



# First Mate and Internship Programs End of Year Report 2013 - 2014



The First Mate Windmill project

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# First Mate Program

## 1. Program Background

### Description

The First Mate Program at Hudson River Community Sailing (HRCS) accepts rising sophomores from our 9th grade program, Sail Academy, and provides continued academic support throughout their sophomore, junior, and senior years. First Mates improve academic, leadership, and sailing skills, develop a sense of stewardship, and focus on career and college readiness. Students can earn maritime certificates each year from accrediting bodies, adding to their growing sailing accomplishments and reinforcing confidence, safety, and skill acquisition.



First Mate Student, Kaylah Mack, and Volunteer, Rachel Fein, sailing on the Hudson River

Our long-term youth development programs at HRCS run year-round, providing after-school programming for partner public schools during the school year and offering paid and unpaid internships during the summer. Sailing is emphasized in the fall and spring, while boat-building, career development, and academic support become a larger focus in the winter season when sailing is not possible. During the school year, First Mate students meet at the HRCS Boat House once a week (Tuesday, Wednesday, or Thursday) from 4-7pm, and occasional weekends and school holidays. At the Boat House, lessons may take place in the classroom, on the water, outdoors, or in the boat building shop. This allows for a strong mix of traditional classroom and experiential learning.

This report details the First Mate program and accomplishments during the 2013-2014 year.

## **HRCS Youth Development Programs Overarching Goals**

The five primary goals of all youth programs at HRCS are summarized by the acronym **CLASS**.

**C - College/Career Readiness**

**L - Leadership**

**A - Academics**

**S - Sailing Skills**

**S - Stewardship**

## **First Mate Outcomes**

The outcomes for the First Mate Program prepare students to enter and succeed in college.

### **First Mates will:**

- 1) Build a dedication to homework completion, such that grades continue to improve
- 2) Be empowered as role models and mentors for younger students
- 3) Deepen interest in math and science and increase ability to use learned content and scientific method to solve problems \*
- 5) Earn certifications from accrediting organizations to demonstrate growth in sailing skills
- 6) Gain career awareness through internships and exposure to career speakers
- 7) Receive support for the college application process
- 8) Gain a deeper awareness, appreciation, and responsibility for their local environment and ecosystems. \*

\* These outcomes have been modified or added this year

## **Staff and Volunteers**

### **Staff:**

#### **Katama Martellucci - First Mate Program Manager**

Katama brings a strong background of education to HRCS – both in sailing and science/outdoors. She worked for four years as a naturalist at Exploring New Horizons Outdoor School in Loma Mar, CA. Prior to that, she worked at various sailing centers including Inverness YC and East Chop YC as Head Instructor and Program Director, respectively. Katama graduated from Vassar College in 2009.

\*James Cart - First Mate Program Director, September - December 2013

#### **Christopher Green - Boatbuilder and Operations Director**

Christopher was born and raised in NYC and grew up sailing and working on wooden boats on the coast of Maine. He started learning about boatbuilding when he and his brother restored his family's 1928 Northeast Harbor A-Boat at a boatyard in Maine. Christopher studied architecture

at Cornell University and worked briefly in the field before starting to teach English and Math in NYC.

### **Volunteers:**

**Rupert Murray** works for LexisNexis, a publisher of legal content, as a sales rep. His company encourages him to take 2 hours a week, paid, for any appropriate local community volunteering he chooses. Rupert believes that sailing helps our young people learn many skills to help them in their careers and life, such as initiative taking, self reliance, problem solving with limited resources and safety of the team. He is proud to volunteer his time and effort in any way he can to HRCS youth programs.

**Rachel Fein** is an Engineering teacher at Brooklyn Technical High School in Brooklyn, NY, and has been volunteering with HRCS since January of 2012. Rachel says: "Volunteering at HRCS is truly a highpoint for me each week. It is a pleasure to work with such enthusiastic, dedicated and talented students."

**Mark Horowitz** is a Dentist and partner at Washington Square Dental Group in Manhattan. He has been a member of HRCS for 4 years and has been volunteering this past year one day per week. Mark loves sharing his enthusiasm for sailing and science and his knowledge of these areas with the students. He's especially enjoyed helping with the building of the Windmill sailboat.

**Jay Baum** is an industrial consultant and trainer in lean manufacturing techniques. He's volunteered with Habitat for Humanity in Jersey City, with God's Love We Deliver (a meal delivery organization for the homebound dealing with serious illnesses), and, since this Spring, HRCS. Sailing and teaching sailing since his days at summer camp, Jay says sharing the helm with the First Mates is a natural extension of his interest of both sailing and sharing knowledge.

