



Youth Development Programs Report

2015-2016

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Table of Contents

[Introduction](#)

[Outcomes](#)

[Program Structure](#)

[Program Alumni](#)

[Program Highlights](#)

[Methodology and Results](#)

[Key Findings](#)

[Conclusions](#)

[Next Steps](#)

[Appendix - Data](#)

[Participants](#)

Introduction

Mission Statement: *Hudson River Community Sailing develops leadership and academic success in underserved New York City youth through sailing education and provides maritime education and recreation to the community at large.*

Sail Academy, HRCS's flagship program, provides youth development, academic enrichment, and leadership education through sailing and boatbuilding to 150 students attending nine NYC public high schools. Research shows that students who participate in quality afterschool programs have higher school attendance and academic achievement, and are less likely to be involved in risky behaviors. Sail Academy achieves these objectives for our students.



Statue of Liberty trip

Through experiential, leadership-based education, Sail Academy engages students, builds their academic skills, and challenges them to grow. Students earn academic credit in math and science as they learn to sail and navigate, construct small wooden boats, and study the marine environment.



Students building a boat

Through our internship program, students have the opportunity to peer teach in our summer camp, help run a working office and marina, and perform boat maintenance and repair. They gain essential skills, work together to solve problems, and act as mentors to younger students.

Sail Academy gives students an academic boost as they enter high school, and then ongoing support through graduation. Over their four years, students acquire important job, team, and leadership skills. Its multi-faceted approach prepares them for success in college and career. Our partner high schools serve a diverse student body, drawing students from all five boroughs, predominantly from low-income families. Students participate at no cost, which HRCS funds through a combination of individual donations

and grants.

HRCS operates our Youth Development Programs within the context of a Community Sailing school, which provides affordable sailing access and education for the New York City community at large. Many members of our adult sailing program volunteer in Sail Academy, acting as captains and mentors for students, and students intern in the daily operations of our sailing school, creating an important symbiosis between the two sides of our work and fostering a strong community.

"Hudson River Community Sailing serves an important place in providing public school students with the access and structured after school programming that they would not be able to attain elsewhere"- Nancy Amling, Principal, Hudson High School of Learning Technologies.

Outcomes

Sail Academy aims to:

1. Prepare students for success in **college/career**
2. Build **leadership** skills, so that students take initiative and ownership over tasks, develop their individual voices, and become role models for their peers
3. Increase **academic** proficiency in math and science
4. Empower students to become stewards of our **environment**
5. Develop student confidence and competence operating **sailboats**

Program Structure

HRCS works with nine public schools in the Chelsea area of Manhattan. We have long-term relationships with these schools. Each year we create a Memorandum of Understanding (MOU) to outline services and expectations. We enroll between 10 and 12 new students in Sail Academy, and continue to work with existing students in the 10-12th grades. Each school contributes a small portion toward the cost of the program to help create ownership and commitment. Three times per year, YDP staff meet with teachers and principals to gauge student progress, review outcomes, and ensure that expectations are clear and being met.

Our partner schools are:

1. Hudson High School of New Technologies
2. Landmark High School
3. Manhattan Business Academy
4. NYC Museum School
5. NYC Lab School for Collaborative Studies
6. Harvest Collegiate School
7. James Baldwin School for Expeditionary Learning
8. Quest to Learn
9. Humanities Preparatory.

HRCS recruits approximately (90) new students each fall, mostly from 9th grade to enter Sail Academy. During the school year, students meet once per week, Monday-Thursday, from 4-7pm, and on select school holidays and weekends. They also participate in trips and expeditions at the end of each semester. The first year course is called *Sailing by Numbers*. Each lesson incorporates a math topic, and has an on-water sailing component or hands-on boat building activity. On a typical day, students might learn to measure current speed using an algebraic formula, and test their calculations on the water while learning sailing. They earn up to 2 elective credits in math.

