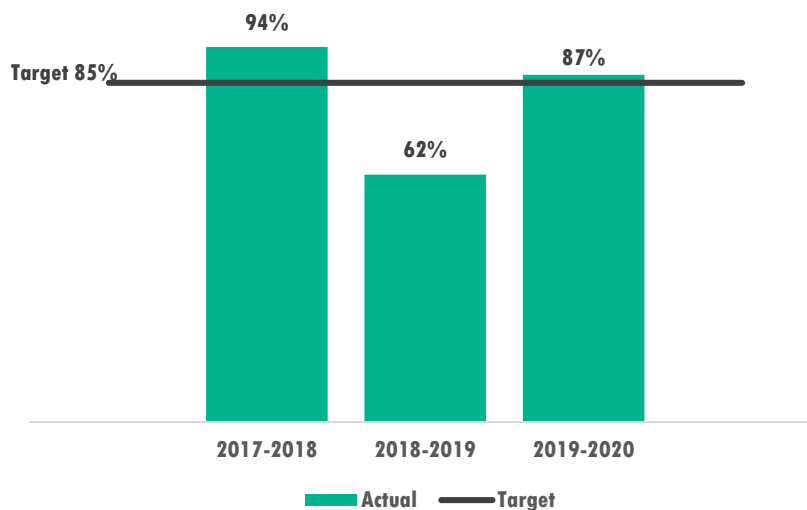


Academic Achievement

A total of 54 juniors reached regular attendee status. Due to the shutdown towards the end of the year, data collected regarding SAT scores were self-reported by students online whereas it would be normally be tracked during programming by site coordinators. Additionally, many students planned on taking the SAT in the Spring of 2020, but they were later cancelled. Because of this not all students who were planning on taking the SAT were able to test. 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, 87% (23) improved their score, meeting the objective target this year, as seen in the figure that follows.

Figure 8:

SAT Improvement, 2017-2020



Behavior Change

These observations were scheduled to occur in the Spring 2020 semester but could not be completed due to the COVID-19 pandemic. Additionally, 97% of students indicated increased confidence in their ability to work in the healthcare field.

Overall, 90% of GCD regularly attending seniors (52 of 58) completed a certification prep course and took the certification exam and 71% (37) of those seniors who completed certification courses became certified. All GCD regularly attending seniors (100% or 57 of 57) applied and were accepted to a post-secondary education or career program.



Figure 9:

Increased Confidence, 2017-2020

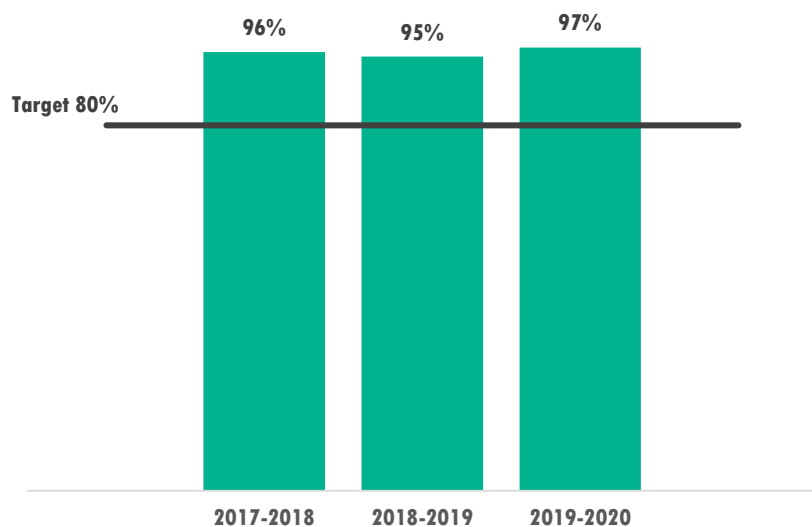


Figure 10:

Certification Course and Exam Completion, Seniors, 2017-2020

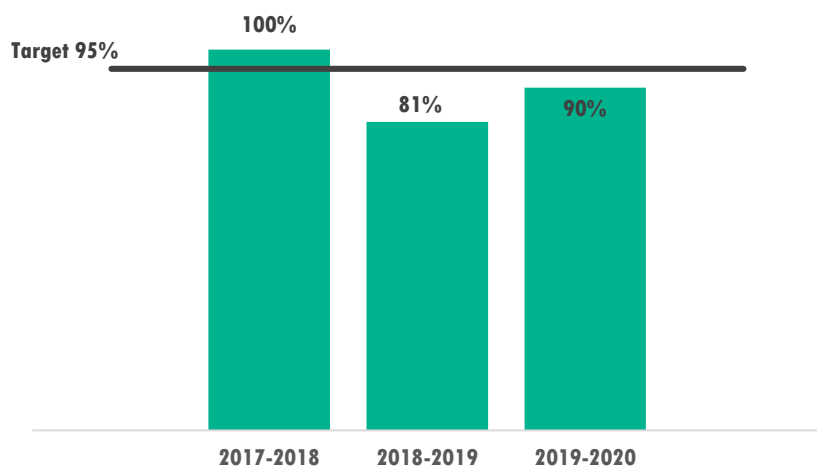




Figure 11:

Certification Achievement, Seniors, 2017-2020

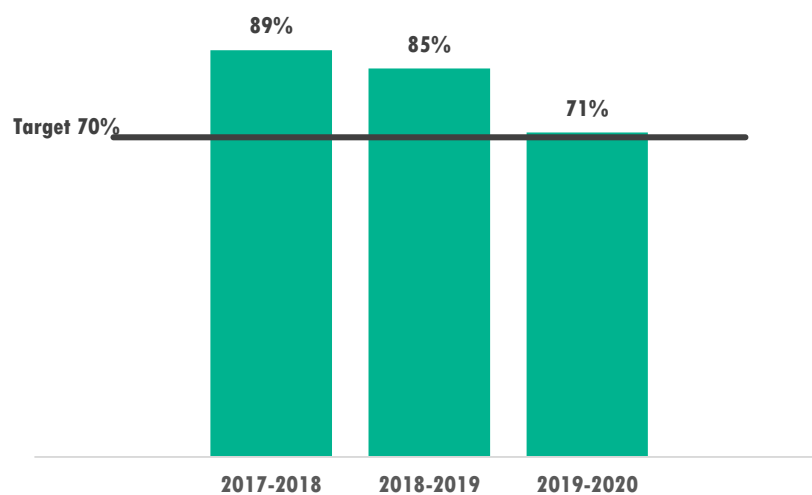




Figure 12:

Post-Secondary Applications, Seniors, 2017-2020

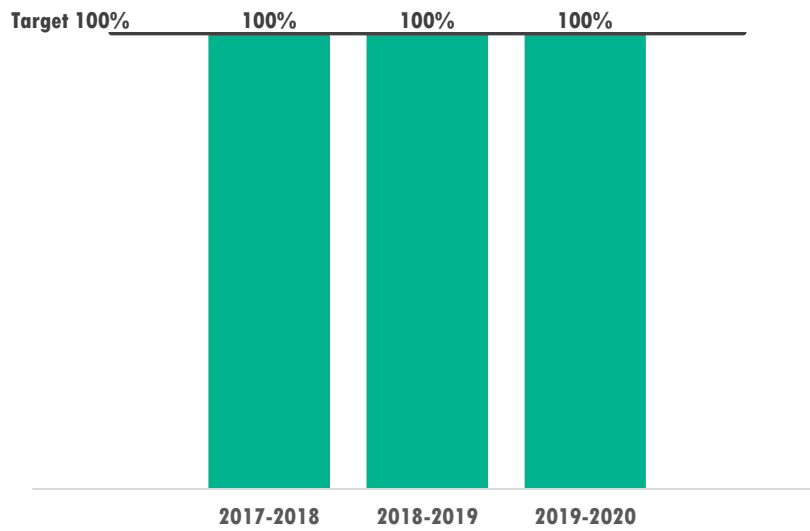
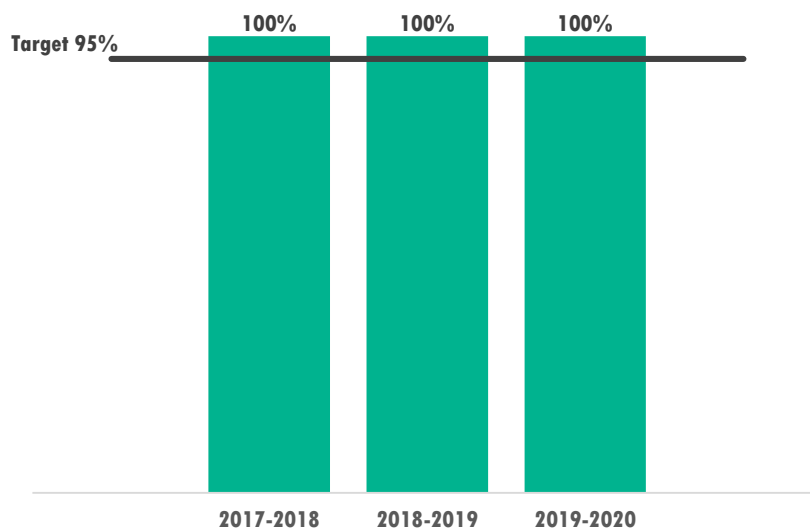


Figure 13:

Post-Secondary Acceptance, Seniors, 2017-2020





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.

Family members and students offered very constructive feedback on the surveys, and the program has new insight on ways to improve. Despite the abrupt closure of schools due to the COVID-19 pandemic-which hit NYC especially hard-the program continued to engage with students and ensure they completed requirements for graduation, CNA certification, and college acceptance.

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.

Ensure Educational Liaison reviews alignment between GCD and school-day.