### **First Mate Highlights**

The following is a collection of highlights from the 2013-2014 year that reflect how our CLASS curriculum and the First Mate Outcomes .

#### **Building the Windmill**

For the past two years our First Mate students have been building a Windmill, a sixteen-foot sailboat constructed from cedar, pine and mahogany. This year, under the direction of our Operations Director and Boat-building Coordinator, Chris Green, the First Mates learned a variety of new skills incorporating basic carpentry. While Sophomore students focused on mastering the basic woodworking skills they gained in Sail Academy, our Junior and Senior students explored more advanced techniques including drafting and lofting from scaled drawings, planing, beveling, and applying epoxy and varnish. A special highlight of the 2013-2014 year has been the dedication of several First Mate Juniors and Seniors who put in many

extra hours to ensure that the Windmill would be completed this season. Often coming to the Boat House several days a week in addition to their regular programming, these students displayed an impressive level of commitment and role modeling. Additionally, First Mates came together during their Spring Break and other non-program days to spend extra time working on the Windmill sailboat.



## Team Building Activities

Developing interpersonal and communication skills was an important focus of the winter season. Regular team-building challenges tested the students' cooperation, ability to exchange information, and leadership skills. Successfully completing these tasks contributed to the First Mates' personal development while touching on many of the CLASS goals.



### Career and College Readiness

Career and college readiness is a pillar of the First Mate program. This year, students interacted with career speakers and learned about professionalism. One such activity focused on practicing interview skills. On the Highline, First Mates participated in a “Partner Walk,” answering interview questions while walking in pairs and rotating partners for every question. This activity gave First Mates the opportunity to practice answering questions about themselves in an unfamiliar environment and provided a much needed chance to get outside!



On the Highline, Volunteer Rupert Murray (right) talks about the information that is important to convey in an interview.

Additionally, students regularly participate in talks given by career speakers. This year we had a number of wonderful career speakers, both members of HRCS and outside contacts. Meeting speakers introduces students to new ideas and career options that they may not have considered or known about previously. Students are able to ask questions about the steps needed to accomplish career goals and to think critically about what they are passionate about pursuing. Students are also given practical advice about the college application process. As part of this process, HRCS staff and volunteers proof-read college essays and professional emails, providing valuable feedback.

### City Island Yard Work

On a number of occasions, a group of dedicated First Mates travelled to City Island to prepare HRCS J24s sailboats for the sailing season. The yard work consisted of cleaning, painting, sanding, and small boat repairs. For the students, these trips added to their boat-maintenance skills and provided an opportunity for group bonding. Students were also given the undertaking of travelling independently to unfamiliar parts of the city, learning to manage in unfamiliar environments.



### **Boat Transit from City Island - April 26, 2014**

In April, First Mate students helped sail J24s from City Island to Pier 66. This trip is approximately 20 miles and takes six hours to complete. The day was beautiful as they navigated under seven bridges, through Hell Gate, down the East River and around the Battery. Not only was it a great way to see the city, but it allowed First Mate students to network and get to know Adult Members.



### **Atlantic Cup Visit - May 14, 2014**

This spring fifteen First Mates visited the Atlantic Cup at North Cove Marina. The students met with professional sailors and toured high-performance yachts. They learned how racers track

the carbon footprint of each race and produce power using solar panels, fuel cells, and hydropower.



### Windmill Blessing Ceremony and Graduation - June 20, 2014

Shortly before the Graduation Ceremony, the First Mates gathered at the HRCS Boat House to celebrate the work that they had contributed to the Windmill Sailboat. With friends and family present, the First Mates raised glasses of sparkling grape juice and celebrated the last two years of dedication, teamwork, and effort.



After the Windmill Blessing, the First Mates walked to a local partner school to join the Sail Academy students and families for a Graduation Ceremony. Together, students, families, staff, and volunteers celebrated and honored the HRCS after-school program participants for their achievements. All students were recognized with a certificate and a ceremonial rope bracelet representing class year and program unity. Mark Twain's words "Explore. Dream. Discover." became a meaningful motto of the evening.

This year marked the first class of graduating Seniors who completed all four years of youth

programming at HRCS. In honor of this major accomplishment, two Seniors were chosen to speak at the ceremony. **Sydney Riemer and Byanka Philippe** gave inspirational and insightful speeches that celebrated how important their time at HRCS has been to them.



Sydney Riemer and Byanka Phillippe (right) speak on stage at the 2014 HRCS Graduation Ceremony

### **Final Overnight Expedition to Irvington Boat Club - June 21-22, 2014**

For the second year, the First Mate program sailed to Irvington Yacht Club for an overnight expedition. The trip was 40 miles in total and included group reflection, kayaking, cooking, and a beach bonfire at night. Senior and Junior students slept on the boats, with staff supervision, while Sophomores slept in the Boat House. There was an excellent turn-out of students, staff, and volunteers with over 25 people making the trip.



