



CIN Members' Promising Practices

Career Internship Network Publications

The Career Internship Network (CIN), of the Youth Development Institute, , comprises more than thirty New York City institutions with established internship programs for adolescents that provide exposure to, understanding of, and experiences in potential careers. As part of its services, CIN provides professional development workshops for staff in its member programs. Resource guides and worksheets accompany each workshop to assist program coordinators in their work with interns. This downloadable publication is part of a series adapted from these workshop materials that we want to share with the field. We encourage you to use any of the materials, but please include copyright information on related pages.

Best Tools

CIN members run well-developed career development internship programs. One of the primary goals of the network is to offer members the opportunity to share best practices. The following resource guide contains various types of tools and outlines of promising practices CIN members use in their programs.

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New Victory Learning Plan

| What you want to learn | How you are going to learn it | Who can help you | What you learned |
|------------------------|-------------------------------|------------------|------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Personal Goal & Indicators of Success – Intern Self-Assessment

Name:

YOUR INITIAL PLAN

| GOAL | PROCESS | INDICATOR(S) |
|--|---|---|
| <p>Describe your ONE main goal during the internship. Make sure your goal is NOT too broad, such as learning about the Museum.</p> | <p>What will you <i>do</i> during the internship to accomplish your goal? How will you go about reaching your goal?</p> | <p>Describe <i>exactly</i> how you will know if you met your goal. Your indicator must be objective, everyone will see it in the exact same way. (Finishing an assignment is <i>objective</i>, feeling “good” about it is subjective because each of us experience it in our own personal way. Therefore, feelings aren’t good indicators.)</p> |
| | | |

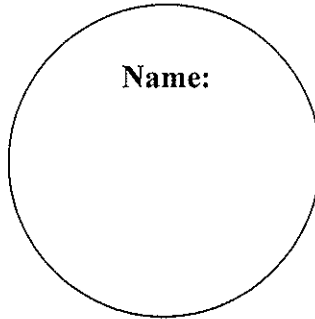
MID-YEAR

FINAL ASSESSMENT

| CHANGED GOAL | CHANGED PROCESS | CHANGED INDICATOR(S) | SELF-ASSESSMENT REGARDING YOUR GOAL | SELF-ASSESSMENT of YOUR PROCESS | PROGRAM EVALUATION |
|--|---|---|---|--|---|
| <p>If your main goal has changed, write the new one in the row below. (Only fill in this space if you are REPLACING your original goal.)</p> | <p>Examine whatever is your goal now and list any changes to the way you will meet your goal. Which goal are you referring to: Original ____ Current ____</p> | <p>Describe any changes to what you will use to decide if you met your goal. It must be objective, something we all understand the same way. Which goal: Original ____ Current ____</p> | <p>Indicate in the row below if you met your main goal Which goal: Original ____ Current ____</p> | <p>What else might you have done to improve your result?</p> | <p>What might the program have done to improve your result?</p> |
| <p>Reason for change:</p> | <p>Reason for change:</p> | <p>Change(s): Reason for change:</p> | <p>Yes ____ No ____ Partially ____ Fully explain your answer:</p> | | |

**YOUR SUPPORT NETWORK
BASELINE**

Step 1: Write your name in the circle. Then think back to the very first moment you heard about the internship. List the names around the circle of all the people who have helped you along the way.



Step 2: Draw lines from you (the circle) to each person. List how this person specifically supported you.

Step 3: Please complete the following stems:

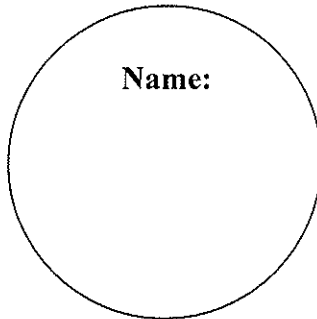
1. *Looking at my support network, I... because...*

2. *This makes me think...because...*

3. *In the future, I... because...*

YOUR SUPPORT NETWORK
FINAL

Step 1: Write your name in the circle. Then think back to the very first moment you heard about the internship. List the names around the circle of all the people who have helped you along the way.



Step 2: Draw lines from you (the circle) to each person. List how this person specifically supported you.

Step 3: Please complete the following stems:

4. *Looking at my support network, I... because...*

5. *This makes me think...because...*

6. *In the future, I... because...*

**Arty Facts
Reflection
for MAP**

Museum
Apprentice: _____

Date of
lesson: _____

Today's interpretation
of the Monthly Theme
is:

Instructors name: _____.

What did the instructor want the children and adults to learn today?

GALLERY TIME

- It occurred to me _____ so now _____.

- I see the instructor does a lot _____. Perhaps _____.

- Working in the gallery I saw _____ when _____, so _____.

INDEPENDENT FAMILY GALLERY TIME

- What surprises me _____ and _____. I wonder _____.

- I see that children _____. This makes me think _____.

Arty Facts Reflection - MAP

STUDIO TIME

- What I discovered about myself _____. This helps me to see _____, so _____.
- It's interesting that _____ because _____. I now think _____.
- Working in the studio I saw _____ when _____, so _____.

Thinking ahead:

- Something I might explore _____ because _____, so _____.
- I want to ask _____ about _____ because _____.
- In the future I will consider _____ because _____. Therefore _____.
- In my teaching, I am going to _____ by _____ because _____.

Make a list of all the things you did today:

C-CAP Job Shadowing Questionnaire

Name: _____

Would you participate in another Job Shadow day if you had the chance? _____

Before today, I had always thought _____

But _____.

This shows me that _____.

What I learned about the job of _____

is _____.

This shows me _____.

What I discovered about myself today is _____,

which makes me think _____.

Therefore _____.

The biggest challenge I faced today was _____

because _____.

Therefore _____.

I see how different it is to have a job than to go to school because _____

_____.

This shows me _____.

Is there anything you didn't like about the day or would change? Be honest!

THANK YOU! Please return with your "thank you" letter in the envelope provided.



CORO NEW YORK LEADERSHIP CENTER
EXPLORING LEADERSHIP PROGRAM

EFFECTIVE FACILITATION OF GROUP DISCUSSIONS

In general:

- **Remain neutral.** As facilitator, it is not your job to offer your opinions. It is your job to solicit the thoughts and opinions of others, and to direct the conversation.

