



The Geriatric Career Development Program

AJAS Webinar

September 24, 2009

Agenda

- Program Overview & Goals
- Program Design & Components
- Year Three Data Review
- Funding Overview
- Questions

Program Creation: 3 Major Forces

- Commitment to Intergenerational Programming
Workforce Shortage
- Supports for Youth
- Desire and Need to Create a Structured Program
with Measurable Outcomes

Workforce Statistics

By 2010, the number of vacant positions in nursing homes is expected to reach 810,000 (*American Association of Homes & Services for the Aging Statistics, 2007*).

There is an estimated need for 1.2 million new nurses by 2014 (*CCLC, 2007*).

The number of US medical practitioners entering geriatric medicine fellowship programs decreased from 167 in 2003 to 91 in 2007 (*American Geriatrics Society, 2007*).

Jewish Home Lifecare Overview

Jewish Home Lifecare offers long term care, adult day care, home health care, health services, and social and community services throughout the New York area.

The nursing home provides health services for more than 9,000 older adults annually, at three campuses in Manhattan, the Bronx, and Westchester, and through the Lifecare Community Services Division, which provides healthcare and social services throughout the metropolitan area.

Geriatric Career Development Program: Program Goals

- Address the acute healthcare workforce shortage
- Provide elders with intergenerational relationships
- Nurture motivated youth with an interest in pursuing healthcare careers
- Graduation from high school
- 100% state certification licensure post training program within a year of turning 18 years of age
- Students will set and maintain for one year post high school, a college goal (2 yr./4 yr. degree) or a career goal
- Comfort with and knowledge about working with elders

Program Design

- 8 Hours per Week After School (4 hour sessions)
- Summer Session (6 weeks, 25 hours per week)
- 6 Partner Schools
- 3 Stipends per Year (\$140 each)
- 5 Full Time Program Staff
- Uniforms
- Code of Conduct
- Parent Orientation & 4 Parent Programs

Program Components

- Direct Care Clinical Skills Training**
- Department Lectures (in year one)**
- Department Internships (in years two and three)**
- Community Floor Assignments**
- Academic: Tutoring, Test Prep, College Prep**
- Social Work Support**
- Elder Mentors**
- iMentors (Juniors)**
- Wellness**
- Summer Enrichment Program (rising Juniors)**
- Certification Classes (rising Seniors)**

Year Three: Selected Student Demographic Data



Student Overview

| | | |
|---------|----------------------|----------|
| Campus | Bronx | 76 (56%) |
| | Manhattan | 61 (44%) |
| | | |
| Grade | 10th Grade | 60 (44%) |
| | 11th Grade | 60 (44%) |
| | 12th Grade | 17 (12%) |
| | | |
| Schools | Marie Curie | 36 (26%) |
| | Dewitt Clinton | 21 (15%) |
| | Health Opportunities | 19 (14%) |
| | Bayard Rustin | 29 (21%) |
| | Louis D. Brandeis | 29 (21%) |
| | Other (2) | 3 (2%) |
| | | |
| | Total Students | 137 |

Student Demographics

| | |
|-----------|----------------------------------|
| Age | Mean = 15.81 years (.92) |
| | Range: 14-19 years |
| Gender | Female = 116 (85%) |
| | Male = 21 (15%) |
| Ethnicity | Hispanic = 72 (52%) |
| | Black = 50 (37%) |
| | White = 2 (2%) |
| | Asian/Pacific Islander = 11 (8%) |
| | Other = 2 (2%) |
| Employed | Part-time = 6 (4%) |

Family Profile

| | |
|-----------------------|------------------------------|
| Primary Language | English = 50 (37%) |
| | Spanish = 43 (31%) |
| | English & Spanish = 17 (12%) |
| | Other* = 27 (18%) |
| | |
| # People in Household | Mean =4.44 (1.75) |
| | Range = 2-10 |
| | |
| Members of Household | Mother = 124 (91%) |
| | Father = 71 (53%) |
| | Siblings = 113 (85%) |
| | Extended Family = 22 (16%) |
| | Non-Family=5 (4%) |

*Other languages include Gatwi, Cantonese, Tibetan, Hindi, Bengali, Garifuna, Bangla, Creole, & Russian.

Family Income*

| | |
|----------------------|------------------------------|
| Household Income | \$0-\$10,000 = 23 (24%) |
| | \$10,001-\$20,000 = 26 (27%) |
| | \$20,001-\$30,000 = 17 (18%) |
| | \$30,001-\$40,000 = 17 (18%) |
| | \$40,001-\$50,000 = 5 (5%) |
| | \$50,001 - \$60,000 = 3 (3%) |
| | \$60,001-\$70,000 = 3 (3%) |
| | \$70,001 or higher = 1 (1%) |
| Total Respondants | 95 |
| | |
| Free Lunch at School | Yes = 113 (85%) |
| | No = 20 (15%) |
| Total Respondants | 133 |

*As with all data collected, reporting of family income is optional. 69% of subjects complete this question.