Now that an educational liaison is in place, encourage them to review alignment between the program and the school day.

Consider revising or dropping the objective related to school-day internships

Establishing a school day internship program has proved to be very challenging since the beginning of the grant. While the intent was positive, convincing schools to provide credit for school-day internships has not been successful, despite many efforts by GCD. In year 2, HERO high school offered a GCD class for credit during the school day, which supported the intent of the objective, while not actually meeting it. This class was not offered in Year 3, due to staffing and department restructuring at the NJH. As this original plan has not yet come to fruition, and is not a mandatory part of the grant, it is recommended to revise this objective to make it achievable or consider dropping it altogether.

Expand plans for virtual programming

It is likely in-person programming will be limited for some, if not all, of the 20-21 program year due to COVID-19. The plan for virtual programming in place from the spring should be expanded so that students and families can receive services even if in-person options are limited. Expanding the plan and getting necessary supplies will ensure that people have access to the valuable services the program provides. Some resources to inform this



planning include experience gained during the spring closure, as well as found online through AfterSchool Works or the New York State Network for Youth Success.

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)	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	Facilitate the completion of the site visit		<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: _____

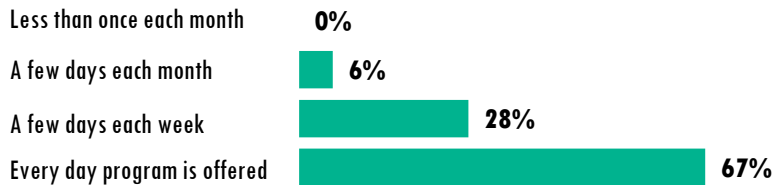
Date: _____

2019-2020 21st Century Student Feedback Survey Report (Grades 10-12)

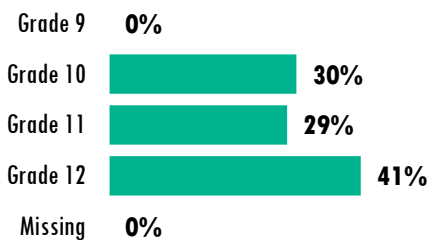
21st Century Program at The New Jewish Home

Number of Respondents **211 Overall** **Bronx-83 Manhattan-118 Missing-10**

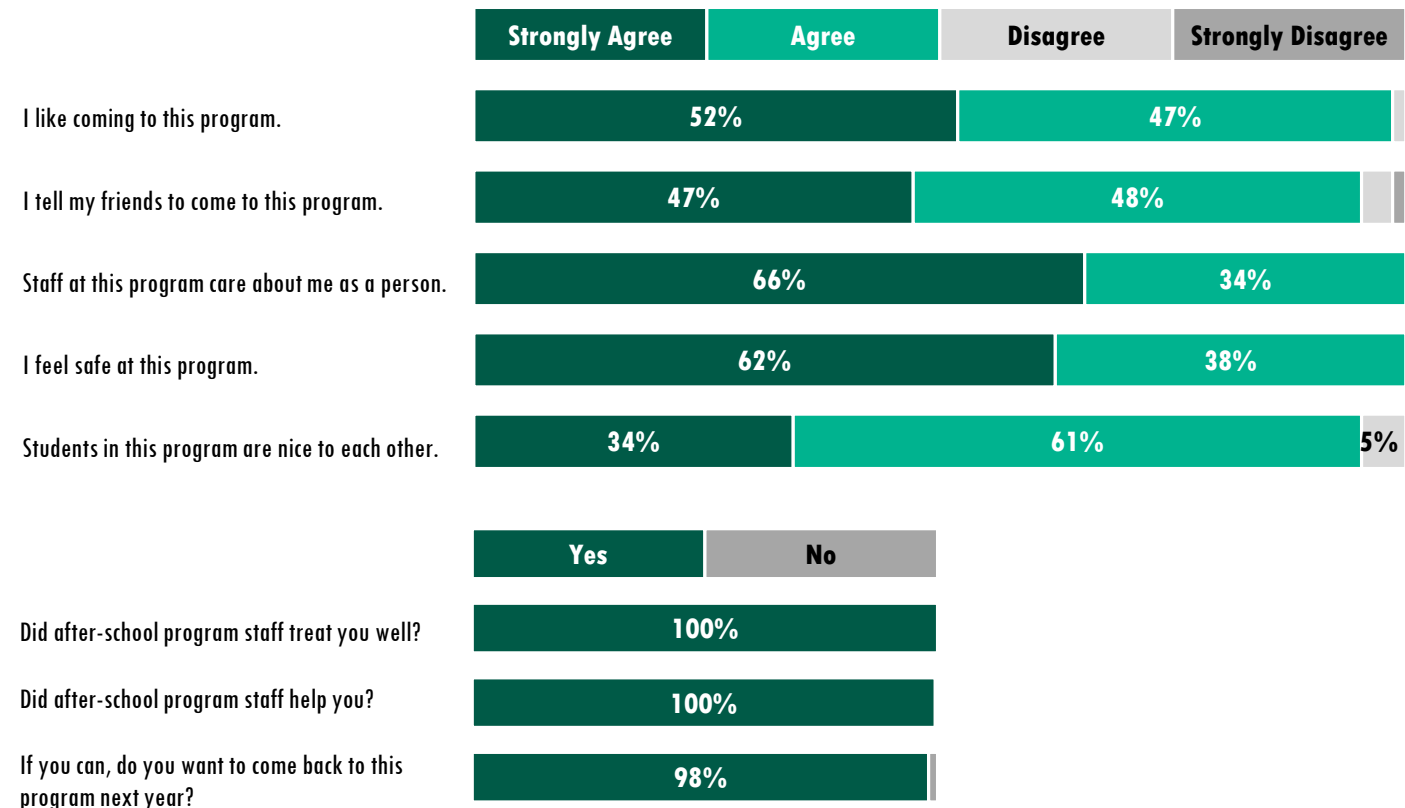
How often do survey respondents attend the program?



Grade Level of Respondents

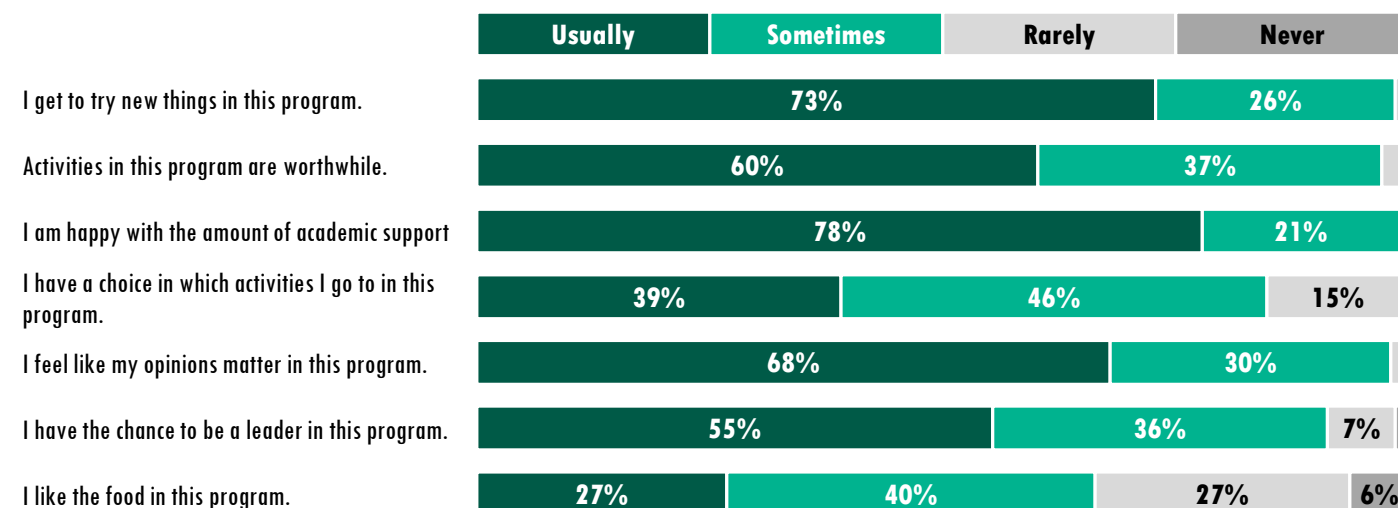


What do students think of the program?