When participants share a comment, facilitators can:

1. **Ask follow-up questions.** When participants share a comment, probe deeper – ask them to back up what they said, or ask others to offer their thoughts. Questions you can ask include:
 - “What makes you say that?”
 - “How do other people feel about what so-and-so just said?”
 - “When did you start to feel that way?”
 - “Who has a different opinion?”
2. **Paraphrase.** Restate what the participant said. Focus on the important, relevant points.
3. **Acknowledge.** Instead of asking a question, or paraphrasing you can simply say, “Thank you for sharing that,” and move on to the next participant.

When participants get off topic, facilitators can:

- **Focus on relevant, important points.** Concentrate only on the parts of participants’ comments that relate to the topic you have established. This will help refocus participants on the topic at hand.
 - Paraphrase just the relevant parts.
 - Restate the question/discussion topic, to refocus the discussion.

If discussion gets tense or angry, facilitators can:

- **Summarize the differing opinions brought up in the discussion.** Paraphrase all points brought up in a calm, neutral way. Remind participants to both speak and listen respectfully, including when they disagree with what has been said.



CORO NEW YORK LEADERSHIP CENTER
EXPLORING LEADERSHIP PROGRAM

WAYS TO MAKE A CHANGE: WHAT AVENUE WILL YOU TAKE?

1. Building Awareness

- *What this involves:* Educating the public about the causes and impact of the issue
- *Impact:* More education will allow more people to be aware and take action or speak out about the issue. It also allows people to make more informed decisions about the issue.
- *Examples:* presentations, documentary, radio show, an “awareness day”, demonstrations/ rallies.

2. Convincing Decision Makers to Take a Specific Action

- *What this involves:* Making a case and advocating for a position.
- *Impact:* Here, your work could convince policy makers or people who have decision making power to act in a certain way.
- *Examples:* lobbying public officials, making presentations to decision makers, implementing a letter writing campaign, organizing a demonstration/ rally.

3. Fundraising

- *What this involves:* Raising money for people or organizations who are already working to make positive change.
- *Impact:* Raising money helps organizations continue to do the work that they are already doing, but will give them more resources to do the work more effectively.
- *Examples:* phone-a-thons, dance-a-thons, auctions, bake sales, walks, art sales, etc.

4. Service

- *What this involves:* Providing assistance and resources to others who need help.
- *Impact:* Service doesn’t necessarily eliminate the causes of the problem, but it does help eliminate the impact of the problem.
- *Examples:* tutoring, donating clothes, cleaning up a school, helping in an office, planting a garden, etc.

5. Creating your own Decision Making Body

- *What this involves:* Putting yourselves in decision making positions that can affect large numbers of people in your community.
- *Impact:* Being in a decision making role allows you to make policy, represent your community and take action more directly.
- *Examples:* creating a youth advisory board, being part of student council, having youth representatives on the board of directors at a school.

6. Building Alliances and Community

- *What this involves:* Bringing different community groups together for conversation, interaction, or activities
- *Impact:* Building alliances can create trust and understanding between groups. Creating this trust can in turn enable communities to address existing problems and prevent potential problems before they start.
- *Examples:* social event with two schools, moderated discussion between administration and students, conflict mediation activities, teambuilding days.



CORO NEW YORK LEADERSHIP CENTER
EXPLORING LEADERSHIP PROGRAM

SAMPLE IDEAS FOR COMMUNITY ACTION PROJECTS
(GENERATED BY STUDENTS ON 11/11/05)

| | | | |
|--|---|--|--|
| <p><u>ADVOCACY / ACTIVISM</u></p> <ul style="list-style-type: none"> ➤ Protest against violence in community ➤ Protest against Regents ➤ Lobby for the CFE case. ➤ Speak to people that actually have the power to change things ➤ Protests/ Demonstrations/ Rallies ➤ Walkouts ➤ Slogans ➤ Petitions ➤ Letter-writing campaigns | <p><u>MEDIA</u></p> <ul style="list-style-type: none"> ➤ Get the local news involved to help. ➤ Use the internet for publicity. ➤ Create website or blog ➤ Interview with the mayor ➤ A film regarding the issue that affects your school. ➤ Write to the local newspapers about our issue ➤ Set up interviews with local newspapers and radio stations to inform them of our issue. ➤ Write a letter to the editor of newspapers ➤ Do a documentary on our issue | <p><u>EDUCATION</u></p> <ul style="list-style-type: none"> ➤ Poster campaign ➤ Forum discussion about issue ➤ Coordinate with NYC officials in a reform project ➤ Meet with students in advisories to educate them about the issue ➤ Make pamphlets to hand out to students in order to inform them about our issue and how to take action ➤ Organize an assembly to inform peers ➤ Educate peers on how to lobby and petition government officials ➤ Moderate debate | <p><u>ART</u></p> <ul style="list-style-type: none"> ➤ Have art workshops focusing on advertising programs ➤ Get kids form every advisory and have them show in an art form how the issue affects them. ➤ Poetry jam ➤ Do graffiti ➤ Slogans ➤ Have an art presentation at the school ➤ A play ➤ Wall paintings / Murals ➤ Make a movie ➤ Make up a comic book which shows the issue ➤ Make posters or have a poster competition |
| <p><u>FUNDRAISING</u></p> <ul style="list-style-type: none"> ➤ Dance-a-thon ➤ Talent show ➤ Bake sale ➤ Game day ➤ Walk-a-thon ➤ Food sale ➤ Juice sale ➤ Potluck ➤ Advisories can get together and coordinate all of the above ideas. ➤ Write proposals to local businesses and non-profit organizations ➤ Parties, dances, talent show, auctions, to raise money and raise awareness of our issue at the same time | <p><u>POLICY MAKING</u></p> <ul style="list-style-type: none"> ➤ Create policy recommendations ➤ Get yourself represented to a policy making body. ➤ Get involved and find out about policies that affect you. ➤ Organize a group of peers to attend and participate in a community board meeting | <p><u>COMMUNITY SERVICE</u></p> <ul style="list-style-type: none"> ➤ Clean up -- dirty schools, parks. ➤ Go to community based organizations ➤ Take care of retired veterans ➤ Barbeque in the parks and create awareness ➤ Aids Walk ➤ Walkathons (in general) ➤ College fairs ➤ Health fairs ➤ Visit nursing homes ➤ SUNY Downstate hospital volunteers ➤ Help in Child care at school ➤ Tutoring younger kids | |

Fist of Five

A method for arriving at consensus in group decision-making.