Graduating Seniors: Selected Data

Senior Graduation Honors

| | GCD Students | Marie Curie Graduates |
|---|--------------|-----------------------|
| Local Diploma | 4 (24%) | 16 (24%) |
| Marie Curie Diploma (140+ hrs volunteering) | 17 (100%) | 34 (52%) |
| Regents Diploma (65+ on 5 Regents exams) | 13 (76%) | 49 (74%) |
| Advanced Regents Diploma (65+ on 8 Regents exams) | 0 | 1 (1.5%) |
| Honors Diploma (85-89 Cumulative GPA) | 2 (12%) | 3 (5%) |
| High Honors Diploma (90-100 Cumulative GPA) | 0 | 3 (5%) |
| Total Graduates | 17 | 66 |

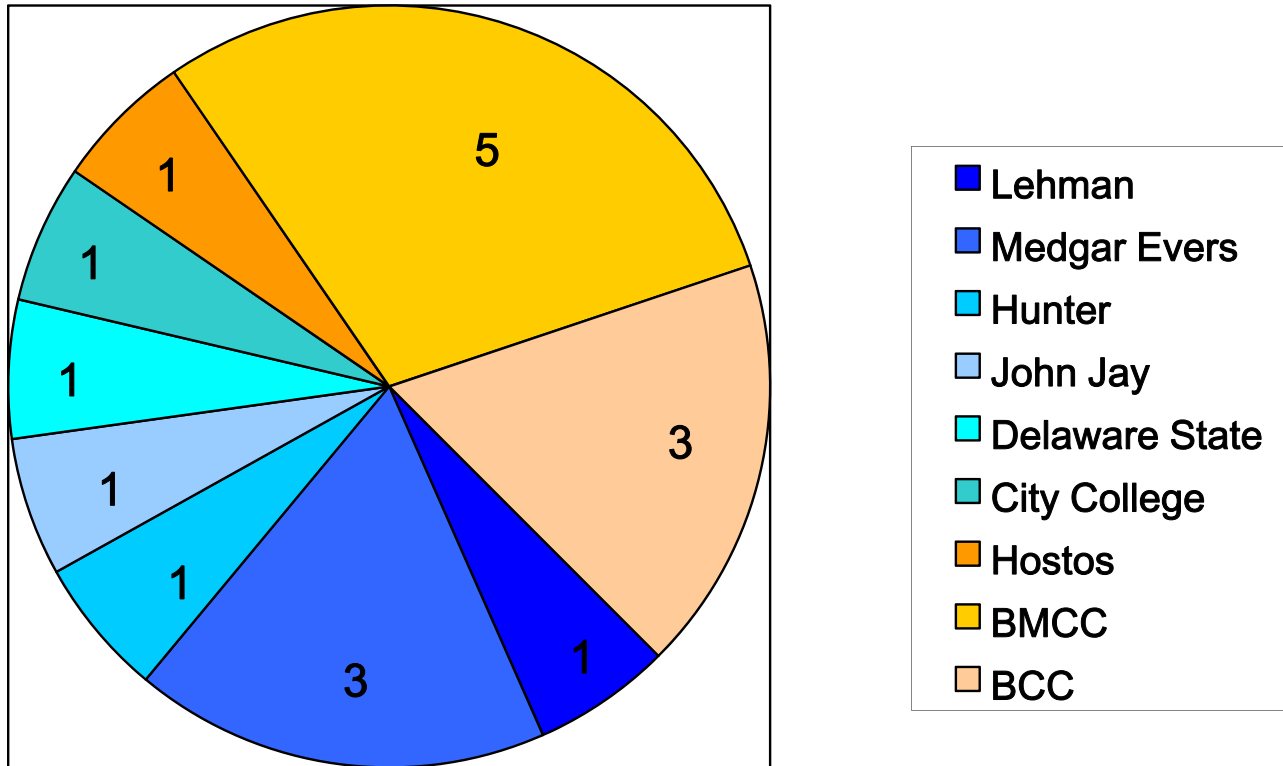
Senior Certification

| Type | Participated in Classes | Now Certified | Not Eligible ¹ | Left Program | Upcoming |
|------------|-------------------------|---------------|---------------------------|----------------|------------------|
| CNA | 9 ⁵ | 7 | 1 | 1 | 0 |
| Pharm Tech | 5 ⁵ | 3 | 0 | 1 ² | 2 ^{2,5} |
| EMT | 10 | 0 | 0 | 3 ³ | 9 ⁴ |
| Total | 24 | 10 | 1 | 5 | 11 |

- 1 One student was not eligible to sit for the certification exam due to her immigration status.
2. The Pharm Tech student who left during the program year returned to retake the class & exam.
3. Two of the EMT students who left during the year are planning to take the EMT test.
4. EMT students can not become certified until they turn 18. Seven students will take the exam in September. The remaining two students are now taking CNA & Pharm Tech. certification classes.
5. Includes original EMT student - see footnote 4.

Senior Plans for Upcoming Year

15 seniors (88%) plan on pursuing health care careers.



8 seniors (47%) plan on attending 4 year college programs & 9 (53%) plan on attending 2 year college programs.

Alumni Updates

- 5 GCD Graduates will be Employed by JHL
- On-Going Tracking of GCD graduates:
 - Entry into college
 - Completion of 1st year of college
 - College majors
 - Part and full-time work
 - Follow-up contact with JHL
 - Continued completion of certifications

Year Three: Selected Program Data

GCD Program Retention

Total Program Retention for Academic Year 2008/2009 = 82%

| | School Grade in 2008/2009 | # Students started GCD Grade 10 | # Students finished GCD Grade 10 | # Students started GCD Grade 11 | # Students finished GCD Grade 11 | # Students started GCD Grade 12 | # Students finished GCD Grade 12 | Reason for drop out in 2008/2009 |
|-----------|---------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|---------------------------------|----------------------------------|--|
| Bronx | Grade 12 | 27 | 25 *93% | 22+3=25 | 24 *96% **80% | 22 | 17 *77% **57% | Family Move=2 Poor fit=3 |
| | Grade 11 | 30 | 29 *97% | 29+5=34 | 29 *85% **83% | | | Family Issues=3 Poor fit=2 |
| | Grade 10 | 31 | 30 *97% | | | | | Religious issues=1 |
| Manhattan | Grade 11 | 38 | 31 *82% | | | | | Travel time=1 Poor fit=5 Workload=1 |
| | Grade 10 | 41 | 30 *73% | | | | | Medical=1 Behavioral Issues=1 Poor fit=8 Workload=1 |