## 2. Enrollment and Demographic Data

### Number of students Enrolled

Completed First Mate Program 2012-2013	Enrolled as of 11/21/13 (End of Fall)	Enrolled as of 3/27/14 (End of Winter)	Enrolled as of 6/12/14 (End of Program)
19	43	36	36

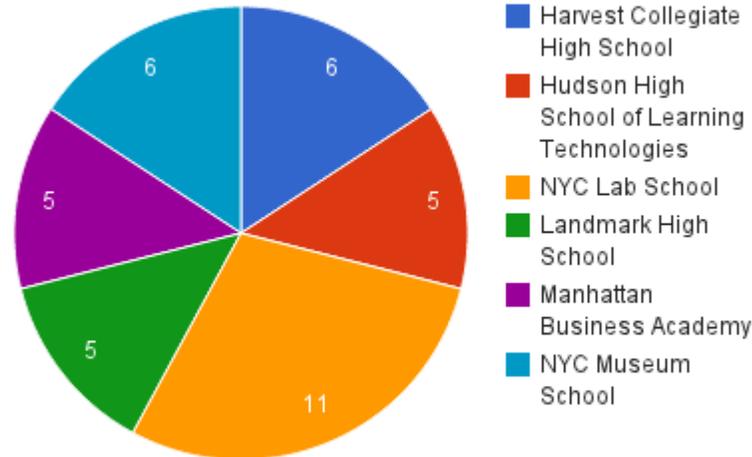
### Program Hours

	Fall 2013	Winter 2014	Spring 2014	Total 2013-2014
<b>Hours/student</b>	32	56	40	128
<b>Sessions/student</b>	8	14	10	32

### Program Attendance

Overall 2012-2013 Average	End of Fall 2013 Average	End of Winter 2014 Average	End of Spring 2014 Average	Overall 2013-2014 Average
79%	91.2%	75.45%	80.13%	82.79%

### Number of First Mates by School



### Students Enrolled 2013-2014

<u>Class of 2014</u>	<u>Class of 2015</u>	<u>Class of 2016</u>
<ul style="list-style-type: none"> <li>• Leo Martinez</li> <li>• Anthony Velez</li> <li>• Sydney Riemer</li> </ul>	<ul style="list-style-type: none"> <li>• Noa Yoder</li> <li>• Stephanie Gonzalez</li> <li>• Hunter Wolf</li> </ul>	<ul style="list-style-type: none"> <li>• Raven (Lucara) Aman</li> <li>• Evan Delgado</li> <li>• Cole Warner</li> <li>• Brandon Veloz</li> </ul>

<ul style="list-style-type: none"> <li>• Byanka Philippe</li> <li>• David Seecharan</li> <li>• Nick Fusco</li> <li>• Kevin Trimpin</li> </ul>	<ul style="list-style-type: none"> <li>• Alexei Frazer</li> <li>• Trevon Lee</li> </ul>	<ul style="list-style-type: none"> <li>• Ana Vasquez</li> <li>• Justin Cruz</li> <li>• Ibis Banda</li> <li>• Anastasia Bailey</li> <li>• Enmanuel Portes</li> <li>• Jasper Ingrassia</li> <li>• Henri Dosti</li> <li>• Franklin Perez</li> <li>• Sophie Lo</li> <li>• Alice Lin</li> <li>• Mai Kashihara</li> <li>• Tiffany Yu</li> <li>• Kaylah Mack</li> <li>• Dakota Loo-Lew</li> <li>• Evelyn Vivar</li> <li>• Fariha Hossain</li> <li>• Lucas Brooks</li> <li>• Catherine Langkamp</li> <li>• Julian Quinonez</li> <li>• Charmaine Adutwum</li> <li>• Paulo Vizeu</li> <li>• Theorian Johnson</li> </ul>
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### 3. Assessments

HRCS assesses student progress in several ways during their time in our program. We receive and track grades on a quarterly basis. We also conduct surveys three times per year, in the Fall, Winter and Spring. These surveys gauge our students self-perception of growth, and give them a chance to include open-ended narrative responses. We ask ten to twelve questions and track their responses over time. We are also developing a method to track more concrete skills, such as carpentry, boat-maintenance and specific sailing skills.