This is a method that helps with group decision making. It allows a facilitator to see immediately where the support and the resistance to a proposed decision is. The facilitator can ask people who block to state their positions, to focus on the specific area of disagreement.

Ideally, no member of the voting group should have less than two fingers up, but some groups accept that consensus has been reached if there are no blocking votes (fists).

CAUTION: Raising a fist is a serious matter. It implies that a person is blocking the decision, that the action runs so against that individual's values that he or she would want to leave the group if they went with that particular decision. It is not to be taken lightly.

| Number of Fingers Raised | Meaning |
|--------------------------|---|
| 5 | I wholeheartedly agree and support the decision enthusiastically. |
| 4 | I agree and support the decision. |
| 3 | I am neutral. I have no opinion about the decision and could go either way. |
| 2 | I have reservations about the decision, but will be supportive. |
| 1 | I disagree with the decision, but will not block it. |
| 0 | FIST: I disagree. I cannot live with the decision and choose to block it. |





**CORO NEW YORK LEADERSHIP CENTER
EXPLORING LEADERSHIP PROGRAM**

BI-MONTHLY LEADERSHIP REPORTING FORM

Name:

School:

Grade:

Please describe the leadership activity you participated in this month:

When did the activity take place?

Were there other youth ambassadors that participated with you? If so, what did they do?

Who did your leadership impact?

What impact did your leadership activity make on your school community (or others)? How do you know?

What skills did use that you learned from Exploring Leadership?

What did you learn from taking on this leadership role?





Rocking the Boat March 2007 Questions for Students Transitioning from “Student” to “Program Assistant”

Rocking the Boat students who have completed 2 academic semesters and one summer semester are eligible to become a Program Assistant, or paid teaching assistant.

Students who display maturity, proficiency and ability to take responsibility are recommended for this position by their program directors (Boatbuilding or On-Water.)

New Program Assistants are asked to write a short essay incorporating the questions listed below. Without this being the stated objective, these essays have turned into mini-autobiographies tracing the path a young person has taken in our program.

The purpose of writing these essays is for the students to:

- 1) have a piece of writing which documents their transition into a position of responsibility
- 2) reflect upon what this change might mean for them, in language that may be used in other essays, such as college applications
- 3) have a chance to write creatively about themselves and personal experiences
- 4) provided feedback to the organization in evaluating the benefits of our program

- **How did I first find out about Rocking the Boat? What were some of my first thoughts when I joined?**
- **What do I get out of being in Rocking the Boat? (what makes me keep coming back?)**
- **How has my life changed, if at all, since I've been in Rocking the Boat?**
- **What do I say when people ask me what do I do when I'm not at school?**
- **How do they respond when I explain the program to them?**
- **How do I feel when I answer their questions?**
- **Has Rocking the Boat helped me with school? Please describe.**
- **What do I like most about working in the On-Water or Boatbuilding program?**
- **What do I feel I am good at?**
- **What do I hope to get better at or improve?**
- **In general what might be the most challenging part of being a Program Assistant?**
- **What are some of the responsibilities of a Program Assistant that I will be good at?**
- **What are some of the responsibilities of a Program Assistant that may be challenging or difficult?**
- **Why did I want to become a Program Assistant?**



THE CENTER FOR ARTS EDUCATION

Career Development Program Student Reflection and Survey Form

| | |
|-------------------------------|-------------------|
| NAME: _____ | DATE: ___/___/___ |
| ADDRESS: _____ | |
| CITY, STATE & ZIP CODE: _____ | |
| HOME PHONE: _____ | CELL PHONE: _____ |
| E-MAIL: _____ | |

Congratulations for successfully completing your internship! Please, take a moment to reflect on your overall experience in the program, including your participation in Boot Camp as well as at your worksite.

PART I: REFLECTION

Use the stems below to start your reflection and make sure to complete all its parts; this will lead you to think deeper about your experience.

1. *Overall, my experience in the Career Development Program has been...*

Because...

This helps me see....

2. Working as an intern I discovered...

3. In what department(s) did you assist? _____

What I see about everyone's work in my department is...

Because...

I realize...

4. I believe my worksite mentor would describe my work performance as...

Because...

I realize...

5. *What I discovered about the arts and arts-related industries since participating in the Career Development Program...*

This makes me think...

6. *What has made the biggest impression on me...*

Because...

I realize...

7. *The biggest challenge of my internship...*

Because...

I realize...

8. *What I discovered about myself in this program...*

Because...

This makes me see...

9. *Considering my skills and experience, I now think that I would be good at...*

Because...

Now...

10. Through this internship I realized that my career goals...

Because...

In the future...

Please choose the **3 PRIMARY AREAS OF DEVELOPMENT FROM EACH OF THE LISTS BELOW** where you experienced growth during your internship, and then on page 6 please comment on where and how you have applied them in your life, using the stem: *At first...now...because...*

| <u>Personal Development</u> | <u>Career Development</u> |
|--|--|
| <ul style="list-style-type: none">○ Assertiveness○ Communication Skills○ Negotiation Skills○ Constructive Criticism○ Dedication○ Perseverance○ Integrity○ Honesty○ Loyalty○ Focus○ Humility○ Open Mindedness○ Patience○ Positive Attitude & Enthusiasm○ Punctuality○ Responsibility○ Respect○ Resilience○ Confidence○ Self-Motivation○ Self-Esteem | <ul style="list-style-type: none">○ Efficiency○ Organizational Skills○ Office Skills (faxing, filing, phone calls, etc.)○ Business Etiquette (proper workplace manner)○ Interview Skills○ People Skills○ An Understanding of How a Business Runs○ Creative Problem-solving○ Professional Dress○ Leadership Skills○ Networking Skills○ Presentation Skills○ Professionalism○ Social Skills with Peers○ Technical Skills (model making, drafting, etc.)○ Computer Skills (software, databases, etc.)○ Time Management Skills○ Ability to Work in Groups (teamwork)○ Work Ethic○ Social Skills with Adults○ Research Skills |

| | |
|-------------------|------------------------------------|
| Personal 1 | <i>At first...now...because...</i> |
| Personal 2 | <i>At first...now...because...</i> |
| Personal 3 | <i>At first...now...because...</i> |
| Career 1 | <i>At first...now...because...</i> |
| Career 2 | <i>At first...now...because...</i> |
| Career 3 | <i>At first...now...because...</i> |

PART II: SURVEY

Please read the statements below and make a check to let us know if you **strongly agree**, **agree**, **disagree** or **strongly disagree** with the statement.