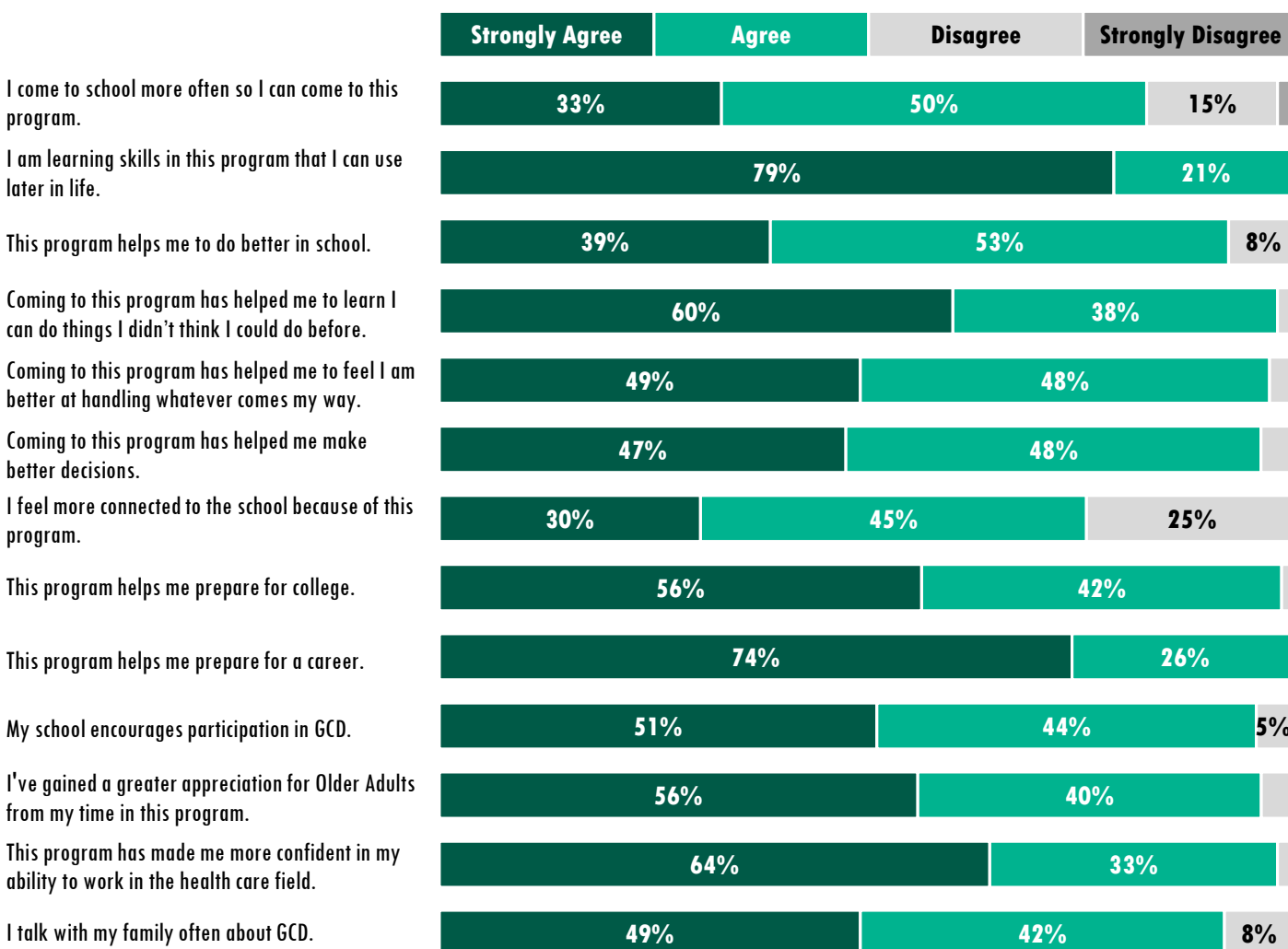


2019-2020 21st Century Student Feedback Survey Report (Grades 10-12)

21st Century Program at The New Jewish Home



What impact did the program have?



2019-2020 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?

Being able to take part in both CNA and PCT courses.

All of the different opportunities available.

The students, staff, and overall environment.

What would make the program better?

Having different food options.

Adding more trips.

Allowing students to do more work with residents.

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

Go straight home after school.

Participate in different sports.

Go to work/ attend a different internship program.

What else did students share about the program?

The program is amazing!

The program helped students prepare for the real world.

"I miss the program."

2019-2020 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?

- All of the opportunities offered.
- Being able to connect with my fellow peers and learning new skills. Developing my love for health care.
- Being able to make new friends and getting rid of my shyness.
- Bronx staff members charisma
- Everyone is very welcoming and like to make everything fun.
- Everything (6)
- Going up to the floors.
- Hands on activities.
- Helps my child for her future profession
- Honestly , I like everything about this program, can't pick one.
- How cool the staff is.
- how it feels like family
- How much I can talk to my friends and staff
- How much the staff is willing to listen to our issues
- how the staff is very nice and handing out food to the older adults
- How the stuff treat the students
- How the stuff treats the students and the activists
- I am able to talk about any topic and have discussions about them
- I am learning how not only to be in the medical field but also in real life
- i can be myself
- i don't know
- I get help and learn more in the medical field.
- I get help when I need it from the staff and my peers
- I get to interact with the elderly and people are nice there.
- I get to learn CNA skills to better myself & others around me.
- I just started to I will have to discover what I like about the program
- I learn new things.
- I like a lot of things
- I like all the opportunities this program offers.
- I like best that we learn to do skills that will help me in the health field and I get to interact with others.
- I like getting to know people and the activities planned.
- I like having relationship with staffs, and the activities. But I also like the workshops that ere given that helps me be better for the future.
- I like how caring the staff is to us. They always make sure we are good.
- I like how concerned the staff is with our well-being and the time they take out to make sure that we are all prepared in what we are learning.
- I like how everyone is supportive and caring for each other. I felt that they really valued my presence there.
- I like how everyone is welcoming and supportive.
- I like how friendly the environment is and I also like the opportunities this program gives me.
- I like how friendly the environment is, I also like the amount of support we get from the staffs.
- I like how I am able to be in a space that offers me academic tutoring and college advice.
- I like how I can interact with elderly adults while learning how to care for them and help them with their daily lives.
- I like how much they have helped me grown throughout these past 3 years. Academically, mentally and socially they have helped me grown. Whenever you had a problem they will help you with it. I also liked the college trips we went on.
- i like how sweet and kind the staff is and how they would listen to you
- I like how the program gives us great opportunities to discover what we like and how to pursue them.
- I like how we all are close together as if we family.
- I like learning how to treat the elderly and discussing the health career.
- I like that i can talk to the staff about personal things for advice and it stays confidential.

- I like that I get the chance to work on my professionalism, gain experience and earn Cna certificate.
- I like that I was able to take part in the CNA and PCT courses.
- I like that it gave me the opportunity to learn new skills and grow from them.
- I like that the program feels like a family. Everyone's ideas count and nobody gets left out. We always do new activities that keep us busy.
- I like that the program is family oriented in the sense that if they notice you haven't been attending they will check up on you and make sure everything is okay which i really like
- I like that the staff truly try to get to know the student and grow a relationships with us.
- I like that they give me information about the health care field that could apply anywhere I go
- I like that they offer the c.n.a course.
- I like that this program assist me with get my CNA Certificate
- I like that this program will get me ready for the healthcare field.
- I like that we can all come together and become a group of friends and get to know more people outside of our school.
- I like that we can be ourselves in this program, have fun , and learn all at the same time.
- I like that we can interact with other elderly and students.
- I like that we get to interact with the tenants and we learn about the healthcare field and the skills we need to be in the healthcare field.
- I like that when I go to this program it's like seeing my other family
- I like that you learn new things medically.
- I like the ability we have to learn about the elderly and that we get hands on experience.
- I like the academic that we do and the group gathering.
- I like the activities that we do on Monday with a staff member Richard.
- I like the educational support they provide each time I come to program, I like the staff, and I like that my opinions matter.
- I like the few staff members that actually listen and care about us.
- I like the help and support that is offered during program hours, i like that HCE prepared me for a brighter future.
- I like the knowledge of the healthcare field it provides well as the people in the program.
- I like the opportunities given in the program, and the support you get from staff.
- I like the opportunities offered and the clarification I need to know whether I want to follow a career in the medical field.
- I like the opportunity it offered such as the CNA program and PCT program.
- I like the part where we learn about the body and how to take care of it
- I like the people I've met in the program.
- I like the sense of community we have even though we go to several different schools.
- I like the staff and how they are very supportive and understanding.
- I like the support of the staff in The program, they are so caring and helpful.
- I like the way staff members care and how much they strive to help us. Whether it's something as small as homework or as big as personal problems.
- I like the way stuff is understanding.
- I like to enjoy my time with the more older adults by serving food to them.
- I like when we get to learn different types of skills.My favorite was resume.
- I live the staff and the activities like learning skills.
- I love how involved the program makes me feel.
- I love how the staff care about how you doing, ask questions about you to see what you been up to.
- I love that the program offered CNA classes.
- I love the fact that I can talk to someone while not being judged and they understand me and makes me feel safe.
- I love the fact that they help me with my college application
- I love the fact that they help me with my school work, and also also prepare me for college and they gave me a lot of opportunities to participate in the internship and also have the time to go up the floors to talk to some resident and know some of their life time and story and GCD really helped me a lot throughout my high school and also help me with some thing I need. GCD is a good program for young youth to join.
- I love the fact that we can get our CNA and this is a great opportunity to enter gain experience in the medical feild.
- I love the fact that you can be yourself and you don't feel alone.
- I love the friends I've made, the life lessons I've learned and all of the experiences I've gained. I appreciate being apart of this program so much and I am so thankful to all of the staff who made this program what it is today.
- I love the staff because they treat us like family and they help us with personal issues, not just school.
- Information provided about college and our future career
- Inter generational where we learn skills like making a resume, saving for the future, and how to keep a good credit score.
- It gains you experience to what to expect when working with elders