#### a. Grades

	Spring 2013	Fall 2013	Winter 2014	Spring 2014	Average for 2013-2014*
Math	83%	85.6%	88.1%	85%	86.2%
Science	84%	83.8%	85.4%	85.8%	84.4%
All Subjects	88%	88%	89.7%	88.2%	88.6%

\*Final Grade Averages based on a portion of schools only. Some grades are not yet posted.

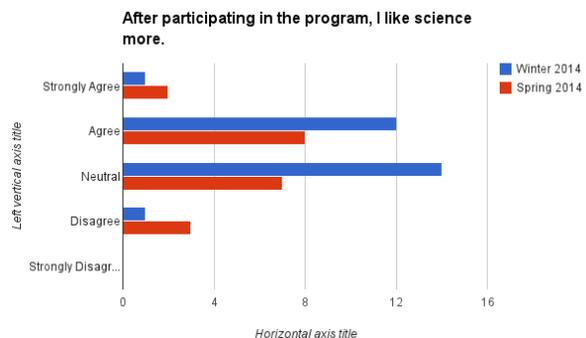
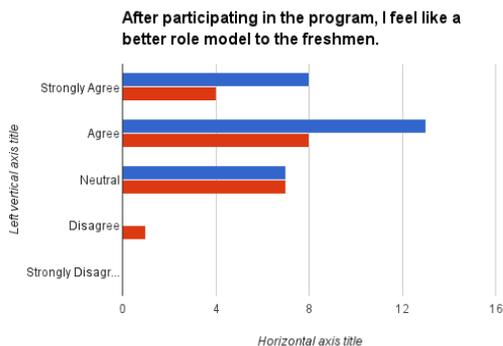
#### b. Student Survey Results

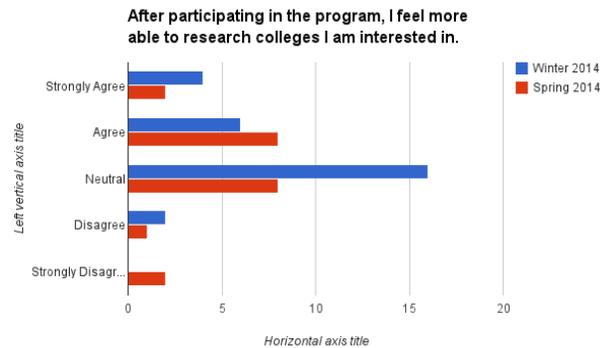
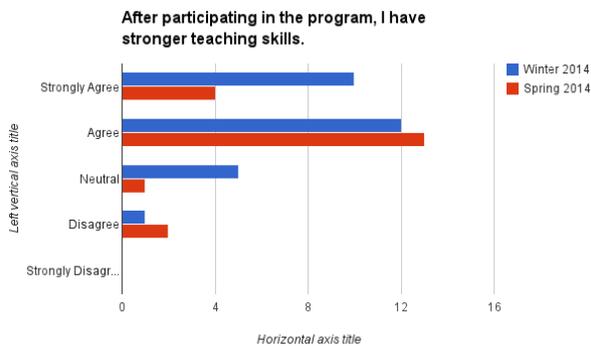
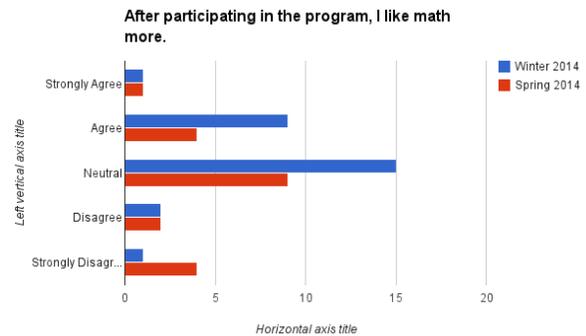
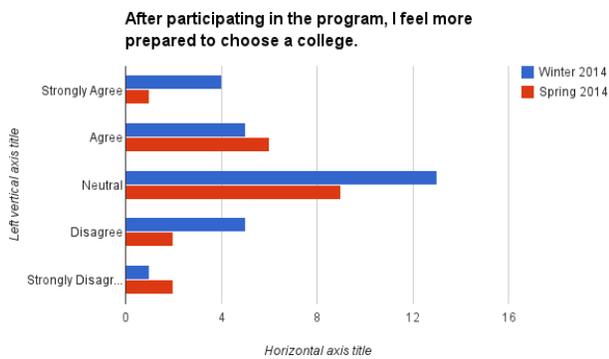
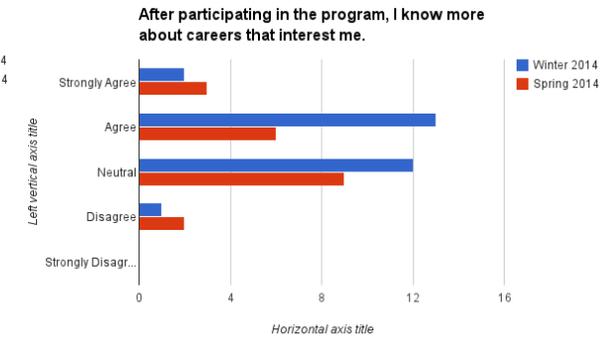
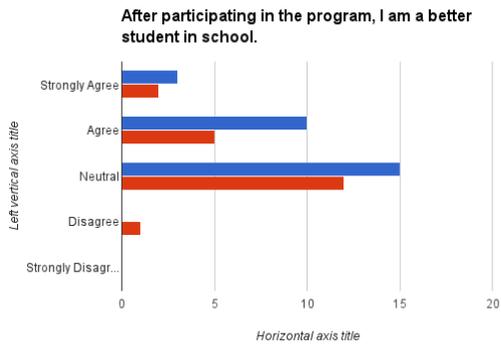
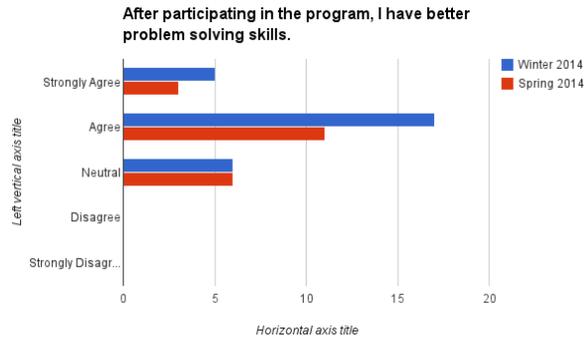
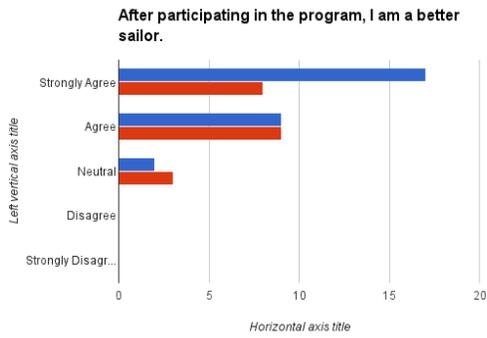
Each quarter, First Mate students are surveyed about their experience in the program. They are asked to answer a series of nine questions on a scale of strongly disagree to strongly agree, as well as two reflective narrative questions.