1. How did you feel about the following **BEFORE** participating in CDP?

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>I felt that I had already achieved a lot artistically</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I felt that I had the potential to achieve a lot artistically</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I wanted to become a professional artist</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I wanted to work in the arts</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I didn't know what career I wanted</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I wanted to go to college</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I felt comfortable interviewing for jobs</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I was confident in the quality of my resume</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I felt comfortable in an office environment</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I felt knowledgeable about potential arts-related jobs</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. How do you feel **NOW**, at the end of CDP?

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| <i>I learned a lot from the Boot Camp printed materials</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The Boot Camp taught me skills that I will use</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The CDP staff are good teachers</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>CDP is a well-designed program</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The Friday group discussions were valuable</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The Friday guest speakers were valuable</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>The Friday field trips were valuable</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>It was hard to manage my schoolwork during CDP</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I enjoyed my internship</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I have achieved a lot artistically in my life</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I have the potential to achieve a lot artistically in my life</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I want to become a professional artist</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I want to work in the arts</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I don't know what career I want</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I want to go to college</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I am comfortable interviewing for jobs</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I am confident in the quality of my resume</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I am comfortable in an office environment</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>I am knowledgeable about potential arts-related jobs</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>CDP helped me to improve my time management skills</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>CDP helped to improve my self-esteem</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Through my internship I expanded my computer skills</i> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Did you have a worksite mentor? If so, how many times did you meet?

4. Have you made any contacts during your internship? If so, who are they and where do they work?

5. Do you plan on continuing a relationship with your worksite or worksite mentor?

6. Are you going to college next year? If so, **WHERE** and **WHAT** are you planning to major in?

7. How would you improve the program for next semester's interns?

8. If you wish, please name five students who will be juniors and seniors at your school next year that you would like to recommend. Please give their full names and grade levels.

THANK YOU

Inside View

Intern Baseline Assessment

| | |
|--|---|
| Name: _____ | Date: _____ |
| Current Grade Level: _____ | Mentor: _____ |
| Optional: ___ African-American ___ Asian ___ Latino/Hispanic ___ Caucasian ___ Other _____ | Number of times visited AMNH: ___ 0 times ___ 1 times ___ 5 times ___ 10 times ___ 15 times ___ 20 times |

We are interested in hearing what you have to say, so please be as thorough possible. There are no right or wrong answers. Your thoughts help us evaluate and improve the program.

Impact

1. My 1 most important goal during Inside View is _____ because _____ (Be specific. For instance, “make friends,” or “learn about the work world” is too vague. Instead, describe your own goal in detail.)

2. At the end of Inside View, I’ll know if I reach my goal if _____ because _____

3. What I expect to “give back” to the Museum during the internship is _____ therefore _____

Career

1. As of now, the career that might interest me in the future might be _____ because _____

2. If I followed my current career interest, the things I'd have to know are _____ because _____

3. The first thing I will do when I select a career in the future will be _____ because _____

Job Experience

1. The most **important** thing about having a real job is _____

2. The **hardest** thing about having a real job is _____ because _____

3. The **best** thing about having a real job is _____ because _____

Inside View

Intern Final Assessment

| | |
|-----------------------------------|----------------------|
| Name: _____ | Date: _____ |
| Current Grade Level: _____ | Mentor: _____ |

Before you leave, we want to hear your final “inside view” thoughts. Please be as thorough as possible (continuing on back page, if necessary). Your answers will help us evaluate Inside View and shape its future!

Impact

1. In terms of reaching the original goal I wrote on my baseline, I think **my expectations** (choose one)

___ were meet because...

___ weren't met because...

2. Looking at the way I said I'd know I'd reach my goal, I would say _____ because _____

3. Regarding what I said about “giving back” to Inside View, I _____ because _____

4. What I might take from my Inside View experience and apply elsewhere is/are _____

This makes me think _____ because _____

Careers

1. After Inside View, looking at the career I wrote on my baseline that might interest me, I _____ because _____
2. If I pursued my current career interest, the things I'd have to know are _____
3. The first thing I will do when I select a career in the future will be _____ because _____

Job Experience

1. The most **important** thing I learned about having a job was _____
2. The **hardest** thing about having a real job was _____ because _____
3. The **best** thing about having a real job was _____ because _____

**Add any additional comments on the back, and remember our door is always open!
We'd love to hear from you.**



Rocking the Boat Fall 2006 Student Evaluation

Completing this evaluation will help to insure that Rocking the Boat continues to be successful and fun for all our students. It helps the staff see areas that can be improved and lets us know how our programs impact your lives within and outside of Rocking the Boat so that we can improve our program for you. Please be thoughtful and honest in your answers. This evaluation is confidential and no one will be criticized for answering questions honestly. Please put additional comments on the back. Thank you!

Boatbuilders

1) What stage of constructing the boat do you remember the best? Please describe it.

2) Is there a specific tool that you became the most skilled in using during the semester? Describe how you used it.

3) Was there an activity or task that you didn't like doing when you first started Rocking the Boat but that you now enjoy?

4) If you could have Chris change one thing about how he organizes the shop, what would it be?

5) In what ways did the Program Assistants affect your experience at Rocking the Boat?

General to Rocking the Boat

6) How many times did you attend Friday Community Rowing (out of the 5 possible weeks)?

7) What did you like or dislike about Community Rowing?

8) Which Life Skills did you attend?

Managing Your Money College Planning and EOP (Opportunity Programs)
 Employment Law Adolescent Legal Rights (being stopped – asked for ID etc.)

9) What did you like or dislike about the Life Skills program?

Please complete these sentences and explain:

10) In my work at Rocking the Boat, I take most pride in _____

because _____

this makes me think _____

11) I did not feel a sense of pride in my work at Rocking the Boat (check here)

Please complete these sentences and explain:

12) _____

_____ **has**
improved in my life since joining Rocking the Boat. I think this might be because

this makes me think _____

13) _____

_____ **has not gone so well** since joining Rocking the Boat. I think this might be because

this makes me think _____

14) Are you planning to return to Rocking the Boat next semester? If so, why?

15) How has your Rocking the Boat experience affected your outlook on the way you view life?