Total number students served since start of program=175

* Retention since beginning of current academic year

**Retention since start of program

Academic year 2006/2007

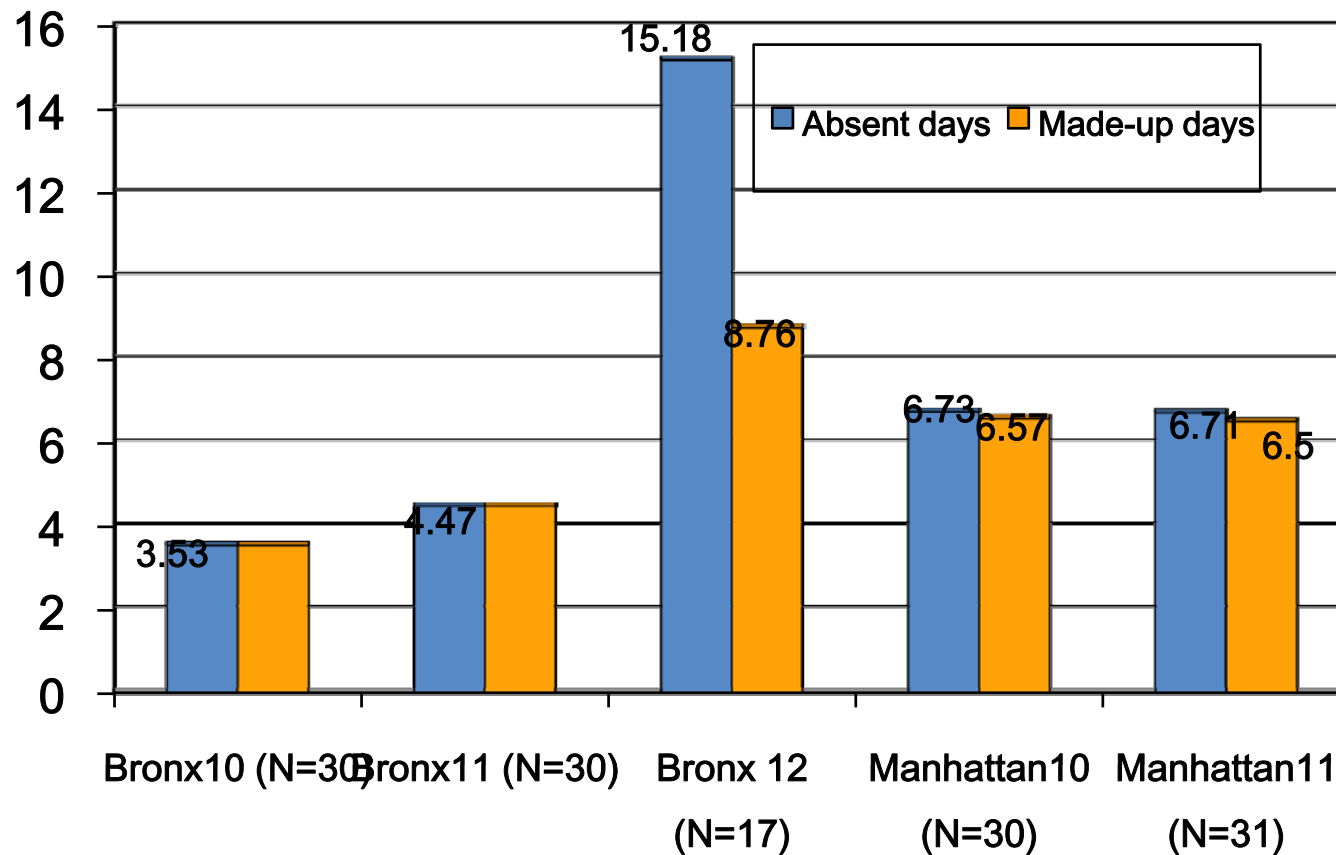
Academic year 2007/2008

Academic year 2008/2009

Bronx retention in 2008/2009 = 87%;Manhattan retention in 2008/2009 = 77%



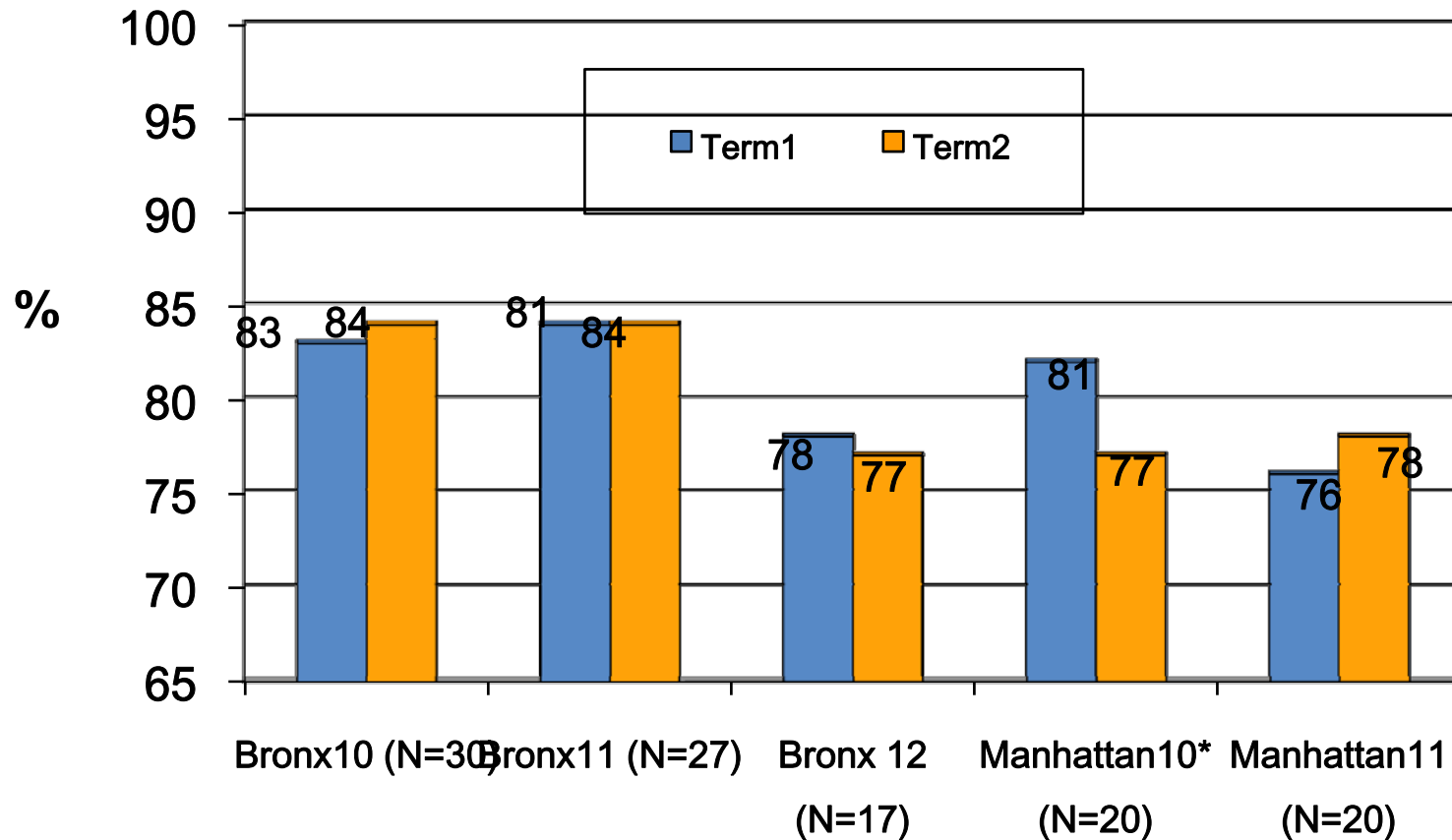
Mean # of Missed Program Days



Bronx 12 missed significantly more program days than all others; and Manhattan 10 & Manhattan 11 missed significantly more days than Bronx 10.