## Questions and Narrative Reflections:

- After participating in the program, I feel like a better role model to the freshmen.
- After participating in the program, I like science more.
- After participating in the program, I like math more.
- After participating in the program, I have better problem solving skills.
- After participating in the program, I am a better sailor
- After participating in the program, I am a better student in school.
- After participating in the program, I know more about careers that interest me.
- After participating in the program, I feel more prepared to choose a college.
- After participating in the program, I have stronger teaching skills.
- After participating in the program, I feel more able to research colleges I am interested in.
- What could be done to improve the program? Please provide at least 2 specific suggestions.
- What were the two most important things you got out of the program this year?

## Survey Questions Responses:





### c. Narrative Responses

1. When asked, “What are the two most important things you got out of attending the First Mate Program?” Students responded:

“The two most important things that I got out of this program over the year was leadership and patience.” - Kevin Trimpin (2014)

“My public speaking and communication skills.” –Stephanie Gonzalez (2015)

“Help with life at home, and having better chances for getting into college.” –Jasper Ingrassia (2016)

“Better educated in science and better teamwork with my peers.” –Justin Cruz (2016)

“The two most important things I got out of the program this year were solidifying my boat building skills (i.e. using the screwdriver, doing independent work on the boat) and being a leader when out sailing (i.e. participating in racing as the "captain").” –Sydney Riemer (2014)

“Improved on my sailing skills, and learn a lot more about boat maintenance.” –Anthony Velez (2014)

“Relationships and boat building skills” - Leo Martinez (2014)

“As well as enjoying it I find that building the windmill and working on boat maintenance at the boat yard has both really improved my problem solving skills and increased my interest in the mechanics of sailing.” –Noa Yoder (2015)

“The career speakers really help me see what kind of jobs are out there. I learned how to sail the boat and have more of an understanding of the parts of the boat.” –Alice Lin (2016)

“The two most important things that I got out of this program are the importance of career choice and also basic building skills like drilling and sawing.” –Tiffany Yu (2016)

“Reviewing things about being on a boat was useful for when I actually get on the boat in a few weeks. Enjoyed the snacks and material provided for us. Met new people/ collaborated with new people.” –Sophie Lo (2016)