Support and Services

16) Did you rely on staff and Program Assistants for advice and/ or assistance? yes no

Please complete this sentence:

17) "When I brought up issues or concerns with staff and Program Assistants

18) Did you rely on the Student Advocate for advice and / or assistance? yes no

19) The Student Advocate helped me and guided me in following ways.

Talking things over School issues College Family issues Other (please explain)

20) Please describe what help or guidance you received:

21) I tried to get help from the Student Advocate and she was not able to help me with

22) If I come back to Rocking the Boat, I hope she will be able to assist me with

School

23) There is a class I did not pass in one of the last 2 marking periods: yes no

24) I went for tutoring on a regular basis for this class (or another class)

in school yes no *or* **out of school** yes no

25) I did not go for tutoring because

Trips

26) This spring we will be planning Friday afternoon field trips related to exploring different careers. Are there any places you would like to visit?



Year End Program Evaluation 2005/2006

Name _____

1st Year Participant __ 2nd Year Participant __ 3rd Year Participant ____

Please complete the following:

I originally joined TORCH because _____

Some expectations I had for the TORCH Program this year include:

1. _____
2. _____
3. _____

Have any or all of these expectations been met? _____

If yes, how _____

If no, do you have suggestions for how the program could meet your expectations in the future?

The highpoint(s) of TORCH this year was _____

I would like to see the following changes/additions at TORCH: _____

THURSDAY GROUP PARTICIPANTS

0 = did not attend 1 = did not like at all 5 = liked very much

| | | | | | | | |
|---|---|---|---|---|---|---|-----|
| Jazz at Lincoln Center | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| DJ Scratch Academy | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| McCann Advertising Overview | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| BBDO Strategic Planning Workshop | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Deutsch Media Planning Workshop | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Trip to NY 1 | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| New York Historical Society | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Rush Communications Christmas Party | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Shadow Day | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Please indicate where you shadowed: _____ | | | | | | | |
| JWT AD Project | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Music Fest 2006 | 0 | 1 | 2 | 3 | 4 | 5 | N/A |

Overall I was _____ in the program:

Really Involved

Involved

Not Really Involved

Were you satisfied with your level of involvement? Why or why not?

Next year I want my level of involvement to be: GREATER LESS SAME

Something specific I would like to be involved in or learn more about/how to do is:

WEDNESDAY GROUP PARTICIPANTS

0 = did not attend 1 = did not like at all 5 = liked very much

| | | | | | | | |
|-------------------------------------|---|---|---|---|---|---|-----|
| Arnold | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Russell Simmons Visit | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Advertising Week "People as Brands" | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Rush Communications Christmas Party | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| Shadow Day | 0 | 1 | 2 | 3 | 4 | 5 | N/A |

Please indicate where you shadowed: _____

| | | | | | | | |
|-----------------|---|---|---|---|---|---|-----|
| Music Fest 2006 | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
|-----------------|---|---|---|---|---|---|-----|

Which project group were you in? _____

I would give my overall experience in this group a: 1 2 3 4 5

I enjoyed this experience More Less Same than/as other TORCH projects

The high point(s) of this project was:

What changes or improvements would you make?

Is there anything surprising or interesting you discovered/learned?

Something specific I would like to be involved in or learn more about/how to do is:

Please identify which of the following projects would interest you for next year:

1 - meaning not at all 5 - meaning very much

(Also please indicate any project ideas you may have for that category)

Marketing/Advertising 1 2 3 4 5

Journalism 1 2 3 4 5

Webdesign 1 2 3 4 5

Music Fest 2007 1 2 3 4 5

Video/Film/Editing 1 2 3 4 5

Please list other projects you would be interested in:

Has your participation in TORCH directly influenced your career goals?

Please explain: _____

If you are a senior, do you feel as though TORCH helped you with the college admissions process?
Yes ____ No ____

How do you feel TORCH could have best helped you through out the college application process?
College Applications ____ College Essay ____ Budgeting ____
Visiting Different College campuses ____ Financial Aid/scholarships ____

Other: _____

Will you be participating in TORCH for the 2006/2007 school year? Yes ____ No ____

If no, please list reason (i.e. schedule conflict...) _____

If you are graduating would you like to be a part of the TORCH Alumni Program? (which means you receive regular e-mails updating you on TORCH activities, social activities during school breaks, networking and interning opportunities and finals care packages)

Yes ____ No ____

If you answered yes, would you like to be on the Alumni Relations Committee (a representative of TORCH Alumni who help plan the Alumni programming)

Yes ____ No ____

Please share any other comments, suggestions etc. about TORCH with us:

Brooklyn Botanic Garden Apprentice Program: Self-Evaluation Form

Please read the information below carefully. Using your judgment and observation please circle and answer accordingly.

Name: _____ Date: _____

Tier: _____ Supervisor: _____

- Using the chart below, please rate the following statements by checking off in the box according to the appropriate group.
- Did you meet any or all of the objectives? Please check the appropriate box.

****Knowledge of Duties**

1. Knowledge of Garden Resources-departments & facilities i.e. science, edu., library, etc.

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

2. Understanding of basic botany:

--life cycle of plants --uses of plants --plant identification

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

3. Competency in basic horticulture:

--weeding --watering --plant identification --pruning --harvesting

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

****Work Performance**

4. Responsive to supervision and direction.

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

5. Participates in activities and lessons. Participates in trainings.

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

6. Punctual; communicates if absent/late

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

Comments:

7. Finishes tasks and assignments promptly.

| clearly met | satisfactorily met | uncertain | did not meet |
|-------------|--------------------|-----------|--------------|
| | | | |

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

****Professionalism**

8 Always wear uniform.

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

9. Focused & Responsible

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

10. Takes initiative.

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

****Work Relationships/Cooperation**

11. Sets good example/role model to peers and the public.

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

12. Energetic/Friendly/Creative/Able to engage visitors and/or children.

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

13. Open to learn new things.

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

14. Displays respect to peers and staff (i.e. supervisors, instructors, garden wide staff, etc.)

clearly met **satisfactorily met** **uncertain** **did not meet**

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

Comments:

****Verbal Skills**

15. Clear speech/speaking voice.

| clearly met | satisfactorily met | uncertain | did not meet |
|--------------------|---------------------------|------------------|---------------------|
| | | | |

Comments:

16. Uses appropriate language when working with others.

| clearly met | satisfactorily met | uncertain | did not meet |
|--------------------|---------------------------|------------------|---------------------|
| | | | |

Comments:

Please answer the following questions:

- 1. What role have you been assigned in the GAP program?**

- 2. Is your placement what you expected it to be? How has your placement been like?**

- 3. How does your current experience differ from previous placements?**

- 4. Name one outstanding thing that you have learned or experienced.**

- 5. Name one thing you would like to experience this year that you haven't yet done.**

- 6. What has been your favorite thing so far?**

**Brooklyn Botanic Garden Apprentice Program
Garden Apprentice Parent Survey**

Apprentice Name: _____

Parent Name: _____

Please answer the following questions regarding your child's experience in the Garden Apprentice Program at Brooklyn Botanic Garden. Respond to the following statements using the scale of 1 – 5. 1- indicates that you Strongly Disagree with this statement, 5- indicates that you Strongly Agree with this statement.