After successfully completing their first year of Sail Academy, students may continue over the next three years to develop their skills and expertise in sailing, boat building and maintenance, navigation, and racing. The second year, *Ocean Literacy*, focuses on the environmental science, as students delve deeper into the tides and currents, meteorology, and ecology of the waters on which they sail. They may earn an elective credits in science. In the third and fourth years, *First Mates*, students pursue more advanced tracks, focusing on a specific elements of boatbuilding, engine repair, sailboat racing, or instruction based on their interest. They visit colleges, meet with volunteers and community members to learn about different careers, and have the opportunity to take leadership roles in internships and instruction.



Marine Debris Display

For some students, *Sailing by the Numbers* acts as a one-year intervention, providing academic enrichment, a supportive peer group, and guidance as the student enters high school. For others, it is an immersive four-year program that shapes their entire high-school experience. Within a safe and directed learning environment, our students build confidence, tenacity, and grit.

Our internship program provides a key platform for leadership development, giving students essential skills to succeed in college and the workplace. We have designed a succession of internships that bridge the gaps between our school program semesters, beginning with a leadership-focused program in the summer after their freshman year, and progressing through levels that emphasize peer-teaching, customer service, boat maintenance, and adult instruction. Each internship builds on and extends the skills learned in the afterschool program, while providing students with needed structured summer activities and part-time employment.

Sail Academy by Year 2015-16

Grade	Name	Students Served	Scope and Schedule	Content
9	Sailing by the Numbers	90	4x/month, 3 hr/session	Discover how math applies to sailing, navigation, and boat building. Earn a math and PE credit.
10	Ocean Literacy	25	4x/month, 3 hr/session	Study the science of the Hudson and learn to become a steward of the river. Earn a science and PE credit.
11	First Mates	20	4x/month, 3 hr/session	Become a stronger leader and mentor, gain job skills, and receive homework help. Earn a sailing certification.
12	First Mates	15	4x/month, 3 hr/session	Prepare for college, get certified as a student captain, and refine job skills.

Internships by Year

Name	Time Frame	Students Served	Schedule	Content
Leadership Intensive	Summer 9/10	15	2 weeks, Mon-Fri, summer, lunch and transit stipends	Leadership, effective communication, team coordination.
Junior Educator	Summer 10/11	8-10	5 weeks, Mon-Fri, summer, lunch and transit stipends	Basics of instruction, working in the office
Office/Waterfront	Spring, Summer, Fall 11/12	5 - 8	Weekly schedule during sailing season, 10-20 hrs/week, paid	Customer service, boat repair and maintenance, office management. dinghy operation.
Apprentice	Spring, Summer 12th and after Graduation	5 - 8	Weekly schedule during sailing season, 20-30 hrs/week, paid	Assistant instructor on public sails with adults and families. Independent boat repair and maintenance tasks.

Key Staff and Volunteers

Grade / Name	Program Coordinator	Supporting Staff	Volunteers
9 - Sailing by the Numbers	Alexe Taylor, Mwenye Seville	Chris Duda	Tom Mueller, Mark Horowitz, Nick Badal, Justin Ryan, Aaron Wheeler, Rockford Regan, Helen Field, Hannah Belsky, Reitze Oenema, Tatiana Pena, Wendi Baez, Woodeline Charles
10/11/12 - Ocean	Andrew Zuber	Alex Baum, Sam Gebb, Liz	Rachael Fein, Jill

Literacy, First Mates		Armstrong, Lisa Hlinka, Chris Green, Don Rotzien	Wheeler, Anna Schon, Rupert Murray, Will Gilmore,
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Program Alumni

Since our program is still fairly young, we have only had three classes of graduating seniors, 96% of whom are attending to college. We are very proud of these young men and women, several of whom have come back to work at HRCS in the summers since their graduation.