- It helped me get my cna and pct certifications
- It helps a lot and give you really good amount of support
- It provides lessons and procedures you will need to do as a senior intern and as a CNA
- It teaches me a lot of new things and pushes me to try my best on everything
- It teaches me skills that I will be using in my future career
- It teaches me things I can use later in life.
- It's a fun place to be. I love learning about the health care field and interacting with the residents at GCD. I look forward to going every week especially on day that we learn new skills.
- It's a safe comfortable environment
- Learning about symptoms and diseases older people have, and how to help them in their conditions for them to leave healthy maintainable lifes.
- Learning about the medical field
- Learning and meeting new people.
- meeting new people and interacting with residents
- My favorite thing about HCE is the dedication of our mentors and supervisors in teaching us about healthcare related and professional development related subjects that will help us in the future, whether or not one decides to pursue a career in the healthcare field.
- Opportunities
- Other than the food, I like the activities they have us do because we are engaged in the health care field.
- Skills
- That fact that it gives me opportunities to get certification in some healthcare fields. Also, the support I get in completing school work and college applications.
- That it is setting me in the right path for my future health profession.
- That they have open opportunities to help us with anything we need whether its for school, your future career, or something personal you could always count on the GCD staff members.
- The activities
- The activities
- The activities and being social with others.
- The activities and communication among our peers.
- the activities we do.
- The amount of opportunities it has given me to take steps towards my future career.
- The best part of this program is the intergenerational activities.
- The best thing about program is how on every Monday there's this one staff named Richard who teaches us and let's us know on the experience on how to clean the elderly or what to do when you have to clean their nails which was personally my favorite
- The best thing i like about the program is how they help you take a step towards the medical field with CNA & PCT classes
- The c.n.a certificate
- The care they give to participants
- The college prep and cna/pct
- the concoctions the staff builds with the students.
- The dedication of the staff
- The discussions we have, talking about things that occur and different situations.
- The environment
- The environment and energy is really good with everyone and it allows us meet with our peers to learn and do different activities together.
- The environment and the bond between staff and participants is my favorite thing about this program.
- The environment it provides
- The exposure it gives me , to the healthcare world.
- The fact that it is a chill place where I can hang out with friends and learn valuable things.
- the fact that there are so many opportunities the benefit from the program
- The groups and things we talk about.
- the help and support we get for college readiness such as applying for scholarships, SUNY & CUNY's etc.
- The help that I received when I was applying for college and the tutors. Thanks to them I was confident with my work and Was able to enhanced my academic skills.
- The help they offer us and all the good training they put us in to make our future bright.
- The help they offer us.
- The new experience I probably wouldn't had if it wasn't for the connection between GCD and my high school.

- The new opportunities it provides such interacting(helping) the elderly.
- The new skills that we learn because it will help me in the medical field later in my life.
- The on hand lessons
- The open atmosphere and nearly seamless interaction between HCE staff and students. Interacting with the older adults and learning how to care for them is another great aspect of this program.
- The opportunities given for free.
- The opportunities I am given and open to
- The opportunities it offers.
- The opportunities they have
- The opportunity
- The opportunity for a paid internship
- The opportunity for us to get tutored and still learn health care skills in the program
- The opportunity I get for attending this program.
- The people
- The people
- The people in this program are supportive.
- The people that are part of the program they are very welcoming.
- The preparation for the future.
- The program teaches me worthwhile skills that I can use later in my life. I am receiving credits for attending and I am getting a better insight on how to treat older patients. I am being given work experience as well and a feel of responsibility at the program.
- The skills
- The skills and the environment since we know each other.
- The staff help me in anything I need help with.
- The staff in the Bronx campus are truly amazing. They deeply care for you and help you in anything you need.
- The staff is super super friendly and kind. They are so genuine and they do their absolute best to help you, despite the situation. They can automatically tell when something is wrong and they always reach out to lend a helping hand. Inside and outside of program. They are basically family !
- The staff members.
- The staff they make me feel welcome and support me. Also they try to create bonds with the students which makes me feel like they care about my opinion.
- The staffs, they are amazing! They make sure that I am learning something from the program everyday, they listen to our concerns and take them into consideration. They are friendly and make me feel like the program is my another family.
- The teamwork and communication within peers.
- The tutoring and interaction on the floors
- The various opportunities it gives me.
- The way that it is so connected everyone looks out for one another
- There are many interesting activities that take place in this program and it's fun
- There is always someone to talk to and they keep you busy.
- They are very helpful and they are always there for you. They show you new skills and we learn it and if you don't get it they will reteach it
- They do help us and prepare us for college
- They have help me through my college decision process.
- They offer many opportunities and everyone is nice.
- They provide everything for the students and the environment is safe. The staffs interact with the students a lot.
- They way they care about you as a person and the encouragement the staff give you.
- Tutoring
- Tutoring
- We get to come together and talk, like for current events, or what we want to be in life, what colleges we want to go to, our opinions.
- What I like about the program is that it gives me opportunities to learn new things I'm interested in and I can explore with my friends.
- what i like about this program is that it helps me with my career.
- What I like best is the support and help that I get from the staff at this program.
- what I like most about this program is how the staffs treat people and how all of us are connected to each other even though when we came into the program we were not not all that close but through This program we are all close.

What would make the program better?

- A bit more organization.
- A change in food
- A lot more college trips.
- Activities that are not only useful, but engaging.
- Actually getting to do a skill set and not having a teacher that will stop the class constantly for one student.
- Actually I wish I could add something better but I can't because you guys are good and the thing that need to be done is that the way the student talk and insult is kind of disrespectful and also they need to provide more food for the student because the food usually get finished fast and most of them would not have the time to eat and also they need to give more time to some student because their school and the program are far and the train sometimes do delay and due to this when they get in the program they would have to rush their food which is not good so we have to give them more time. And they should provide more financial aid program people so that they could help some of us that are in the program. And more tutoring people to help and not only for math and English but for other subject.
- All is good
- Allowing us all to work with the residents.
- An increased scholarship amouny
- As a Bronx Campus 12 grader, I would have preferred to keep the Bronx kids in the Bronx because going to Manhattan was a lot for me. I live far from the Manhattan Campus and I would get home very late do to the distance. They Bronx should have stayed in the Bronx and Manhattan stay in Manhattan or at least have alternative weekends one week Bronx one week Manhattan.
- At the moment I can't think of anything
- better food
- Better food
- Better food
- Better food and being able to do more
- Better food and leadership skills
- Better food and more resources.
- Better food more activities
- Better food would make this program better, a different area/ room, not the basement. The basement gets very cold in the winter time.If students were to cross paths with other students and get along.
- Better food would make this program much better.
- Better food, like veggie and kosher items.
- Better food, please.
- better food.
- Better food.
- Better food.
- Better food.
- Better food.
- Better food.
- Better ice breakers
- Better tutoring staff, I struggle at times with my work and often ask for help which certain people don't provide.
- College trips and also if they can let the Manhattan students came Bronx sometimes (because it unfair how the Bronx always have to go to the Manhattan area).
- Decreasing the amount of people, like if they barely come they shouldn't be in the program.
- Different classes, such as religion, or history, or math.
- Everything is good for me
- Everything is really good.
- Food?
- For me everything is fine.
- Four things that would make this program better If the summer trips were more summer camp based. I would love to go to an amusement park for example, Rye Playland, Six Flags, or even Luna Park. In addition, I would enjoy if everyone in program got involved in their communities. Like going to a kitchen soup every month would be fun. Also, I would like to do some engineering. Possibly building & programming Evie Bots can be apart of that. Furthermore, I would love to go on trips to see a Broadway show. Many Broadway/off-Broadway shows inexpensive for teens so to get tickets wouldn't be hard.
- fun activities
- Going home at 6:30 because I leave really far and by the time I get home I'm tired and still have some couple school work to do.

- Going more in depth about healthcare.
- Going to the garden more often
- good food and have us students leave a little early.
- have more connection with the people in program
- Having better food.
- Having more time for skills.
- Having more time to do homework and career research
- Having more trips.
- Having more trips.
- Having strict rules.
- Having the kids be a bigger voice in what they want in the program.
- Having to attend more than once a week
- I believe there should be better food, better activities, a choice if when we get to go up because sometimes people aren't feeling too well and we are forced to do it. We need our options to be heard and we need to come out from program earlier.
- i believe this program is perfect the way it is. Thy just need to hire more staff members who are willing to stay and help.
- I don't know
- I have nothing to say
- I think an increase in the scholarship amount will do.
- I think having this program in the Bronx would make this program much better and easier.
- I think it's perfect just the way it is but I would say for us to have a trip and come together all bronx and Manhattan site.
- I think the program is great so far.
- I think there needs to be a little bit more transparency of what goes on in the program such as summer program and scholarships.
- I think this program doesn't need anything to be better.
- I think this program would be better if we can have more opportunities to do medical activities so we can explore other health care careers other than being a CNA. I also want to have more learning opportunities at hospitals and ve able to volunteer/shadow other nurses or doctors. I think being able to volunteer or work in a hospital would be a great experience. I hope we can get better teachers who can teach us more about biology and health in addition to CNA. I also think it would be nice if we were funded books about health and biology that we can refer to.
- I would say the food, but there has been major improvements on the food but not too many varieties, so more food varieties would be good.
- I wouldn't really change anything
- If everyone can get to go upstairs even if your late to help the elderly
- if it was less amount of people
- If it's possible for the menu to be made by students with assistance from the staff of course.
- If Richard was there more often.
- If the food was better and more activities
- If the food was better.
- If the food was hot.
- If the staff stopped leaving, we now have a new batch of staff members that we're not familiar with
- If they can tell us (Manhattan Campus)everything straight up and take our opinions into consideration.
- If they had more days to attend
- If they kept the PCT program for the newer participants of the program.
- If we could have say in what activities we do.
- If We go to program more days in a week.
- If we were able to do more fun activities.
- If we were able to go on more trips and expand our learning.
- I'm not sure what would make this program better, but I think giving opportunities for students to have internships in Hospitals would be good. I would have loved to work at a hospital or at least shadow someone there.
- In my opinion, a better location since sometimes it's dark and dangerous to walk back home. Also I feel like the space limits us to certain activities since we just have one room.
- In my personal opinion, a bit more time for home work and tutoring would be helpful because we are losing homework time by attending program.
- Increase in scholarship money
- Interaction with the residents
- It's good as it is
- It's good enough.