“One of the most important things I learned is working as a team especially when building the parts of the boat and two getting along with different kids that are in the program from different schools and working together. I have also learned all about the Windmill Boat in comparison to the Optimist, which was built in Freshman Year and about the Moons part in the way Tides come about.” –Evan Delgado (2016)

“My sailing skills and persistence.” –Mai Kashihara (2016)

“Improvements with measuring and drawing accuracy, and better cooperation skills.” –Julian Quinonez (2016)

“Precision, persistence, and collaboration is crucial in order to get a project done. Thinking about our future careers are important at this age.” - Tiffany Yu (2016)

“I got the amazing experience of going on that overnight trip that we had for all of the first mates because I had never sailed for that long before, and it was also cool to hang out with the other years because usually, we stay within our grades.” - Cole Warner (2016)

“Friendships and more of a taste of the real world” - Brandon Veloz (2016)

## **2. When asked “What could be done to improve the program?” Students responded:**

“Most of the people that join the program do it for the credits they gain. I don't think that should be the reason people join, and I don't think that should be advertised as much as the other benefits people get by joining this program.”

“I mentioned this in previous surveys but one thing I think that could be done is to have more interaction with the older and younger students; seniors and freshmen specifically.

Another suggestion that I also mentioned before was to have the math & science aspect of the program continue, I felt it kind of die in a sense after 9th grade. In 10th grade we learned a little about clouds and weather, but that was about it.”

“I would love a chance to sail on dingy boats! I'd also like to take advantage of more racing opportunities than our weekly one.”

“I think it would be better if the sophomores were more engaged in boat building. So far this year it feels as though we haven't really been working on the boat as often as we would like. If not working on the boat then other hands on activity.”

“More career speakers. Learning more about life in the Hudson or something having to do with science”

“There should be more SAT help.”

“Educate us more about our junior year since its coming up. We should be more familiarized with how the college process goes and the applications and the college life. We should at least have an idea of what major we should do and what the steps are in order for you to achieve the career you desire. Having SAT prep would also be helpful. Also, to know how to create a resume and what looks good on it and the what looks good on college applications.”

“Focus on college preparations more. Help with deciding future careers.”

“Go on more field trips and have more time on learning about how to sail.”

“More career visitors for the younger generation”

“More on the water experiences. Overall more sailing time.”

“In the winter months perhaps a shorter time session and in the summer day trips when school is out due to exams or holidays.”

“More information on what to expect during our junior and senior year of college and also what colleges would be looking for and what we would have to do.”

#### 4. First Mates Program Overall Analysis

This has been another significant year of growth for the First Mates program. 33 sophomores joined the First Mates in the fall. Despite the program changing hands this year, it met its outcomes. (The program was led by James Cart in the fall, Christopher Green for part of the winter, and Katama Martellucci in the winter and spring). Attendance remained fairly stable throughout the year.

Structured time for homework and academic support was provided every day in the winter and most days in the spring. Students proactively took advantage of staff, volunteers, and their peers during these sessions. Furthermore, students reported using concepts covered in boat building in math courses and vice versa. Overall, more emphasis is being put on academic support, and the feedback has been positive.

This is the first time HRCS has had a class of graduating seniors as part of its program. This seemed to add a new level of commitment for several of the seniors; a few of them came to the Boat House nearly every day after school to work on the Windmill. In addition to being committed to our program, it is obvious that they are succeeding in school as well. All of the Senior First Mates that attend regularly have been accepted into college. Additionally, six out of seven seniors are currently enrolled as Apprentices or Office/Waterfront Interns at HRCS. As members of the Youth Staff, these seniors are in a leadership position, and acting as role models for the younger students.

There are some new goals in place for the First Mates program. Our seniors have all been given “Student Captain Approval Packets,” designed to prepare them for the written and practical portions of the HRCS’ Captain’s Test. Several are now working on becoming Student Captains. Through this process, we are aiming to instill a sense of leadership and responsibility in our older students, while simultaneously becoming more efficient as a program. Student Captains will be treated similarly to Member Captains, who are able to take out J24 sailboats with other Student Captains. We are also working towards creating an “Independent Student Crew” test for juniors and advanced sophomores. Currently, **Anthony Velez** is the only senior to have successfully completed all the steps necessary to become a Student Captain. Several others have begun the process by taking the written test and are practicing for the rigorous practical portion. This is an exciting time for the growth of the program. This process will be much more streamlined in the future.