- | | | | | | |
|--|-------------------|----------|-----------|-------|----------------|
| 1. I am satisfied with the Garden Apprentice Program. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 2. My child enjoys participating in the Garden Apprentice Program. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 3. The Garden Apprentice Program provides a safe place for my child. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 4. I am satisfied with the quality of program staff and feel that the staff of the Garden Apprentice Program cares about my child. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 5. I am satisfied with the Garden Apprentice Program hours of operation. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 6. GAP has helped my child improve his/her grades and/or school work in science. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| | | | | | |
| 7. My child's attitude towards school and/or behavior has improved since joining the Garden Apprentice Program. | 1 | 2 | 3 | 4 | 5 |
| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

8. I am satisfied with the social and cultural enrichment activities (i.e. museum trips) provided by the Garden Apprentice Program.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

9. I feel the Garden Apprentice Program is a valuable part of my child's working experience.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

10. I am satisfied with the communication between the Garden Apprentice Program and myself.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

11. I feel comfortable approaching the GAP staff with my concerns/questions/decisions/etc.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

12. GAP has provided opportunities for me to volunteer and/or assist with GAP activities.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

13. I would recommend the Garden Apprentice Program to others.

| | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |

Please answer the following questions.

14. What is the most important thing to you that the Garden Apprentice Program offers?

15. What could GAP do to improve?

16. Any other comments?



WORKSITE SUPERVISOR QUESTIONNAIRE

DATE ____/____/____ INTERN _____
CAE STAFF _____ WORKSITE _____
WORKSITE SUPERVISOR (S) _____
JOB TITLE _____

1. Was the intern provided with an orientation about your organizational policies and procedures?

2. Please describe the intern's attendance.

3. Has the intern been fulfilling the job description that was submitted?

4. Has the intern's position expanded into other duties than the ones stated above? If so, what are they?



WORKSITE SUPERVISOR QUESTIONNAIRE

5. Based on their experience and skills set, how do you feel the intern is being challenged with the tasks that you have assigned?

6. How would you describe the intern's attitude towards his/her work?

7. Is the intern able to effectively communicate to you and other workers in your office?

8. Does he/she work well with others? Can you give examples?



WORKSITE SUPERVISOR QUESTIONNAIRE

9. Has the intern demonstrated growth? If so how?

10. How would you describe the overall performance of the intern at your work site?

11. Describe communications with Center staff about the interns and the goals and responsibilities of the internship.

12. What are the benefits/challenges of hosting interns at your organization?



Museum Visit Evaluation Form

Name: _____ Museum Visited: _____

Using a five point scale where 1= Poor and 5= Excellent, please rate your reaction to the following aspects of your museum visit:

Security and Visitor Services

- | | | | | | |
|--|---|---|---|---|---|
| 1. Security procedures and personnel | 1 | 2 | 3 | 4 | 5 |
| 2. Friendliness/helpfulness of staff members | 1 | 2 | 3 | 4 | 5 |

Comments on Security and Visitor Services:

Museum Tour

- | | | | | | |
|---|---|---|---|---|---|
| 1. Educator's knowledge of exhibits | 1 | 2 | 3 | 4 | 5 |
| 2. Educator's enthusiasm and friendliness | 1 | 2 | 3 | 4 | 5 |
| 3. Educator's ability to encourage dialogue | 1 | 2 | 3 | 4 | 5 |
| 4. Age-appropriateness of presentation | 1 | 2 | 3 | 4 | 5 |
| 5. Length of tour | 1 | 2 | 3 | 4 | 5 |

Comments on Museum Tour:

As a result of my visit to this museum, my interest in the subject has: (please circle one)

Decreased Remained the Same Increased

What are some ideas or practices that the Museum of Jewish Heritage might want to adopt from this museum? _____

What are some ideas or practices that this museum might consider adopting from the Museum of Jewish Heritage? _____

CODE BOOK

An Impact Assessment of TORCH'S College Preparation Program

Henry Smart, III

Columbia University



Note: The four domains that questions are categorized in are as follows: 1) Background Information (BGI); 2) College Application Process (CAP); 3) Financial Aid (FIN); and 4) College Life, Options & Choices (LOC). General textbox has a domain code of GEN.

Part I

| Variable | Survey Question | Data Set Column | Code | Domain |
|-----------------|------------------------|------------------------|--|---------------|
| ID | N/A | 1 | Id number for survey | N/A |
| BGI1 | 1 | 2 | What year did you complete high school? 1=1999 2=2000 3=2001 4=2002 5=2003 6=2004 7=2005 8=2006 9=2007 | BGI |
| BGI2 | 2 | 3 | Please choose the statement that reflects where you are in your college/academic career: 1=I have not enrolled in college 2=I am currently attending college 3=I have completed college 4=I am attending graduate school 5=Other (specify) | BGI |
| BGI3 | 3 | 4 | If currently attending college, what is your projected graduation date? 1=Spring 2007 2=Spring 2008 3=Spring 2009 4=Spring 2010 5=Spring 2011 6=Spring 2012 7=Fall 2007 8=Fall 2008 9=Fall 2009 10=Fall 2010 11=Fall 2011 12=Fall 2012 | BGI |
| BGI4 | 4 | 5 | Your gender is: 1=male 2=female | BGI |
| CAP1 | 5 | 6 | TORCH offered to assist me with my college application(s): 1=I Agree 2=I Disagree 3=I can't recall | BGI |
| CAP2 | 6 | 7 | If offered, did you utilize the assistance offered by TORCH in regard(s) to your college application(s): 1=yes 2=no 3=not applicable | CAP |
| CAP3 | 7 | 8 | TORCH played an instrumental role in increasing my level of knowledge about the college application process: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree | CAP |

| | | | | |
|------|----|----|--|-----|
| CAP4 | 8 | 9 | I received assistance with the college application process from TORCH staff members: 1=yes 2=no 9=I can't recall | CAP |
| CAP5 | 9 | 10 | TORCH provided materials that helped to explain the college application process: 1=I Agree 2=I Disagree 3=I can't recall | CAP |
| CAP6 | 10 | 11 | TORCH had _____ impact on the knowledge I gained about the college application process: 1=no 2=very little 3=average 4=above average 5=superior | CAP |