- It's good the way it is.
- Just continue with what you are doing because it is great
- Letting students be with who they want sometimes
- Making how it was In The Bronx campus
- Maybe 1 or 2 activities more
- Maybe even more food cause the program is great itself it's just the food which will make it better
- Maybe some better food.
- Maybe some trips
- Maybe the food could be a bit better and I feel the children in program could be nicer and more friendly. We should go on a retreat it somewhere where we can all get to know each other better. This way, we feel closer and connected. I feel we were kinda just thrown into program with strangers and we all don't fully feel comfortable.
- Maybe the food options.
- Maybe the food.
- More activities
- More activities
- More activities
- More activities.
- More choice in activities.
- More communication
- More engaged tutors
- More events so we can stay connected with the older adults.
- More financial assistance so that they can help more students.
- More flexibility with the trips.
- More food that everyone likes to eat.
- More freedom to do wanted activities.
- more fun activities
- More fun activities
- More fun activities.
- More funding
- More hands on
- More hands on activites or trips.
- More hands on activities
- More hands on activities.
- more hands on experience
- More interaction with the residents.
- More out door activities
- More outdoor activities or collaborative work
- More outside exploration (trips to colleges, career fairs ..)
- more richard 😊😊😊
- More space for the student in a table
- More trips
- More trips
- More trips
- More trips (which can include college trips),letting the Manhattan campus come to the Bronx more often
- More trips and better food.
- More trips for the students
- More trips to hands on health science activities.
- More trips.
- More tutoring time
- More variety in the career choices.
- N/A (14)
- No change .

- No changes needed.
- Not eating the same burgers. And more skills and practicing skills every time we meet
- Overall, I think the program is really good.
- Personally i would like if we can leave at 6pm because I live really far from program and when I get home it's really late and I have to stay up all night and finish some other school and house work.
- Practicing more CNA skills during the school year instead of pushing most of it on us just in the summer.
- Probably having better food and shorter hours. 7 is too late on a school night. We still have homework and other things to take care of. So if we could close earlier gcd would be better.
- Probably the food
- Providing it with financial assistance so that they can help more student.
- Shorter hours because 7pm is late and I live far which does not give me enough time to do hw when I get home . I always get home really late.
- Starting at a later time because some students school are farer than others and ends much later.
- the food
- The food
- The food
- The food
- the food
- the food
- The food
- The food and more trips
- The food and my peers
- The food and sat prep
- The food can improve.
- The food could be better but overall everything is fine the way it is.
- The food could be better for programming.
- The food. As a Muslim, I'm only allowed to eat halal meat and through most of the year the program did offered meals but the meat were not halal.
- The program could allow us to do more, i know it takes funding but more trips and team building for our group
- The students to have more of say in activities
- This program could be better if we had more time to practice skills we have learned.
- This program could improve if students were less distracted on their phones.
- This program is outstanding. There's nothing that would make this program better because everything is great in this program.
- This program would be better if there was better food options.
- This program would be better if there were opportunities for overnight trips and more engaging trips.
- This program would be better if we could do more trips in our senior year.
- This program would be better if we had the chance to go on more trips and had the ability to be more involved in skills.
- To be More strict with rules
- To have more health care based learning.
- Well On How to communicate more with other schools not only schools they know and try to bring other kids who needs more skills on the things on the health filed .
- what would make this program better if it was more hands on with somethings.
- What would make this program better is food? It just needs some more flavor.
- What would make this program better is more space and better food.
- When compared to last school years class I do believe that despite the many obstacles program at least for the senior class has drastically improved because of the plentiful activities and projects that where done. I also believe that if it where not for the pandemic we would have been able to accomplish much more and even start certain promotional projects.
- When quarantine is over, possibly more trips.

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

- a sport
- A sport in my school
- After school I normally stay at school for sometime then I go home to continue studying.
- Another internship program

- Another program or internship.
- Another program/ Sleep
- Attend medachive and project rosseau
- Attending basketball and dance practice.
- Baby sit a sister
- Be outside
- College class and probably work.
- Dance
- Dance club and college now
- Do my chores go outside with my dog eat shower do homework and go to sleep
- Either my work or go home.
- Find a different internship
- Finishing my homework or projects
- go home
- Go home
- Go home
- Go home
- Go home
- Go home
- Go home
- Go home ad do my homework
- Go home and do all of my school work.
- Go home and do my homework.
- Go home and do school work
- Go home and learn or maybe work.
- Go home and sleep
- Go home and sleep
- Go home and sleep.
- Go home and sleep.
- Go home and study or find a job.
- go home or dance
- Go home or hangout with my friends.
- Go home then take a nap and wake up really late to do my homework.
- go home, or relax out in the city.
- Go home.
- Go home.
- Go home.
- Go out with her friends
- Go to a Broadway show with my school.
- Go to another program.
- Go to grandmas house or hang with friends.
- Go to my other program at Columbia University or get a job.
- Go to some fun clubs in our school such as the art club or the environmental club and try out new things with my friends. Or I might've joined the badminton club.
- Go to the gym
- Go to the park and play basketball or go to the gym
- Go to the park or go straight home.
- Go to the park.
- Going Home
- Going to my other programs and home.
- Hang out with friends
- Hang out with friends, do afterschool activities with my school.

- Hang out with friends.
- hang with my friends
- Homework
- I am a student athlete so I'd be playing another sport
- i don't really know, most likely going home with friends and hanging out with my "sister" family
- I email staci
- I go home.
- I go to doctor appointments or I do help my aunt take her kids to the after school
- I have a job that I would attend instead.
- I have no clue.
- I might have decided to join a sports team.
- I think I wouldn't. I never really liked going to after school but in HCE it's better and I learn the things that I love.
- I took night classes at yabc
- I try my best to come to program everyday they offer program which are Monday's and Wednesday's. If I do not come to program it is simply because I have an emergency or I have to tend to something else.
- I typically have to make a hard decision to either go to my job or focus on my academics in School. The program Doesn't really make my school work a hard focus, so I struggle to go to GCD everyday knowing the program has other task and lessons they want me to focus on.
- I will be at one of my other program or home babysitting my little cousin.
- I will come straight home.
- I will email the staff of GCD
- I will go home and study on my own or maybe find a job.
- I will have done After school basketball practice which I was part of the team but I could have lose the opportunity of knowing more about my career.
- I will inform staci
- i will probably stay home
- I would be at home babysitting.
- I would be at home doing my homework and studying.
- I would be doing sports or something else that would keep me busy.
- I would be going to my grandmas house or hanging with friends somewhere.
- I would be home
- I would be home doing all my homework.
- I would be home doing nothing. I would have never had the opportunity to explore the healthcare field.
- I would be playing softball.
- I would be playing sports or sleeping at home
- I would be working in retail.
- I would do cheerleading, lacrosse and soccer.
- I would do homework.
- I would email staci and inform her why am not attending the program
- I would find a job.
- I would go home after school.
- I would go home and sleep
- I would go home and study and do all the tons of work I get.
- i would go home or to dance class
- I would go home or when I'm old enough to work I would get a job and work
- I would go home, or to the park.
- I would go home.
- I would go home.
- I would go straight home.
- I would go to another extra- curricular i attend or go home
- I would go to other clubs in my school or just go straight home and finish my homework and relax. There arent any other health care activities after school that I can go to.
- I would have went home and completed homework/ practiced piano/ chores.
- I would help other students in my school prepare for their regents by tutoring them.

- I would join a sports team or a different program or maybe just go home
- I would maybe get a job.
- I would maybe join the track team of my school.
- I would most likely go home and finish homework/practice piano.
- I would probably be at home or at a club or even doing a sport
- I would probably be doing a volunteer program at a hospital.
- I would probably be going home after school.
- I would probably be playing a sport or working.
- I would probably do another internship related to medicine.
- I would probably have another school program because I look for many ways to fill my college resume.
- I would probably just go home and reminisce on what is going on in program or go to dance practice.
- I would stay after school and finish my work with my other teachers and then I would go and play basketball with my friend.
- I would stay after school with my teacher to do my homework and then after I was done I would go and play basketball and then go home
- I would still be playing softball being more active as team captain
- I would study and read my books. And sometimes, I will email them to check on them.
- I would study, do my homework, and help my mom out with chores around the house.
- I would usually go home or to tutoring.
- I would usually stay at school for tutoring or go to a book store if I didn't go straight home after school.
- I would volunteer at a hospital.
- I wouldn't do anything.
- I wouldn't do much just my homework
- I'd do sports
- I'll email the staff explaining why I can't go .
- I'd be home, doing my homework, practicing drawing and reading books.
- If I am not at program after school I am either at Softball or I go home and take a nap.
- If I did not come to this program honestly I probably just go straight home and try to find a part time job.
- If I did not come to this program I would be home all day.
- If I did not come to this program I would likely be in another program or Internship after school
- If I did not come to this program, I would go home. Or to other extra curricular activities.
- If I did not come to this program, I would go straight home or try to find an extra curricular that interests me.
- If I didn't go to the program I would go home or eat with my friends.
- If I didn't come to this program I would just find a job.
- If I didn't come to this program I would've joined another after-school program.
- If I do not come first program I would email Staci and inform her why I wasn't able to come to the program today and then the things I do after school is either they our school is doing a program for the seniors which we have to attend or maybe we having a party or a trip that what I do after school
- Join another club in my school
- Join another program
- Just go home
- Just go home after school
- Maybe after school activities at my school
- Maybe another program.
- Medachive
- My homework.
- None
- Nothing
- nothing
- Nothing
- Nothing
- Nothing chill in the library
- Nothing go straight home
- Nothing I would go home and sleep or hangout around school.
- Nothing probably just stay at home or play a sport

- nothing productive
- Nothing really i would just go home and play games.
- On Friday I have this program that is for honor roll medical major and we just do activities that teaches us about the health care. However GCD is very understanding and excuses my lateness and encourages us to still attend program.
- Other after school activities and go to sports practice.
- Other programs
- Play basketball
- Play softball with my school team or go home and do nothing
- Playing softball for my school everyday.
- Playing softball.
- Probably be doing my homework and watching video
- Probably go home and do nothing.
- Probably home doing my homework. That's why I am great full for this program
- Probably homework and be unproductive.
- Probably join sports.
- Soccer Youth leadership Council Boys 2 Men
- Soccer SBU Tutoring Boys 2 Men Youth Leadership Council
- Sports
- Sports
- Sports , extracurricular
- Sports.
- Stay at home
- stay home
- Take care of siblings
- Take care of younger siblings
- The after-school programs my school offers.
- The day I won't be able to come maybe we had some important occasions in our school and I have to be present .
- Tutoring after school.
- Usually, I would go home and do homework and exercise.
- What I normally do when I don't have hce which is I go to karate.
- what i would do if i did not come to this program after school is go home and do homework.
- When I am not at this program, I usually just go home.
- Work at my job.
- Work in a part time job.
- Work or an internship
- Working
- Working.
- Workshops with a program associated with Columbia University.