This year we had a number of wonderful career speakers, both members of HRCS and outside contacts. Meeting speakers introduces students to new ideas and career options that they may not have considered or known about previously. Students are able to ask questions about the steps needed to accomplish career goals and to think critically about what they are passionate about pursuing. Students are also given practical advice about the college application process.

As part of this process, HRCS staff and volunteers proof-read college essays and professional emails, providing valuable feedback.

There are some areas where the First Mates program has been struggling. In the winter, maintaining contact with students and sustaining regular attendance became challenging. This is in part because some students participate in other activities seasonally, and the walk from schools to the Boat House was difficult given the sheer magnitude of the winter season in 2014. During this time, some students stopped coming altogether. This can be attributed partially to the fact that program management changed hands at this time as well. As a result, some rapport and information may have been lost on specific students. Furthermore, the 2013-2014 season began without an established structure for staff and student communication or accountability. In the future, setting expectations for attendance and responsibility at the outset of the year may yield higher retention and engagement. Attendance began to pick up in the spring, with some students able to return after the culmination of winter sports or perhaps just encouraged by the weather.

There is a clear trend within the survey results comparing Winter 2014 to Spring 2014, displayed in the charts in section 5b. Not only were there significantly less responses received, but the positivity of the responses fell from Winter to Spring. This can be attributed to two main factors:

- 1) In the winter, there was more emphasis put on curriculum, career speakers, homework help, and varying indoor activities. In contrast, in the spring, emphasis was put on trying to complete the Windmill project by the end of the year, with the hope of launching it. This created a rushed atmosphere. Consequently, it seems that a combination of less variety and fresh material and the focus on the Windmill project may have contributed to a shift in the quality of experience for the students.
- 2) Secondly, there is still insufficient data to properly track these trends. With such a small number of subjects, these results are easily skewed and should not be relied upon to reflect the overall success of the program.

Additionally, the feedback provided by students on what can be improved is very clear. Students are requesting for the program to deliver more on its stated outcomes, including increased time spent on career and college readiness. As mentioned previously, the Windmill project took precedence this year. The drive to complete it trumped other goals and carried over into the spring, a time meant to be dedicated to sailing, curriculum, and on the water activities. In the future, a more flexible project or better time management of the Windmill project will be beneficial to the overall quality of the program for the students.

Another area for improvement is our student certification program. Steps were made toward arranging a Safe Boating course and some students have been provided with information regarding the steps needed to obtain a USCG Captain's License. We had ambitious goals to have students work toward their Safe Boating Certification (Sophomores), US Sailing Basic Keelboat Certification (Juniors), and USCG Captain's Licenses (Seniors). More time and energy should and will hopefully be given to these areas. The procurement of these certifications would

be an excellent addition to our students' credibility as sailors and would be impressive on a college or job application.

The goal of completing the Windmill took precedence this spring. With an end in sight, many of the other goals were put on the back-burner while time and energy was given to boat-building. Carrying forward, it will be important to find projects with more flexibility and relevance, and to bring all of the First Mates in on the decision early on.

The amount and nature of student feedback is encouraging in itself. It displays a commitment to and level of concern about the quality of the program. In addition, the number of students participating in activities rose sharply from 2013 to 2014, often doubling or tripling the number of students from the previous year. While there is obviously a large margin for improvement, the improvements made this year, in spite of the inconsistency of the leadership, are encouraging.

## Internship Programs

### 1. Program Background

HRCS has hired seventeen First Mates and thirteen Sail Academy students to join the HRCS staff as interns: five Apprentices, five Office/Waterfront Interns, seven Junior Educators and thirteen Leadership Intensive Interns. These Interns are responsible for a variety of office and waterfront tasks, boat maintenance, and interfacing with the public. These internships are a valuable source of career experience and exposure to running a non-profit office, sailing center, and a small business.

#### Description

**1. Leadership Intensive (Generally after 9th grade)** - Working with the First Mates Program Manager, the Leadership Intensive examines effective leadership, communication with peers and adults, and how to be a valuable member of a team using role play exercises, games, discussions/reflections, and shadowing HRCS instructors.

**2. Junior Educators (Generally after 10th grade)** - Once students gain the basic "leader mindset," they then begin putting their skills to practice working with a HRCS instructor in the planning and delivery of our City Sail summer program. Teaching in small groups, they learn skills and tricks for teaching basic sailing skills as well as student supervision and management. Junior Educators are regularly evaluated by the professional instructors and take part in daily preps and debriefs along with the other City Sail staff.