Year Three: Selected Academic Data

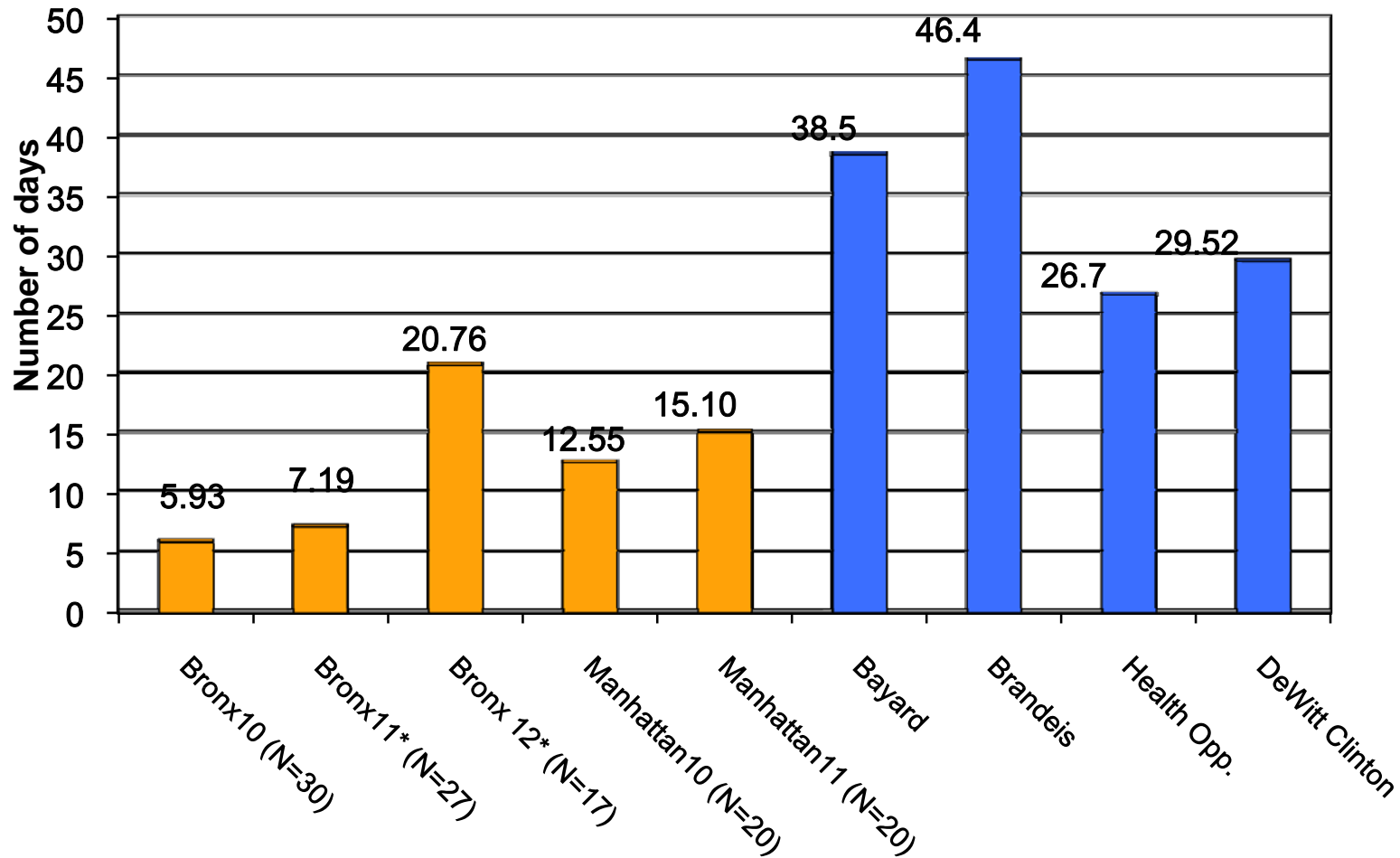
School mean GPA in 2008/2009



*Manhattan10 students had a significant decrease in GPA from term 1 to term 2 $t(20)=2.73$; $p < .05$.

Note. For both classes of Manhattan students $N=20$ because analyses only included students who were in the program for both terms.