What else did students share about the program?

- At the moment no.
- Cell phone use by the students can be an issue at times.
- GCD has helped me connect with people who shares a similar passion in wanting to go to college and explore a career to become successful one day.
- Great at preparing seniors for college
- Great opportunity's.
- Great people are part of this program.
- Great staff and GCD always looking out for your education.
- Great staff members!
- Have better food please, Manhattan campus has way better food then the Bronx campus.
- Helped me prepare for the real world and a professional career
- I am already in a cluster of work from my school, for some reason they are assigning more than usual, I doubt I will be joining the google classroom because I am already too overwhelmed

- I appreciate the support the staff have given me. And the experience that I gained from this program really means a lot to me because I can use it where ever I go in the future.
- I believe the program should definitely offer students opportunities to work because many students would like to work and can't due to the schedule of the HCE program
- I enjoy coming to this program because i made new people and i am always learning something new no matter what we do and we have fun and its not only a program but i believe its more like a family we can count in because the staff is very supportive and understanding.
- I enjoy how comfortable the community is.
- I enjoyed and appreciated the days I had there.
- I have nothing for the moment.
- I hope we still get to do pct next year
- I learn alot of medical terms word which is just weird but in my end it was bound to happen.
- I like how the online schooling is going to with HCE.
- I love it and miss it :(
- I love this program so much and gonna missed it
- I love this program very much and wish that I was still attending physically.
- I love this programs and the staff members in it.
- I loved that the staff truly cared about the students and gave us there time of day to hear our problems even if they were big or small.
- I really appreciate being in this because because I've learned a lot from this program. I've gained many experiences which I can use in the future to help others. THANK YOU HCE!!
- I really do love GCD, I feel it is a great opportunity for us. The staff are super super kind and the even the kids are nice. Everyone has something different to bring to the table. Everyone does their part and tries their best !
- I really love gcd, the gcd family and all of the true friendship I have gained over my last three years here. I am very grateful for gcd!!!
- I think the program is a pretty nice program and I think scholarships are something to look forward too, although I do wish 10th graders received scholarships. I also think having leadership positions in the program would be nice and voting for one another would instill a better environment. I am a member at the program but I still haven't received an ID or a scrub, so I look forward to that. I also wish we can learn more about health and have professional teachers who love biology teach us. I feel like some of things we learn are basic and not that exciting, so I hope we can get more resources and books as well in order to learn more about biology and health.
- I would like to invite more people to experience what I have gained from this program because it is actually good and it helped me a lot throughout my high school and then they also have the opportunity to participate in some things that eggys haven't done which is actually cool.
- I would like to say thank you for everything.
- I would like to say that this program is great and has helped me a-lot from my junior year to my senior year of high-school.
- I would like to share that it is very interesting program and it can expose you to so many different things.
- I would like to share the great experiences we experience while interacting with the older adults, they are honestly so great and show us a lot.
- It can be really boring sometimes
- It had been very helpful
- It is a very helpful program.
- It is great
- It is interesting
- it is really amazing, better food?
- It not an ordinary program they try to make our lessons fun so we get more attached also they are always there to talk to us if we need help or if we need someone to talk to and there's also tutoring which helps a lot and it's more like a family and a fun place where we learn and grow as a person and in our careers for the future.
- It's a good program
- It's a great opportunities to better focus on a career in the health field
- It's a interesting program and I'm glad I am able to attend it.
- It's an amazing program and that students should take advantage of.
- It's an awesome program!
- It's been really helpful and I've been taught many lessons that will be so helpful for my career.
- It's fun, great and you can learn so many Important things to keep yourself healthy.
- It's a great program with great opportunities for students.
- It's a well rounded program with some stuff members that Care not only for the older adults but kids. The program has showed me some benefits, but doesn't really focus on academics really well it's a constant struggle for me to balance school and work because theirs no motivation of people in the program that can help me with maintaining as excelling Grade point average. The program influences of what young adults like me want in a medical background and its fundamentals, but if it came to me personally I would choose my academics and school life over my job.

- keep being loving to future students because i feel that, that is what keeps the program going.
- Keep the staff members!!
- More cornbread
- More outdoor activities or better food choices
- N/A (70)
- Needs better food
- No comment.
- No I absolutely love it!!
- No please
- No please.
- No thank you
- No there is nothing else I'll like to share .
- No, I'm very grateful for as all the support I received which has ultimately help me gain more confidence in myself. Thank you GCD
- No, it's good so far
- Nothing because you are great
- Online school is good for this program.
- Overall HCE is a great program and I won't replace it for anything else.
- Overall, I love it and it's opportunities!
- Thank you for all the opportunities.
- Thank you for everything you have done for me!
- That all of the people and mentors of the program are really nice people and the atmosphere has improved greatly.
- That it is the best
- That's all
- The experience.
- The program is a great way to explore nursing as a career
- The program is full of amazing people.
- The program is really great I enjoy being in the program I've made friends very quick
- The SAT days should be changed to Tuesdays instead of Fridays because most students on Fridays just want to relax and have their normal components after a long week of school.
- The staff are really nice
- The staff are super super nice. Their intentions are pure and they always want to help. They get along with everyone and anyone .
- The staff are very friendly.
- The staff is amazing
- The staff is amazing.
- The staff really try their best to make sure that the students have whatever they need.
- The staffs are amazing
- They program really help young people a lot and it helps them to know their real path in life.
- This is a program that I will ALWAYS recommend to upcoming sophomores to be part of as it really helps you to face the real world.
- This program gives really good information on how to start in the medical field and it's a great way to start off, by doing GCD
- This program has allowed me to get a clear idea on my future career. At first I was conflicted on what I wanted to be when I grow up. I used to say "An astronaut" but astronauts need to understand the solar system & much more. Instead of that I had a passion for acting, singing, & dancing so I had decided I wanted to be that. Only problem was I'm not a good singer or dancer. I was clueless on what I wanted to be. I finally got into HCE. So I stuck to medicine. I thought the only way to be apart of the medical field was to deal with medicine. I later realized I can become a CNA & work with newborns. A Mid-Wife. I finally found my calling in this world all thanks to HCE.
- This program has helped me in many ways to better and improve on areas that I need to work on.
- This program has helped me with many things. It has encouraged me to believe in my dreams since I never thought I could become a nurse since my family has never reached that far, and they're giving me the opportunity to become a certified nurse. This helps me get a step closer to my dream which is to become a registered nurse. Also, this program has made me open my eyes to different colleges in nyc and out of state which means a lot to me because I only thought that community college is the only option for me for all my siblings and cousins have only attended community college. This program has created many amazing opportunities for me and has supported me. I would recommend this program to all sophomores to join !
- This program has prepared me for real life situations.
- This program helped me to communicate with people of different ages and races.
- This program helps young students of any age experience healthcare first hand off, and prepare them extensively for the work field.

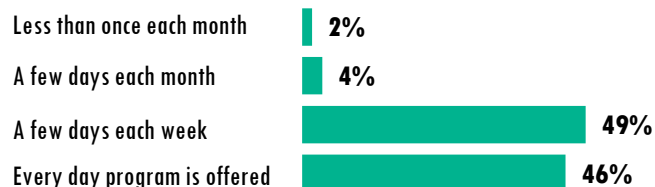
- This program is an amazing opportunity for students who want a head start in the medical field
- This program is like a family, everyone gets along with each other and friends and staff support each other at all times.
- This program is really good and I'm glad that it gives us the opportunities that we need to succeed.
- This program is really good for all young people coming up and also this program is not all about health it helps in good communications that which many people in this world lack.
- This program provides guidance for careers we want to do in the future and supports us emotionally and socially.
- Well the last steepen that we got I still haven't received mine even though I spoke to Ramon about it before he left and I gave him all my information again. He told me that it was all up to Mr. John and I would be receiving it later in the month of February. I still haven't gotten any email on that, but overall the program is great.
- You are doing a great job
- Yea this program really helps you with career goals.
- Yes, please try to help us come out earlier. Coming out late is a struggle for those who live far from this establishment. It's also unsafe for a bunch of teens girls to be out and about at night with no one.
- You learn a lot to be honest