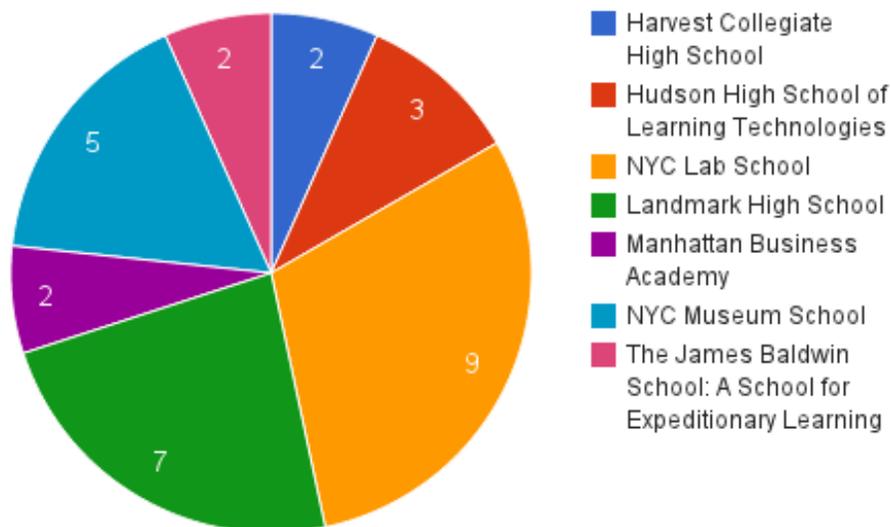
**3. Office/Waterfront Intern (11th or 12th grade)** - Building on their leadership and teaching skills, students now focus more specifically on learning customer service, organization,

responsibility, and office skills through working with staff in the office and at the dock. There is also a track for students interested in boat maintenance and repair, working closely with our operations director. As a paid position, students must fill out employment paperwork, keep a timesheet, and take greater responsibility for their work. The internship gives students a broader understanding of the organization and helps the organization complete needed tasks.

**4. Apprentice (11th or 12th grade)** - As the culmination of their internship training, students lead public adult lessons with the aid of an HRCS instructor. Instructors evaluate students and provide specific feedback on performance and improvement. Students are able to add hours to their sea time log, part of the process of securing a US Coast Guard license. This is the penultimate step before they can be hired as HRCS instructors.

## 2. Enrollment and Demographic Data:

**Number of Interns by School**



### Internship Program

	Number of Participants	Program Hours/Intern
<b>Leadership Intensive</b>	<b>12</b>	<b>50</b>
<b>Junior Educator</b>	<b>7</b>	<b>200</b>
<b>Office/Waterfront Internship</b>	<b>5</b>	<b>40</b>
<b>Apprentice</b>	<b>5</b>	<b>33</b>

\* average, year to date

### Interns Enrolled

Leadership Intensive	Junior Educator	Office/Waterfront Internship	Apprentice
<ul style="list-style-type: none"> <li>● Xue Feng Deng</li> <li>● Tynaise Williams</li> <li>● Thierry Guimaraes</li> <li>● Dawn Jones</li> <li>● Eon John</li> <li>● Samuel Rosario</li> <li>● Francisco Esperon</li> <li>● Shi Ting “Christina” Deng</li> <li>● Linus Levey</li> <li>● Mario Serrano</li> <li>● Tasheena Stewart</li> <li>● Kason Campbell</li> <li>● Louis Gonzalez</li> </ul>	<ul style="list-style-type: none"> <li>● Cole Warner</li> <li>● Catherine Langkamp</li> <li>● Ana Vasquez</li> <li>● Enmanuel Portes</li> <li>● Tiffany Yu</li> <li>● Theorian Johnson</li> <li>● Kaylah Mack</li> </ul>	<ul style="list-style-type: none"> <li>● Stephanie Gonzalez</li> <li>● Trevon Lee</li> <li>● Alexei Frazer</li> <li>● Kevin Trimpin</li> <li>● David Seecharan</li> </ul>	<ul style="list-style-type: none"> <li>● Noa Yoder</li> <li>● Sydney Riemer</li> <li>● Leo Martinez</li> <li>● Anthony Velez</li> <li>● Nick Fusco</li> </ul>

### 3. Assessments

HRCS assesses Intern progress in several ways during their time in our program. Leadership Intensive and Junior Educators are evaluated by Instructors and staff and given feedback on a daily basis. They also receive written evaluations and take part in evaluation meetings. For Office/Waterfront Interns and Apprentices, we conduct evaluations each day that they work. This evaluation is filled out by both the intern and their supervisor and is coupled with a verbal check-in. We rate them a scale of one through five, based on preparedness, work product, communication, safety and professionalism. These evaluations gauge our students self-perception of growth, and give them a chance to include open-ended narrative responses as well as receive valuable feedback from their supervisor.

END OF REPORT