Part II

| | | | | |
|------|----|----|--|-----|
| FIN1 | 11 | 12 | I received financial aid counseling from TORCH staff members? 1=yes 2=no 9=I can't recall | FIN |
| FIN2 | 12 | 13 | I received scholarship information from TORCH staff members: 1=yes 2=no 9=I can't recall | FIN |
| FIN3 | 13 | 14 | I found the scholarship information provided by TORCH to be beneficial: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | FIN |
| FIN4 | 14 | 15 | TORCH provided me with information about the FAFSA application: 1=I Agree 2=I Disagree 3=I can't recall | FIN |
| FIN5 | 15 | 16 | I found the FASA information provided by TORCH to be beneficial: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | FIN |

Part III

| | | | | |
|------|----|----|--|-----|
| LOC1 | 16 | 17 | TORCH provided me with the opportunity to participate in the Tales From the Campus College Fair: 1=I Agree 2=I Disagree 3=I can't recall | LOC |
| LOC2 | 17 | 18 | If provided, did you participate in the Tales From the Campus College Fair? 1=yes 2=no 9=not applicable | LOC |
| LOC3 | 18 | 19 | I found TORCH's Tales From the Campus College Fair to be beneficial: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | LOC |
| LOC4 | 19 | 20 | TORCH provided the opportunity to participate in a daytime college tour: 1=I Agree 2=I Disagree 3=I can't recall | LOC |
| LOC5 | 20 | 21 | If provided, did you participate in any of the daytime college tours: 1=yes 2=no 3=not applicable | LOC |
| LOC6 | 21 | 22 | TORCH provided the opportunity to participate in an overnight college tour: 1=I Agree 2=I Disagree 3=I can't recall | LOC |
| LOC7 | 22 | 23 | If provided, did you participate in any of the overnight college tours: 1=yes 2=no 3=not applicable | LOC |
| LOC8 | 23 | 24 | The college tours offered by TORCH provided me with insight about college life: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | LOC |

Part IV

| | | | | |
|-------|----|----|--|-----|
| LOC9 | 24 | 25 | TORCH provided one-on-one counseling regarding college options (private versus public, location, majors...): 1=I Agree 2=I Disagree 3=I can't recall | LOC |
| LOC10 | 25 | 26 | If provided, did you seek one-on-one assistance from a TORCH staff member regarding college options: 1=yes 2=no 3=not applicable | LOC |
| LOC11 | 26 | 27 | TORCH's one-on-one counseling provided me with information regarding my college options: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | LOC |
| LOC12 | 27 | 28 | TORCH provided me with college brochures: 1=I Agree 2=I Disagree 3=I can't recall | LOC |
| LOC13 | 28 | 29 | I found the college brochures provided by TORCH to be informative: 1=strongly disagree 2=disagree 3=undecided 4=agree 5=strongly agree 9=not applicable | LOC |
| LOC14 | 29 | 30 | Rank the following components of TORCH's College Preparation Program based on which service you found to be most beneficial (1=lowest ranking, 7=highest ranking): _____ College Application Assistance _____ College Tours (Day Trip) _____ College Tours (Overnight Trip) _____ Financial Aid Counseling _____ One-on-One Counseling for College Options _____ Tales From The Campus College Fair _____ College Brochures | LOC |
| GEN | 30 | 31 | Please share any additional comments regarding TORCH's College Preparation Program: (Free textbox) | GEN |

New York Hall of Science Group Interview Process

The New York Hall of Science conducts group interviews for our Explainers because we believe that this method is most beneficial in reducing time and cost and having a better understanding of how the student will work after they are hired. Our group interviews last anywhere from two to three hours and are ideally done for 8 to 15 students. With too few, we find that there is not enough peer interaction, and with too many, each individual does not have enough time to stand out. There are at least three staff members in the interview.

Here is a brief outline on how we conduct an interview:

1. **Introductions:** each individual, including staff introduces themselves. At this point the students are asked to say their name, school, major or intended major of study and reason why they would like to work here. We also mention in the beginning of the interview that all interviewees have the ability to get hired. They are not here to compete against each other but instead must be able to show us how much they really want this job and how well they will perform if they are hired.
2. **Description of the position:** the aspects of the job, their responsibilities, what the students will be doing on a daily basis
3. **Ice breaker:** We pass around a bag of candy and ask the students to take out as many pieces and they would like to eat. Afterwards, we ask them to mention an interesting fact about themselves for each candy piece that they picked.
4. **Logistics of the position:** All the requirements for the position such as hours, pay and time commitments.
5. **Group activity:** The students are split up into groups of three or four and have them choose an odd object (these are things that we have found in our offices). In their groups we give them time to come up with an infomercial for the product. Each member in the group must present.
6. **Benefits of the position:** How this job can help them build their communication skills, ability to work in a team setting, understanding of professional behavior.
7. **Inquiry activity:** In groups the students will be given a task of figuring out a puzzle by asking each other questions. Afterwards, one of the staff acts as a child and the students are encouraged to help the staff member figure out the answer to the puzzle by asking questions.
8. **Expectations for the position:** Some of the responsibilities we expect them to achieve by a certain amount of time. For example, we expect Explainers to be able to present at least one demonstration by the end of 150 hours.
9. **Questions and Answers:** the interviewees have an opportunity to ask any additional questions about the position. At this time, we ask all students to fill out the necessary paperwork.

Town Hall

Steps to Learning Workplace Rules and Expectations

1. An integral part of the training workshop is to have the interns list their responsibilities and workplace situations that might occur. I try to have them think what is expected of them and what behavior will not be tolerated.
2. I then finish up the list to make sure nothing important is missing when they seem to be running out of ideas.
3. I next ask them what issues they might encounter during their internship.
4. After they brainstorm I do the same with this list and fill in what they might not be aware of.
5. I then call up two interns (or as many needed to present the situation) to role play the intern and the mentor/other intern in a given situation.
6. After the scenario is concluded I have the interns state what the intern did correctly and what they could/should have done differently and the same with the other participants.
7. This exercise is repeated for as many topics as time allows.