2019-2020 21st Century Family Feedback Survey Report

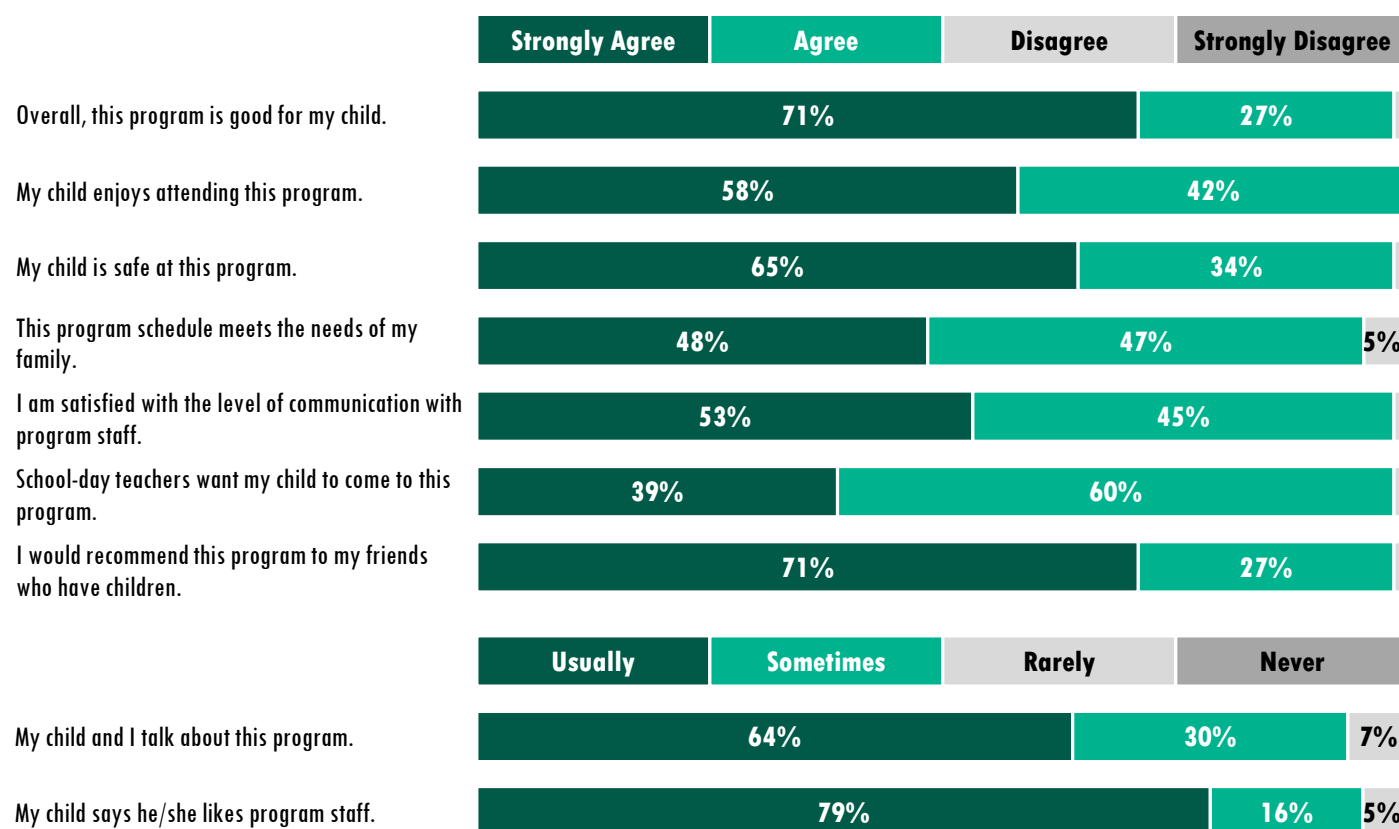
21st Century Program at The New Jewish Home

Number of Respondents **62 Overall** Bronx- 37 Manhattan-20 Missing- 5

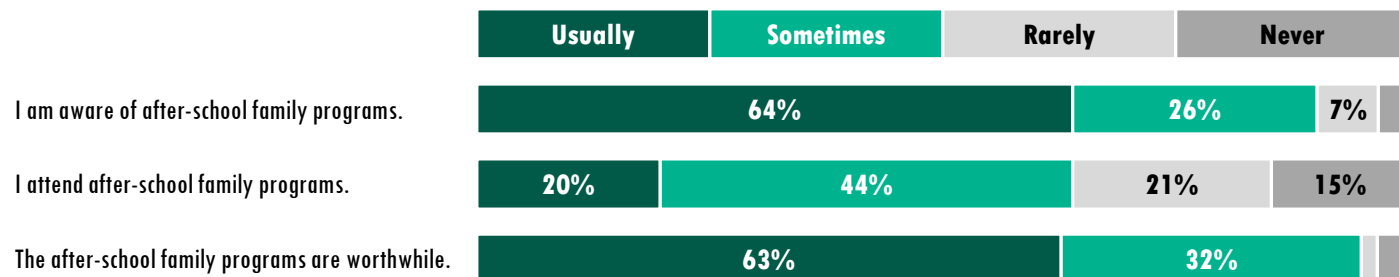
How often do survey respondents' children attend the program?



What do families think of the program?



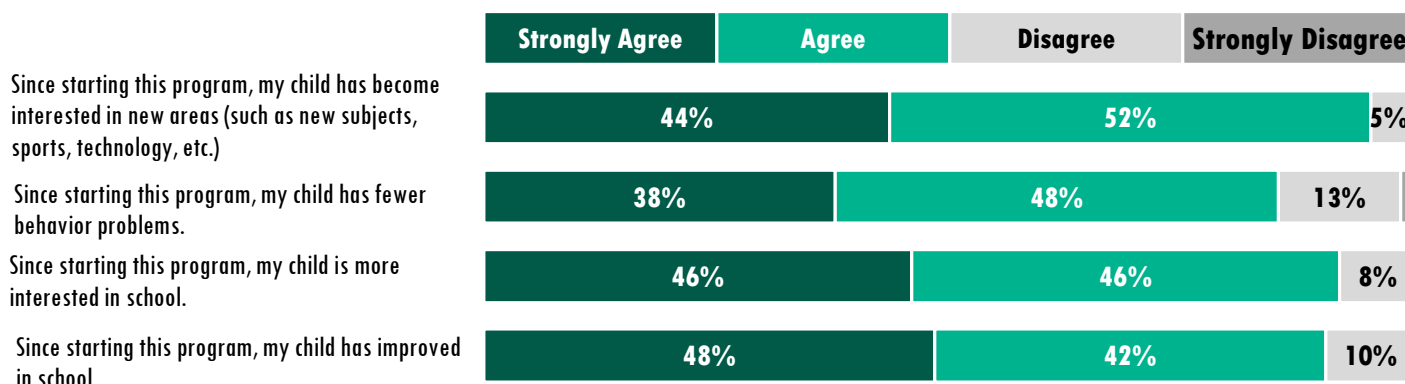
What do families think of the after-school family programs?



2019-2020 21st Century Family Feedback Survey Report

21st Century Program at The New Jewish Home

What impact did the program have?



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?

Their child requested/showed interest in the program.

The program provides great opportunities.

To learn more about the healthcare field.

What would make the program better?

More college prep activities

More activities

Adult workshops and courses

What family programs would be most helpful?

A family night/day where families can see what students are doing in the program.

College sessions (preparation, financial aid, how to apply, etc.)

Financial literacy

What barriers prevented families from attending GCD events?

Work

Young children/siblings

What else did families share about the program?

The program is beneficial for their child.

The staff is nice.

2019-2020 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?

- Because I thought she will learn a lot of skills for her future career
- Because is a good program.
- Because is important for younger
- Because is important to me that my child is engaged in after school program that will help her grow as a person.
- Because it can help with her grade and help with college
- Because my child said she likes it a lot and it's worth it.
- Because of the opportunities that this program offers
- Because of why the program offers and also to help build my child find her place and grow confidence
- Because when my child tell me about this program it sounds very interesting and helpful.
- For engaging and learning purposes
- Great way to gain experience
- He enjoys the program
- Healthcare is one of the careers my daughter wants to be in, so i taught why not put her to a program that relates to healthcare.
- i choose to send my child to this program because it is a program the help kids to know what they want to becoming in life and their and very help full events and work shops that goes on. My son also graduate from this program which help him a lot when he was looking for colleges and to find his Y. he is know studying to become a doctor because of this program. thanks to the teachers of this program and all the directors and everyone that work there.
- I choose to send them to the program so he can get ready for his future career.
- I chose to send my child to this program because of the help and benefits offered and also the help with homework as well.
- I heard great things about this program and how it also prepares them for a better future in college.
- It gave her an opportunity to be busy and grow and develop a new skill
- It was recommended
- It will be beneficial for her career and helpful in starting early for her future
- It's a learning experience.
- It's safe for my child and my child also receives education.
- It's good for her
- Its part of my child's career Path
- Keeps my child from always being in their room. Helps her interact with others.
- My child informed me of the benefits of the program and I believed it was a great choice to get her started in the medical field.
- My child wanted the experience to determine if she wanted a career in the medical path and because of the volunteer hours.
- My child wanted to
- My child wanted to gain experience in the medical field
- My child wanted to go for better opportunities
- My Daughter wanted to be in the program.
- She came home from scores to be part of it and i let her go
- She got nothing to do after school.
- She really wanted to go and participate in this program because she wants to be a doctor and this program will show her initiative to be part of the medical field.
- She wanted to attend the program.
- She wanted to get to the point of earning income
- She was interested
- She was interested and it was something she was wanted to do.
- So the program could give her knowledge that'll help her in the medical field.
- The program it offers and also to help her find her place and grow confidence
- The reason I approved my child to go to this program is that I want my child to take advantage of all open programs that are available for her to learn. I want her to be out of her comfort zone.
- They was the one who decided to go and I heard it was a good opportunity for them

- This program helps my child to be open to career paths.
- This program is a good opportunity for my child.
- to enhance her education
- To gain knowledge & opportunities as offered by GCD. Experience the real world with early future career plans.
- To get to know people
- To help my child to learn and improve of her career and as a person.
- To learn more about health care field being that it's her passion
- To learn more about the medical field.
- When she started high school she had a very hard time adjusting to the new environment and this program offered her the opportunity to learn more about the health field which she loves and boosted her confidence

What would make this program better?