This year, Noa Yoder, Class of 2015, earned her US Sailing Basic Keelboat Instructor Certification and began instructing with the City Sail summer program. She is in the process of earning her US Coast Guard Captain's License. Anthony Velez and Leo Martinez, Class of 2014, returned for their 3rd summer of work while home from college. The two effectively ran the operations department and oversaw the training of 10 Operations Interns.

It is intrinsic to our design to have our students take on increasing responsibility, with each class teaching and mentoring the students younger than them. As we mature, we are seeing the fruits of that design as we see returning students taking on greater leadership in the organization.

Program Highlights

Fall Expedition to the Statue of Liberty, Caven Point Bird Sanctuary

At the end of the Fall sailing season, the first year students sailed to the Statue of Liberty and Caven Point Bird Sanctuary. Students prepared for the trip by charting their route and planning the duration of the trip, taking estimated boat speed tidal conditions into account. During the sail, students used landmarks as waypoints to determine their true speed. After rounding the Statue, they anchored the boats and made landfall at the bird sanctuary. Closed to humans during the summer season, this wild area of land is open during the winter months and gives students a real sense of adventure, with a view of Manhattan on the horizon.

NY State Safe Boating Certification

After the Fall Trip, HRCS's state-certified instructor Andrew Zuber led the first year students through New York State's Safe Boating curriculum. The three-program session class covered topics including state and federal marine regulations, engine maintenance, hull design, and navigation. 42 students passed the exam and now have their first certification through Sail Academy.

Boatbuilding

In early December, the program moved to its winter home at the Bayard Rustin High School Campus on 18th Street to begin building our Optimist dinghies. From November through March students crafted two of these 8-foot wooden boats by hand. Along the way they learned to measure, draw and cut parts as well as how to read a technical diagram and assemble their boats accordingly.

America's Cup Endeavour Project

In May, Sail Academy students were invited to take part in the America's Cup World Series event in New York Harbor. Students had front-row seats to watch the racing and also got to sail amongst the AC45s on Hobie Wave catamarans from the Endeavour Project, the Cup's youth outreach program. Four of the Hobies were donated to HRCS after the event and are now kept in Inwood.

Return to the River

On May 14th, students launched and sailed Godzilla and The Codfather, the two wooden optis they built over the winter. The HRCS community came out to join them on the pier as students blessed and toasted to the new boats, then launched them. Each student got to sail the boats they helped build while friends and family looked on.

Spring Expedition to Inwood Marina

Sail Academy ended their spring season with an expedition to Inwood Marina. Students filled up nine boats and braved windy conditions to sail past Midtown, Riverside Park, and the George Washington Bridge on the way to the docks at Inwood, and back. Students used all their skills from the year to navigate through barges and 30 knot wind gusts in an exciting end to the sailing season.

Hobie Days

This summer Sail Academy got some more practice on HRCS's four new Hobie Waves through several Hobie Days. These events were open to HRCS members and students and were an exciting way for students to get out on the water and get used to commanding some very different boats than the J/24s they're used to on the calmer waters up at Inwood.

Methodology and Results

This report is based on data collected between July 2015 and June 2016. HRCS collects data throughout the year, using multiple methods of evaluation in order to ensure that we have a comprehensive assessment for each outcome.