School Mean Absent Days in 2008/2009

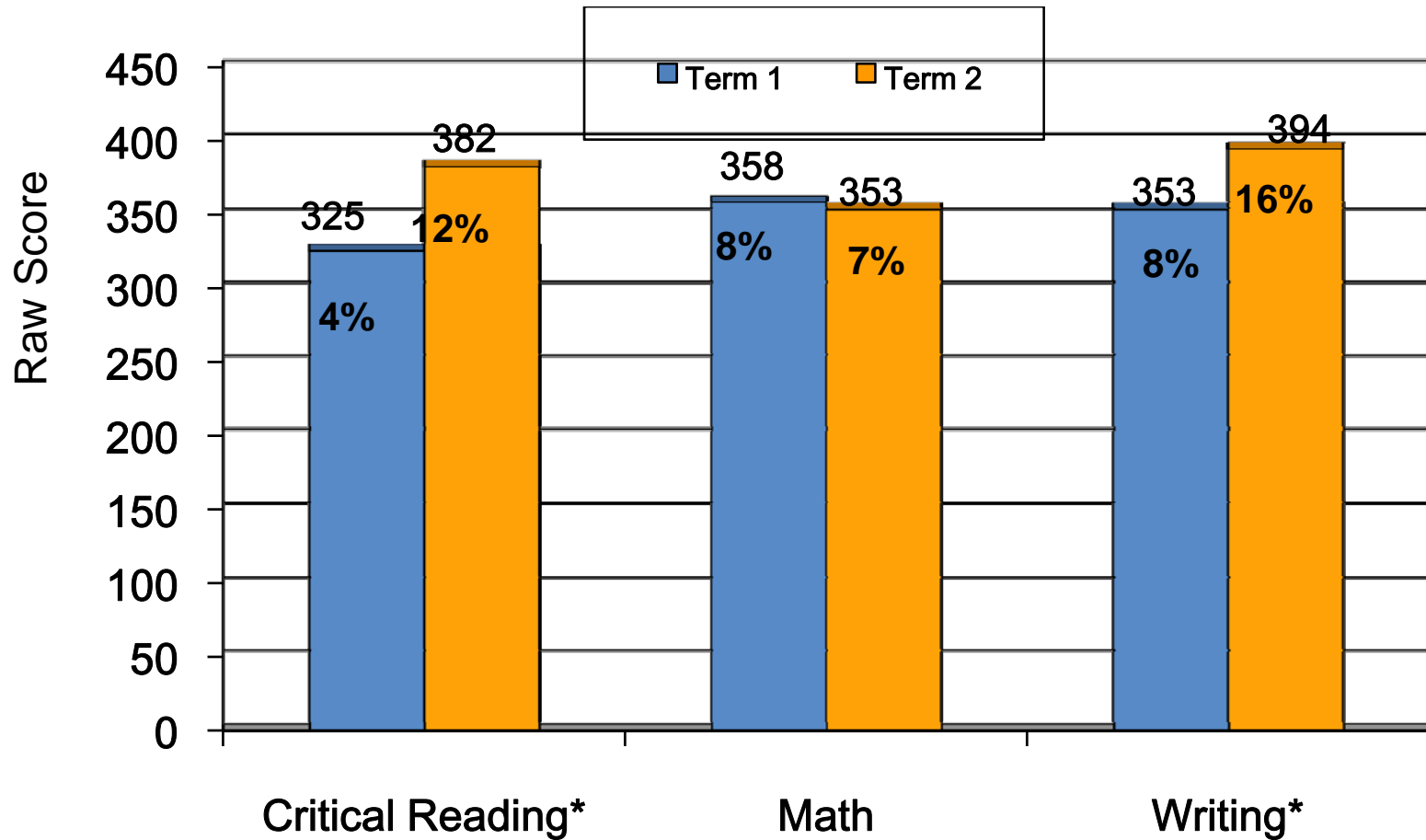


Regents Exams: Percentage of Students Scoring at or Above 65%

| | Louis D. Brandeis | Bayard Rustin | Health Opportun. | Dewitt Clinton | Marie Curie | GCD Students |
|----------------|-------------------|---------------|------------------|----------------|-------------|--------------|
| | 2007-2008 | | | | | 2008-2009 |
| | % (n) | % (n) | % (n) | % (n) | % (n) | % (n) |
| Math B | 27 (84) | 22 (83) | 23 (47) | 44 (406) | 33 (9) | 53 (17) |
| Algebra | 52 (293) | 25 (287) | 44 (164) | 53 (1004) | | 56 (16) |
| Global History | 23 (687) | 23 (517) | 48 (231) | 54 (945) | 58 (95) | 58 (65) |
| US History | 55 (462) | 36 (451) | 72 (143) | 79 (887) | 82 (76) | 71 (59) |