- Be at least 3 to 4 days of program
- Communicating with her
- Everything about the program is good.
- Everything is good so far
- Helps with programs to prepared for college
- I believe you are doing what is right and continue to help the student
- i cannot think of anything that this program doot already have.
- I don't know. (2)
- I don't think anything will make it better. It is a good program.
- I like the way the program is running at the moment.
- If it was more days in a week
- If they were more days to the program in a week
- Im not sure
- Keeping Bronx students in the Bronx especially seniors due to traveling to Manhattan is far.
- Make the program shorter because by the time my daughter gets home it is already 8 PM.
- More College ready activities
- More college trips
- More communication for parents
- More hands on opportunities.
- More interactive activities
- More on hands activities
- More variety and availability of some programs
- More workshops for the parents.
- N/A (10)
- Paying the children more because many rely on this incentive to help them at school
- Program need continue what they were doing.
- Provide a course for the adult who wants to pursue as well a career in the medical field either like a CNA or HHA.
- Supervision and monitoring of the youth in the program. Assuring transport safety of youth participants
- The program is already awesome
- There's no concerns on making the program better. I believe that the program is fine the way that it is.
- This is already a great program.
- This program is fine just as it is.
- This program is great
- Visit every time they call parents

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

- A gathering or meeting
- Any family activity
- assist the student to pass all their grade and enter the best colleges the prefer
- Being involved in the child program and being part of the team.
- College advising
- Communication

- Family day
- family night to see what our children are doing and already have do
- Family programs or activities that would be most helpful to you would be on helping my child through the process with applying to college.
- Financial aid, or student work/ internship opportunity
- Financial literacy
- Haven't decided
- Helping us with helping our children become successful by going the right way with their choice of college
- I don't know. (3)
- I think emailing and maintaining this level of communication is enough, as I usually cannot attend any events.
- Im not sure
- Information sessions.
- Interacting with the elderly if possible and more tutoring.
- It will be better if not all the activities are in English it will be nice that some be in Spanish.
- Maybe a family outing
- More hands on interaction with the elderly
- N/A (9)
- Once a while talking to the parents
- Online and text based interactions
- Open to anything
- To find college
- Trips
- Unable to attend due to work.

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

- Depending on the time work often conflicts with events.
- I am a busy person.
- I am a full time CNA.
- I as a parent sometimes can not attend GCD events either because I am working or in duty.
- I have work at night so I have to sleep throughout the day
- I have work on the day of events
- I take care of my unstable mother 24/7.
- Kidney dialysis 3x per week
- Language barrier.
- Maybe time, sometimes I don't have time
- My job.
- my work
- No (13)
- Sometimes I just don't have the time.
- Sometimes work and transportation
- There are no barriers.
- Usually my work gets in the way but in that case I send my older child to go with my younger child who's currently in the program.
- We go to church
- Work (5)
- Work and family duties
- Work or doctors appointments
- Work program is very structured, teaches Children to be disciplined and know their wort.
- Yes a toddler
- Yes and it is work
- Yes I have 2 small children and no babysitter.
- Yes work
- yes, i have already finished college
- Yes, I have work but I try to make it to some event.
- Yes, I work everyday and barely have time to make it to the meetings

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

- Amazing people making a dream happen.
- Glad to be apart of this program
- God Bless Ms Lashima Goshine 🙏
- Great program for the youth.
- I would like to tell people how nice this program is and how it helps kids with their future.
- It's very supporting
- just focus and train the kids as you are doing.
- My child really like the people and staff from the program.
- Need regular updates and communications on program plans
- No (23)
- Program is a key stepping stone for teaching the youth responsibility and accountability.
- Thank all u guys did to help grow our kids
- The sta
- The staff is approachable and welcoming and caring to both participants and parents and is always reachable. Wonderful people
- They should be more engagement it would grasp the attention of children more
- this is a good and beneficial program for the children
- This is one of the best program in Manhattan and the Bronx it help my child a lot throughout her school year
- This is such a wonderful program and I would love for my child to graduate from this program.
- This program is great opportunity for our children to expand their options for their future.
- This program is very beneficial for the kids because they do not have to be doing bad things. this is an opportunity for kids to show that they can be independent in the future when they apply for a job.

INITIAL SITE VISIT

Grantee: The New Jewish Home

Date: 11/12/19

Site: Bronx

Site Coordinator: Lashima Goshine

Program summary:

Schedule: 3:00-7:00pm

Total daily academics: 235 minutes (concurrent)

Total daily enrichments: 250 minutes (concurrent)

Total enrolled: 125

Recommendations:

- Explore using additional methods to track student attendance and outcome data at the site level to ensure total program time is being captured, and to allow the site to monitor progress towards objectives.

Participation

The program is currently above target enrollment, but to ensure the adequate number reach the required 30 hours, the program is targeting additional sophomores for enrollment.

Attendance method

Attendance is tracked in youthservices.net. Changes were made to the way activities are being tracked, so recorded attendance only includes activity time, and not the whole program time (transitions, meals, etc).

Operations

Each grade level attends different days of programming, with Sophomores and Juniors attending 2 days a week (Monday/ Wednesday and Tuesday/Friday), and seniors one day (Thursday).

Academics

Both tutoring and SAT prep are offered to students. A certified teacher leads the academic activity.

Enrichments

Enrichment activities consist of team building ice breaker activities, life skills, and intergenerational activities.

Overall Atmosphere

The Site Coordinator is organized, and programing appeared to be well-structured. During the walk-through, students observed to be engaged and respectful of the staff. The students know each other well and have good rapport with each other and the staff. They appeared to genuinely enjoy participating in the program.

Staffing

The program indicated that they are currently slightly short staffed, but they are in the process of bringing on more staff.

INITIAL SITE VISIT

Grantee: The New Jewish Home

Date: 11/12/19

Site: Manhattan

Site Coordinator: Ramon Reeves

Program summary:

Schedule: 3:30-7:00pm

Total daily academics: 60 minutes

Total daily enrichments: Varies

Total enrolled: 115

Recommendations:

- Explore using additional methods to track student attendance and outcome data at the site level to ensure total program time is being captured, and to allow the site to monitor progress towards objectives.

Participation

The program is currently above target enrollment, and the site is currently at capacity.

Attendance method

Attendance is tracked in youthservices.net. Changes were made to the way activities are being tracked, so recorded attendance only includes activity time, and not the whole program time (transitions, meals, etc).

Operations

Each grade level attends different days of programming, with Sophomores and Juniors attending 2 days a week (Monday/ Wednesday and Tuesday/Friday), and seniors one day (Thursday).

Academics

Both tutoring and SAT prep are offered to students.

Enrichments

Enrichment activities consist of team building ice breaker activities, life skills, and intergenerational activities. Recently a culinary internship program was begun with the kitchen staff of the Manhattan Campus.

Overall Atmosphere

The Site Coordinator is organized, and programming appeared to be well-structured. During the walk-through, students observed to be engaged and respectful of the staff. The students know each other well and have good rapport with each other and the staff. They appeared to genuinely enjoy participating in the program.

Staffing

The program is currently looking for a new program specialist, as many roles have changed this year among staff.

SITE VISIT REPORT

MODIFIED OUT-OF-SCHOOL TIME OBSERVATION INSTRUMENT

THE NEW JEWISH HOME-MANHATTAN

Provider: The New Jewish Home

Date: March 10, 2020

Time: 4:20-4:45pm

Activities Observed:

- College Round Tables



Observation Summary

Disclaimer: The site visit occurred during the COVID-19 epidemic in NYC.

The day of the observation was the annual college roundtable event. Students from both sites (Manhattan and Bronx) participated in the event at the Manhattan location. This report reflects that single activity. The day after the roundtable, the beginning of regular programming was observed briefly, and some additional observations regarding general atmosphere and staff relationships are included in this report.



Recommendations

Continue to foster positive relationships between staff and students

Students and staff appeared to be comfortable around each other. Throughout both observations, staff was observed having a good rapport with students. Students also displayed positive relationships with staff as they were observed dancing with them, telling staff about their day at school, and what their goals for college were.

Follow state and local guidance regarding health safety

Two days after the observation, the governor closed all nursing homes to outside visitors. Given that the program runs out of these facilities, follow any and all guidance from the state and the New Jewish Home regarding the continuation of the program considering the high risk of the residents in contracting the virus.

Observation Instrument Summary Page: College Round Tables

Location: Manhattan	Observer: EH/GB	Observation #: 2	Room Number: Cafeteria	Date: 3/10/19	Start Time: 4:20pm	End Time: 4:45pm
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Activity Type	✓ata	Type of space	✓one	Total participants	#					
Homework Help/Test Prep		Classroom		Total Number of Participants	29					
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>GCD & Conference Rooms</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	12							
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/A	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/A	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/A	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/A	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/A	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).
- N/A **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.)
- N/A **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/A **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/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/A **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/A **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/A	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/A	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/A	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 randomly assigned to groups of 5-6 students and then placed at different tables. Staff purposely randomized the groups so that students from both sites had the opportunity to talk to one another. Three groups were located in the GCD room, and 3 groups were located in the conference room. There were college admissions representatives from 6 different colleges present. Two additional representatives had to cancel at the last minute. Students had 10-15 minutes to listen to, and then talk to, the representative about their respective college. The representatives quickly went over general information about their college such as where they were located, how many students they had, tuition costs, etc. Then students were observed asking questions such as: What degree programs are offered? How much financial aid can students usually receive? How many campuses are there? Can you complete any degrees online? What percent of students get a job after graduation? Once the time was up, the college admissions representatives got up and moved to the next table so that students could remain seated at their own tables. At the end of day students were to be "quizzed" on some general information about each college, and the winner would receive a prize.