Student Surveys

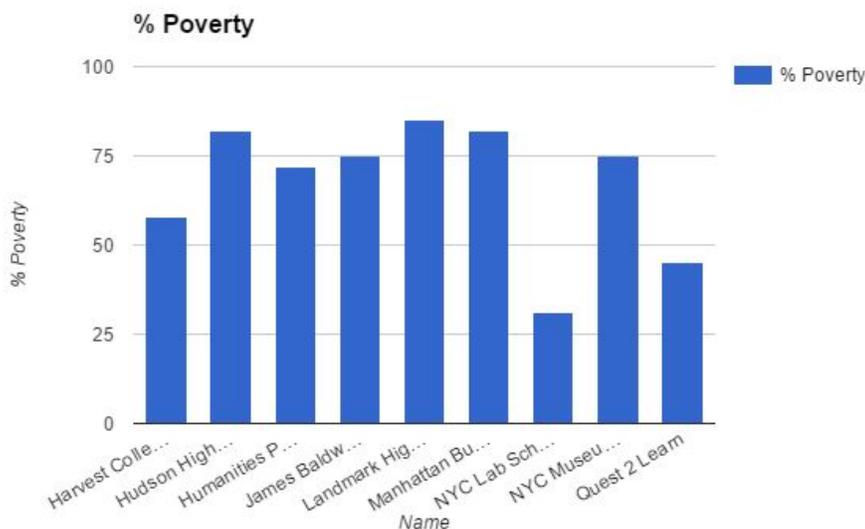
Students were given a survey at three points during the program (Fall, Winter, and Spring) that asked their opinions on how the program influenced their development in various areas.

Teacher Surveys

Teachers or advisors were given a survey in March that asked their opinions about student progress in various areas. The plan for 2016-17 is to administer this survey at the beginning and end of the year to try and show growth or development.



1st year Final Expedition



Diagnostic Skills Assessments

First and second year students took a written skills test at the beginning and end of the year in math (1st) and science (2nd). The skills assessments were developed by HRCS program staff in conjunction with NYC DOE teachers.

Need and Population Served

Sail Academy fills a pronounced need for effective afterschool programs that provide academic and social support for New York City youth. Citywide, the 2015 mathematics pass rate for all students

was 35%. This is particularly true for 9th graders in New York City, many of whom travel far from home and familiar surroundings to go to school.

Statistics regarding our target population show:

- 70% of students are not meeting NY state math standards
- 66% of students are not ready for college (College Readiness Index)
- 67% of students qualify for a free school lunch through Title I
- 85% of students are considered racial minorities

Our goal is to serve students who will benefit most from our program services. We are also proud that our program is able to work with a diverse group of students from a variety of schools. NYC DOE “Poverty” statistics are based on the number of students with families who have qualified for free or reduced price lunch, or are eligible for Human Resources Administration (HRA) benefits. *2015-16 Data.

Key Findings

Sail Academy students are more prepared for success in college and career.

During their time at HRCS, students are exposed to many unfamiliar career and college paths through the wide and committed network of adult volunteers and members. Students gain a unique exposure to hands-on work through boat building and job skills through internships. Students progress through a series of certifications including: Safe Boater, HRCS Dinghy Driver, US Sailing Basic Keelboat, and HRCS Skipper certifications. These tiered certifications help them to develop competence and confidence.

94% of seniors will be attending college in the Fall of 2016. This year’s senior class of 16 students is our largest graduating class to date.

First Name	Last Name	College
Julian	Quinonez	UNC Asheville
Henri	Dosti	Depauw
Anastasia	Bailey	Albany
Jasper	Ingrassia	Iona
Ibis	Banda	PACE
Kaylah	Mack	City Tech
Alice	Lin	SUNY Binghamton
Brandon	Veloz	SUNY Albany
Tiffany	Yu	FIT
Mai	Kashihara	SUNY Stonybrook
Cole	Warner	SUNY Stonybrook
Paulo	Vizeu	Hunter
Enmanuel	Portes	Working at HRCS, plans to attend SUNY Maritime in the spring
Justin	Cruz	NY College of Technology
Evelyn	Vivar	Wellesley

91% of students agree that because of the program, they are more prepared for success in college and career.¹

¹ Survey questions were “Because of this program, I..”: “Am aware of opportunities for me after high school.”, “have a better understanding of at least 2 jobs/careers. (Training necessary, job responsibilities, advancement opportunities)”, “have a

92% of students' teachers/advisors agree that students are prepared for success in college and career.²

The following careers were represented as part of our Career Speaker series:

<p>Teacher Lawyer Product Marketing Manager at Google Quantitative Trader/Finance Social Worker Biotech Marketing Merchant Mariner Film/Advertising/Marketing Infrastructure Development/Diplomacy Costume Designer Solar Energy Forensic Accountant</p>	<p>Associate Chief Librarian/Metropolitan Museum of Art Construction/Mechanical Engineer Air Force, Meteorologist Writer CEO, founded a technical recruiting agency Record Company Owner Associate/Real Estate Finance General Manager- The City Bakery Scientist - Glaciologist Architect/Construction management Business Development at a Branding Agency Owner, medical services. Former submarine officer (currently financial consultant)</p>
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Graduation Ceremony

During the Fall, over 20 4th year students participated in at least one of four college essay workshops held at HRCS.

Over the Winter, over 80 1st and 2nd year students participated in a series of application and interview workshops at HRCS.

12 interns collectively worked over 1000 hours as part of job-skills internship.

“I have learned to be confident on a boat... how to sail a boat... I have also learned the different parts of the boats and what they do.” *Esmeralda Suarez, Manhattan Business Academy*

“I have learned about how much teamwork really matters in sailing a boat. Also, I have learned A LOT about boating safety. I have learned how to rig up a boat, figure out how fast we are going, fill out a float plan, read charts, learned the different places within a boat, learned about different tools and how they are used. I have practiced using a saw to cut a straight line through a piece of wood. I have learned a lot of good new skills in Sail Academy.” *Gwenyth Klomfas, NYC Museum School*

Sail Academy positively impacts students’ development of leadership skills including self-confidence, communication and teamwork

By creating connections between what they are learning on water in the classroom, students become excited about math and science. Students become more proficient in these subjects as they create a stronger link between the subjects and their passion: sailing.



3rd & 4th year Final Expedition

better understanding of at least 2 colleges/universities/post-high-school training opportunities. (Fees, courses offered, extracurriculars)”, “am better prepared to succeed in whatever I decide to do after high school (college, career, etc.).”

² Survey questions was “The student is prepared for success after high school (given their current grade).”.

96% of students agree that Sail Academy positively impacted their development of leadership skills.³

90% of students' teachers/advisors agree that students take initiative in school.⁴

88% of students' teachers/advisors agree that the student is a role model or mentor for peers/younger students.⁵

90% of students' teachers/advisors agree that the student communicates effectively.⁶

- 100% of Leadership Intensive participants "feel more confident when asked to be a leader".
- 85% of Leadership Intensive participants feel "comfortable sharing my ideas with the group".
- 92% of Leadership intensive participants "learned communication skills that made me a better communicator"
- In summer 2015, 15 1st year students received 50 hours of leadership and job-skills training, 10 students received 200 hours of leadership and job-skills training.

"One of two ways I take initiative in program activities is by asking questions in order to gain better comprehension of the material being taught. A second way I utilize my leadership skills of taking initiative within the program is by keeping a long attention span for the activities." *Mekhi Swaby, Humanities Prep*

"When my friends ask me questions about what we are doing, I am able to answer with full confidence... i take the initiative in program activities by paying attention so I have full understanding of what I am understanding without hindering the material I am being presented with." *Jasmin Drekovic, Humanities Prep*



Return to River Celebration

"Providing students access to the waterfront in such an experimental manner instills a care and stewardship that cannot be gained through classroom study"-*Caron Pinkus, Principal, Landmark High School*



Sail Academy positively impacts students' academic proficiency

Sail Academy exposes students to situations on the water and off that develops their confidence and teamwork. Communicating with adults as part of an internship in a business setting develops their communication skills. This year, our first student, Noa Yoder, Class of 2015, received her instructor certification and began teaching for HRCS in the summer of 2016.