| Living Environ | 43 (605) | 33 (423) | 40 (247) | 49 (973) | 77 (77) | 84 (19) |
| Earth Science | 25 (362) | 16 (205) | 51 (92) | 31 (251) | 20 (5) | 56 (27) |
| Chemistry | 36 (80) | 36 (36) | 39 (23) | 45 (499) | 6 (17) | 61 (18) |
| Physics | 52 (25) | 30 (10) | | 78 (238) | | 80 (10) |
| Spanish | 98 (137) | 91 (122) | 97 (65) | 99 (416) | 100 (23) | 100 (23) |
| English | 50 (638) | 44 (476) | 62 (154) | 60 (967) | 85 (80) | 78 (55) |
| Geometry | | | | | | 43 (23) |

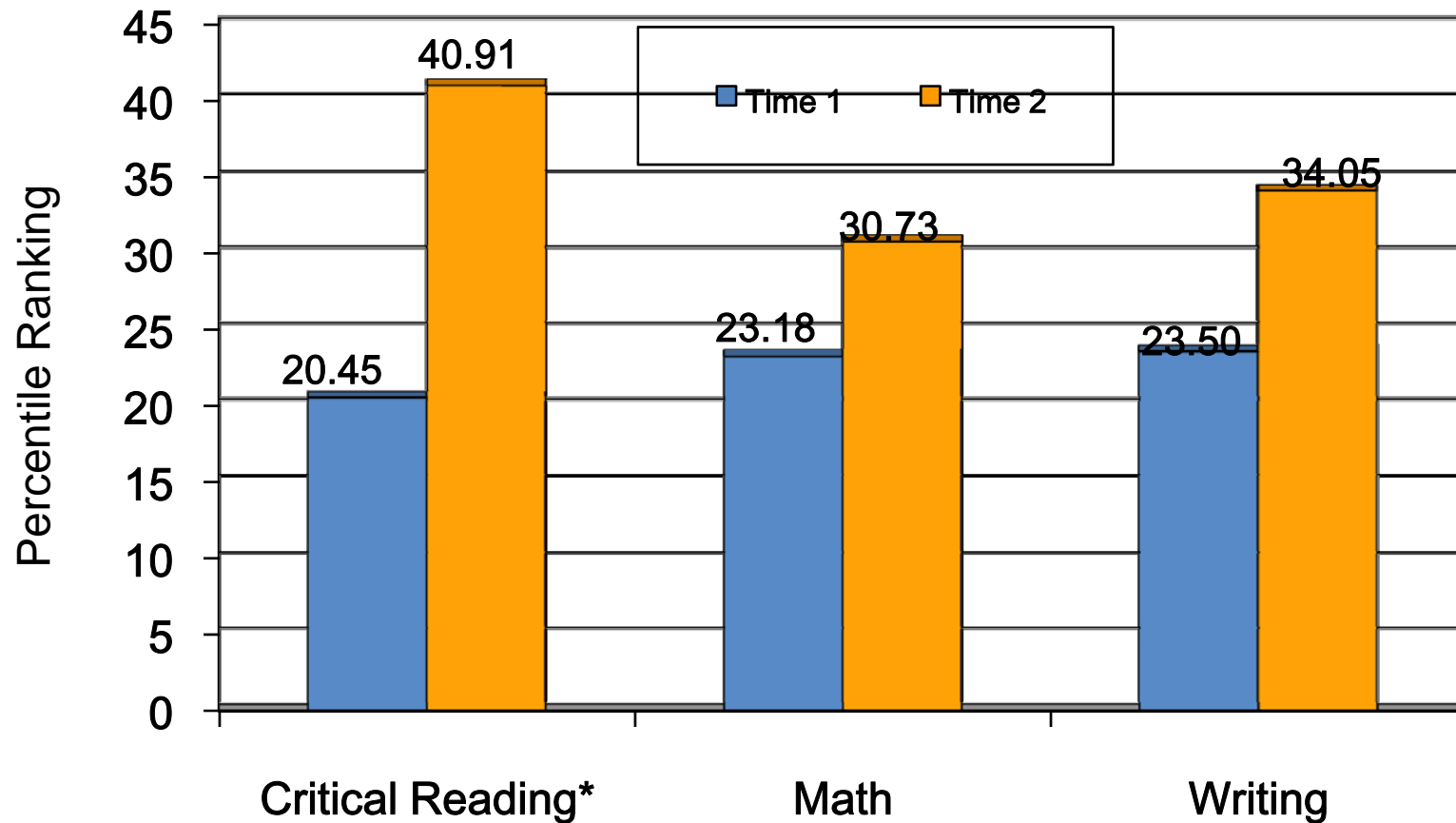
Yellow indicates GCD students had the same or greater percentage of students scoring at 65%.

SAT Practice Performance: Term 1 & 2



Students' performance significantly improved from T1 to T2 in critical reading $t(16)=2.55$; $p < .05$, and writing $t(16) = 2.74$, $p < .05$.