TORCH Retention Incentive Program (TRIP)

In an effort to encourage and motivate our participants to attend all mandatory and optional TORCH programming we have started the TORCH Retention Incentive Program (TRIP).

TORCH participants receive a raffle ticket for each session (mandatory and optional) he/she attends. They fill out the ticket adding their (her/his) name and date and drop it in a special box. Each month (with participants in attendance) a TORCH staff member picks one ticket. The winner receives a \$25 dollar scholarship towards college. In June, all the monthly are entered in an additional raffle—the winner of this raffle receives a \$250 scholarship towards college.

A participant must remain in the program all three years to collect their scholarship. Additionally, they are awarded upon completion of high school and the participant registration in college. Being that participants enter TORCH in their sophomore year and stay in the program for three years, there is a potential to accumulate significant scholarship funding for college.

Central Park Conservancy

Best Practice: Summer Internship Program

A “best practice” our Summer Internship program is the Friday fieldtrips, which serve several purposes.

1. First of all, they are a way of getting all the interns together to socialize and discuss their week. Since they work all over the Park, most interns only get a chance to see each other on Fridays. This created a very casual way for them to find out what the other jobs were like from their peers.
2. Second, they allow friendships to grow. Many of the interns know each other from their participation in the after school Youth Leadership Programs, but by the end of the summer they all become a very close, tight-knit group.
3. Fridays are also an easy way to make sure that timesheets are collected and paychecks distributed. Having everyone together makes it convenient to make announcements and hand out information about future trips and other program opportunities.

Many of the interns say that even though they really liked their specific jobs, the Friday trips are their favorite part because it allows them to see their friends and try new things.

Goals

One of our goals is to make the Friday fieldtrips truly unique experiences that challenge the interns as well as expose them to new environments. Experiences like kayaking, sailing, high ropes and challenge courses, camping and night hikes can give the interns an opportunity to look at themselves, acknowledge their weaknesses and take steps toward overcoming their fears. In addition, these experiences can help them to trust each other, fortify leadership skills, and give the interns confidence to face everyday challenges and set higher goals for the future.

To meet our goal we have taken the interns kayaking on the Hudson, sailing on the Clearwater Sloop and on an overnight trip to Black Rock Forest in addition to trips to Wave Hill, the New York Hall of Science, the American Museum of Natural History, Alley Pond Environmental Center, High Rock Park, Rocking the Boat, Governors Island, Prospect Park, and Morningside Park. The trips to other parks and environmental organizations also allow the interns to learn about current environmental issues and meet other young people who are engaged in similar internship programs.

Examples and Outcomes

For the 2005 Summer Internship Program most of the interns said that kayaking on the Hudson River in Cold Spring, NY was their favorite trip. For almost all of the interns kayaking was something that they had never done or thought they would ever do. Several interns were afraid of capsizing and were not looking forward to the experience in general. By the end of the trip, however, everyone was in good spirits and had a smile on their face. The interns were proud of themselves for taking the risk and challenging themselves to do something that put them out of their comfort zone.

Student testimonials 2005: Question – What did you like about the Friday fieldtrips and which was your favorite? Student 1 - “I liked how we got to spend time with the other interns each week. My favorite trip is a tie between kayaking and the Alley Pond Environmental Center.” Student 2 - “Kayaking because I proved to myself that I could keep my balance.”

During the summer of 2006 we took the interns sailing on the Clearwater Sloop in the beginning of the summer and on an overnight trip to Black Rock Forest at the end of the summer. Having the Clearwater trip towards the beginning of the summer forced the interns to have to work together even if they didn’t know each other very well. They had to work as a team to raise the mast and to pull in the trawl net. They also drew courage from each other when the weather turned nasty at the tail end of the sail with gusty winds, rain and lightening. By the time the Black Rock Forest trip came around they trusted each other enough to truly step out of their comfort zones and into a totally new experience. They were able to ask each other for help and were even able to admit when they were scared (which is huge for a teenager). A big turning point for many of the students during the Black Rock trip was the night-hike and trust walk. Many interns said that at first they were really scared but they just kept telling themselves that they could do it and that they trusted that we wouldn’t put them in a dangerous situation. When asked why they thought we did the trust walk, they replied that we wanted them to learn how to trust themselves – as well as the adults – in a situation that was different and scary, and to learn and grow by trying new things and pushing their comfort boundaries. Even though almost all of them said that they were really scared in the beginning they were all glad they did it and had no regrets.

The Black Rock trip was a true bonding experience for the interns and staff and is something that they will hopefully remember for the rest of their lives. Although we were able to do everything that we had planned, I would like to extend the trip next year to two nights. While giving us more time for structured activity, this would also allow more time for free exploration and teambuilding.

Student testimonials 2006: Question – What did you like about the Friday fieldtrips and which was your favorite? Student 1 - “My favorite trip was the overnight trip because we all got to stay up late and the stars were awesome. I liked getting paid to have fun and learn on these trips.” Student 2 - “I liked hanging out with my fellow interns and my favorite trip was the Black Rock trip because it allowed me to gain trust with them.”

The Tool

- Organization of trips/experiences that are new, interesting, challenging, and that relate to our Youth Leadership Program either in content or structure
- Connect with other young people in similar environments and/or who are having similar experiences (like other CIN groups)
- Provide a way for young people to build meaningful and trusting relationships with consistent and caring adults



MUSEUM
OF JEWISH
HERITAGE

A LIVING
MEMORIAL
TO THE
HOLOCAUST

Every Object Tells a Story

Observing and Recording

Study your object and write down **objective observations** (what you see, touch, hear, etc.: ornamentation, color, design, sound, texture) and **subjective observations** (what you feel when you see/touch/hear your artifact; what you think your artifact might be; where the object comes from; who made it, etc.)

| Objective Observations | Subjective Observations |
|------------------------|-------------------------|
| | |

What questions do you still have about the object?

What story might this object be telling? If you were going to give this object a title, what would the title be?

How would you learn more about the story your object might be telling? What resources might you use? Where would you go, who would you contact to learn more?