92% of students' teachers/advisors agree that students have shown an increase in proficiency in math/science since the beginning of the year.⁷

2nd year trip to Green Brook

"[This program] giv[es] our students access to a unique and powerful after school experience that supports their academic and social growth"-Karen Polsonetti, Principal, Manhattan Business Academy

³ Survey questions were, "Because of my experience in this program, I...": "Take initiative in program activities.", "I communicate more effectively with others (peers and adults).", "I am a more effective role model to peers/students younger than me.", "I am a more effective leader within groups and a stronger mentor to younger students."

⁴ Survey statement was "The student takes initiative."

⁵ Survey statement was "The student is a role model or mentor for peers/younger students."

⁶ Survey statement was "The student communicates effectively."

⁷ Survey question was "The student has shown an increase in proficiency in math/science since the beginning of the year."

“I’ve learned how to accurately measure boat parts and also how calculate the speed of the boat depending on the currents” *Jade Rosario, James Baldwin*

“[I Learned] how to find the speed of the boat while sailing, and how to plan out the amount of hours it will take you to get to your destination by using currents and boat speed.” *Luca Phillips, Harvest Collegiate High School*

Conclusions

It is clear from the data that Sail Academy is having a positive impact on students in terms of preparation for success in college and career, social-emotional skills such as leadership, self-confidence, teamwork, and communication; and proficiency in academics, especially STEM subjects. Student reflections, especially, show the importance of our work on their development.

The program is also highly valued by our partner schools as a key element in student development as seen in the principal reflections.

One of our main challenges continues to be how to develop students’ academic proficiency without making the program too much like school. There is a key connection between sailing and STEM and there is a lot of possibility to get students excited about (and more proficient in) these subjects as long as it is fun and engaging.

Next Steps

In order to grow the capacity of the 2nd, 3rd, and 4th year programs, we will be splitting our First Mates coordinator role into two positions in the fall of 2016. The Environmental Program Coordinator will take over the Ocean Literacy / 2nd Year portion of the program as well as expand the organizational educational piece around marine debris. The Student Opportunities Manager will expand the internal and external opportunities for 3rd and 4th year students in preparation for success in college and career as well as build better tracking system for students.

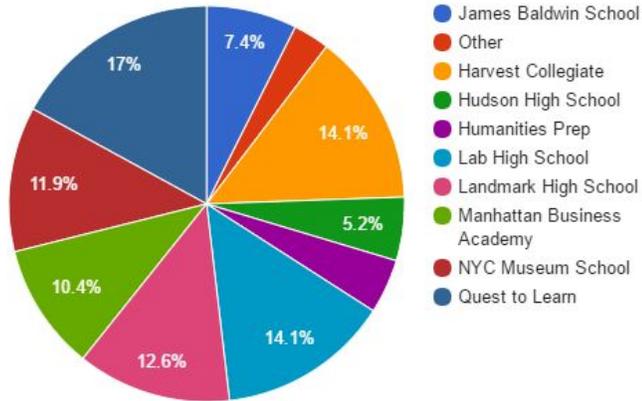
In order to continue to expand and improve our use of data, we began a partnership with Algorhythm and YDiLearning which focuses on tracking social-emotional learning. Staff participated in 5 trainings leading up to the piloting of the program in the Junior Educator summer internship. The plan is to expand the use of this measurement to all Youth Development programs in 2016-2017. In 2016-17, we are joining the Success Network, and are continuing to look for partners for an expansion uptown in the Youth Development area of our work.

In addition to strengthening the college and career support for of the 3rd and 4th year students , a series of “tracks” or “units” will be rolled out in Fall of 2016. Focusing in more deeply on student interest areas, these tracks will allow for greater depth of learning and development.