PSAT Practice Performance: Term 1 & 2



Students' performance significantly improved from T1 to T2 in critical reading $t(21)=4.43$; $p < .00$, and approached significance for both math $t(21)=1.89$, $p < .1$ and writing $t(21) = 2.00$, $p < .1$.

Senior Certification: Summer 2009

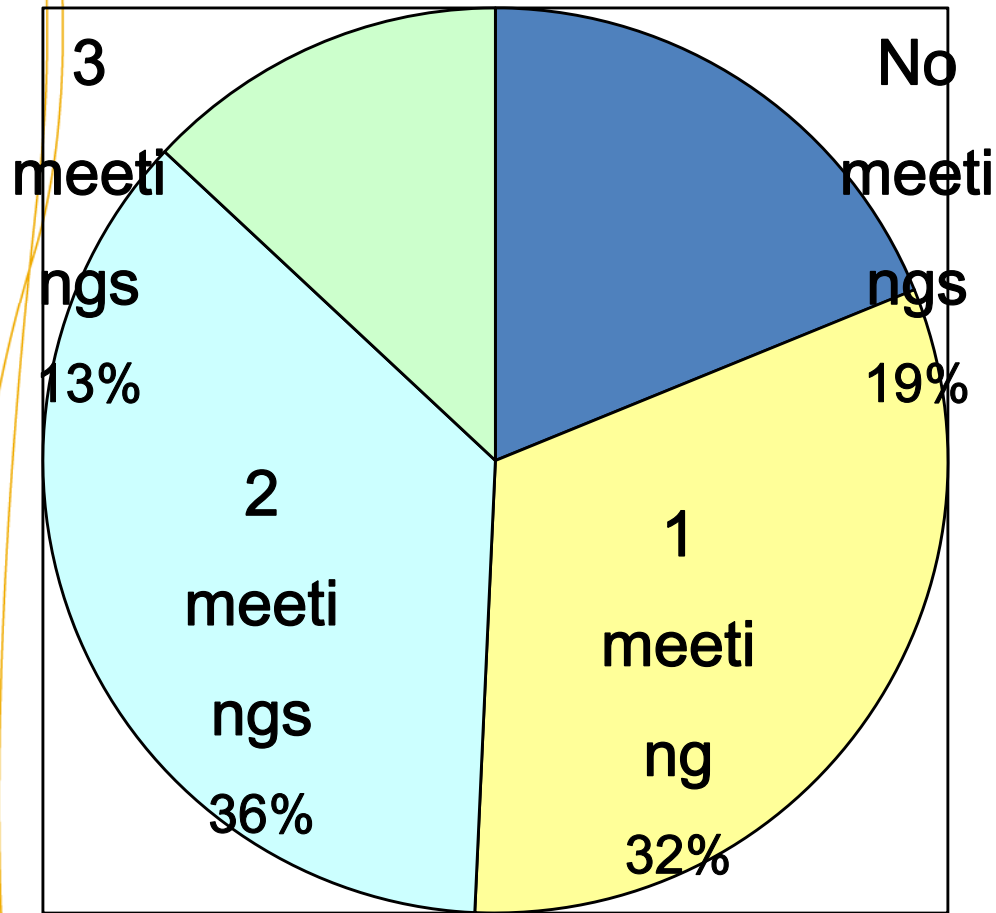
Results to Date

| | Completed the Class | Took the State Exam | Will Take the Exam | Received their License |
|------------------------|---------------------|---------------------|--------------------|------------------------|
| Certified Nursing Aide | 30 | 28 | 2 | 14 |
| Pharmacy Technician | 30 | 19 | 11 | 15 |
| Total | 60 | 47 | 13 | 29 |

Year Three: Parent Workshop Data

Parent Workshops

Parent Attendance*



- 112 (81% of 137) parents attended at least one session

- 45% attended alone, 44% with student, 11% with other

- 74% would like more sessions with student, 17% want sessions with & without student, 2% want sessions without student, & 8% would prefer no sessions.

*Participation was not tracked for 1 session therefore above percentages are underestimates

Parent Workshops

| | |
|---|------------|
| Did they enjoy the session? | 4.61 (.68) |
| Did they benefit from the session? | 4.62 (.76) |
| Would they attend a similar session? | 4.40 (.99) |
| Did they feel they learned something new? | 4.55 (.86) |

Scores Ranged from 1-5 with higher scores indicating greater satisfaction.

Parent Comments & Suggestions

1. Want any and all information to help them “help” their children.
2. Important for parents to know about child’s performance & progress.
3. Positive experience being with children and other parents.
4. Requested sessions on health, sex, & substance abuse education.
5. More Spanish.

Year Three: Program Satisfaction Data

Student Program Evaluations

| Question | Bronx 10 Mean(SD) N=30 | Bronx11 Mean(SD) N=30 | Bronx 12 Mean(SD) N=14 | Manhattan10 Mean(SD) N=30 | Manhattan11 Mean(SD) N=31 |
|---|------------------------------|-----------------------------|------------------------------|---------------------------------|---------------------------------|
| Enjoy the program? | 4.00 (.83) | 3.70 (1.02) | 3.79 (.89) | 4.17 (.75) | 4.29 (.64) |
| Benefit from program? | 4.10 (.80) | 3.57 (1.17) | 4.00 (1.11) | 4.10 (.92) | 4.39 (.76) |
| Recommend program to friends? | 4.33 (.71) | 3.93 (1.01) | 4.00 (.96) | 4.40 (.56) | 4.65 (.55) |
| Impact on school performance? | 3.63 (.67) | 3.77 (.86) | 3.79 (.89) | 3.77 (1.04) | 4.17 (.75) |
| Learned skills that will help outside JHL? | 4.24 (.69) | 4.03 (1.09) | 4.36 (1.22) | 4.23 (.94) | 4.67 (.60) |
| Developed relationships with elders? | 3.40 (1.07) | 3.93 (1.31) | 4.57 (.76) | 4.00 (1.10) | 3.97 (1.13) |
| Developed relationships with GCD staff? | 3.57 (1.33) | 3.83 (.99) | 4.36 (1.15) | 3.68 (1.06) | 4.27 (1.01) |
| Developed relationships with nursing staff? | 2.34 (1.34) | 2.77 (1.25) | 3.00 (1.25) | 2.97 (1.45) | 2.80 (1.37) |