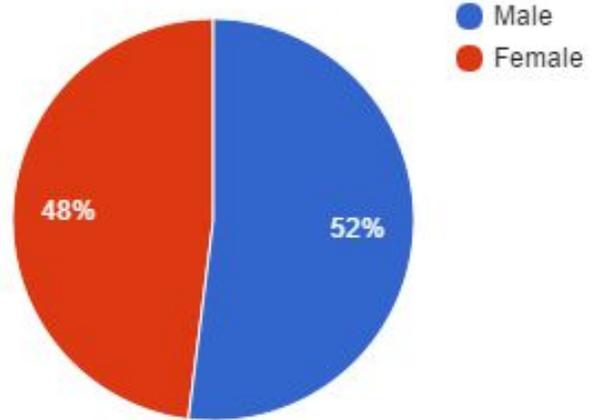
Appendix - Data

Participants

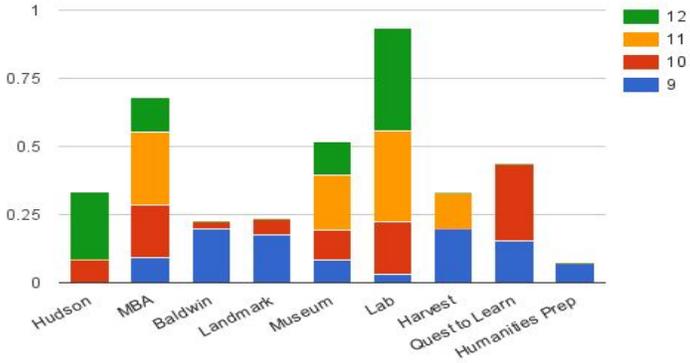
Program Enrollment by School



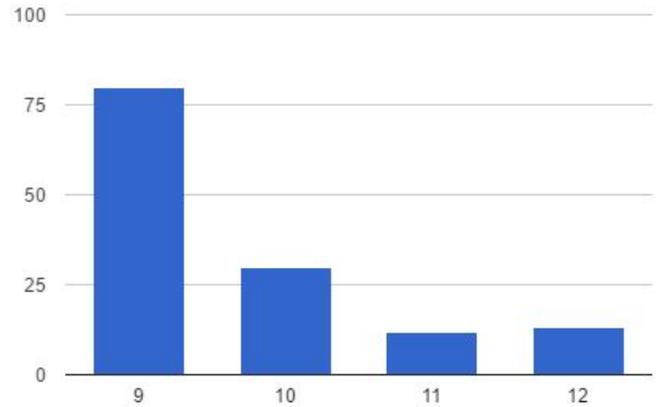
Program Enrollment by Gender



Percentage by Grade of Students in Each School

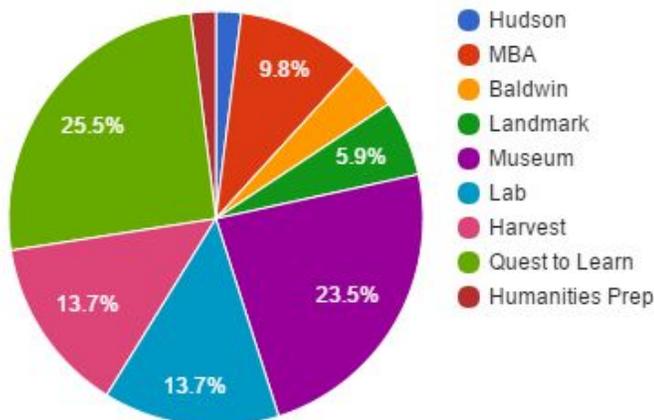


Program Enrollment by Grade



**NB--Baldwin and Humanities are both transfer schools, where students are generally older and in need of credit to graduate. As a result, these students often come in at the age of 18 and only stay in Sail Academy for a year before graduation.*

Percentage of Students with at least 70% Attendance by School



Attrition

Percentage of students who stopped attending program

	All years	9	10	11	12
Fall ->Winter	15%	20%	17%	0%	0%
Winter -> Spring	18%	21%	13%	27%	6%
2016	29%	33%	22%	27%	6%

Credit Earners

Students who earned at least ½ credit in Math, Science, or Physical Education (Attended for 27 hours or more)

	Overall	9	10	11	12
Percent	82%	82%	83%	80%	81%