Student Comments – “Benefits of the Program”

- It gave me a lot of opportunities for my future and my way to college.
- I learned how to take care of people. This program allowed me to be conscious of the things & people in the world.
- It helped with school work & will look great on my resume.
- I started being nicer to people after working with the old people.
- I benefited from the program by working with professionals & working on the floors.
- It is going to help me get into a better college & open the door for me.
- I think it’s a great way to start a career especially if you are looking forward to a medical career.
- I especially enjoyed doing my job assignment
- This program can lead me to many possibilities in the future.

Student Comments - “Impact on school performance”

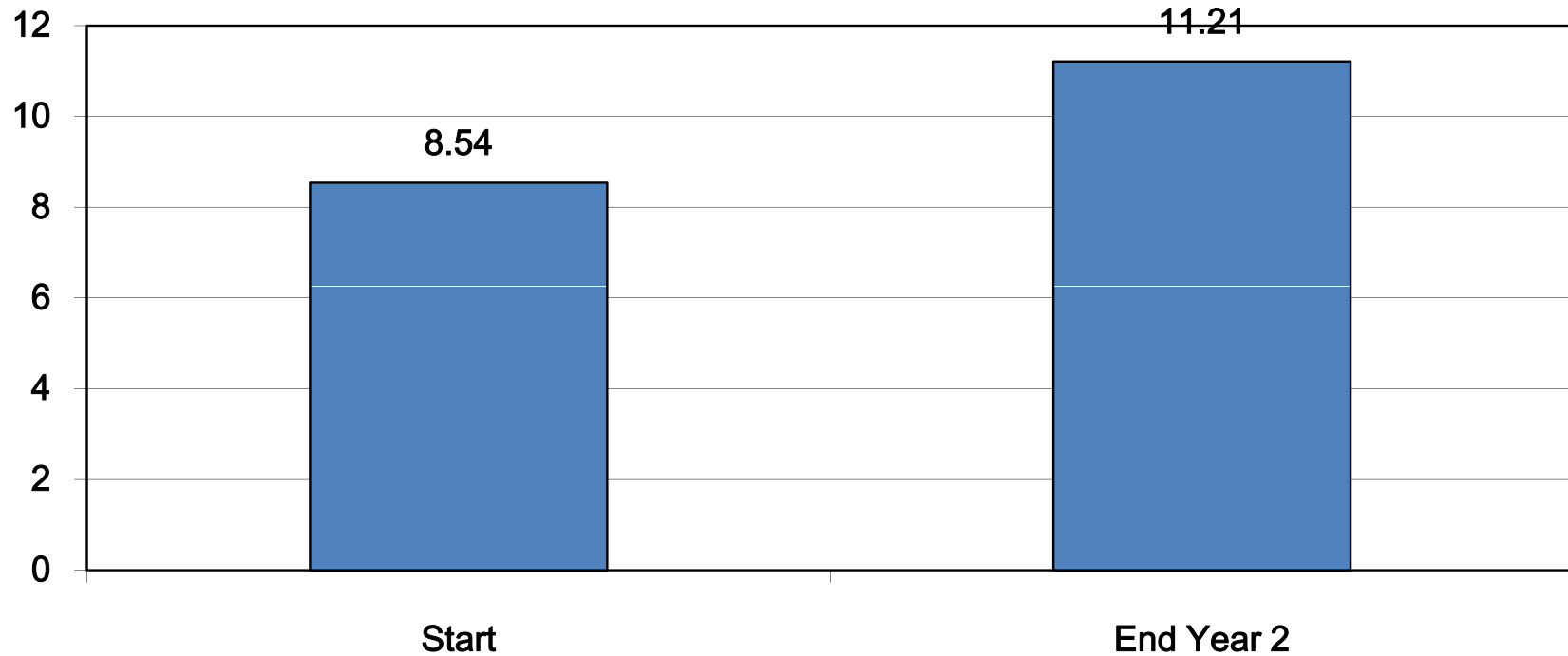
- The program tutor section helped me better understand my school material.
- I’m more organized and I have a place to do my homework other than home where I have distractions.
- My grades have dramatically increased.
- Yes, makes me feel responsible.
- Yes my participation in this program has had a positive impact in school because this program made me feel better about myself and others and take care of my school work.
- It helps me in Biology.
- The Sylvan program helped me in my academic classes.
- I’ve always worked at getting good grades so that hasn’t really changed.
- Negative impact because I was unable to focus and study for tests the day after program.
- I got home tired and late.
- Less time to do my homework.

Student Comments - “Would you Recommend the Program?”

- Of course.
- Yes, I think it’s a good experience.
- Yes, so they can benefit from it too.
- Yes, I think it will open many doors for young people.
- I told my friends and they loved it and want to join.
- I have and they enjoy it as well.
- I would recommend this program to anyone my age. This program is great.
- This program teaches responsibility.
- Learning experience, good for resume, fun, benefits for those who want to succeed.
- The ones who are willing to give up their time and care about the future.
- I always do. It’s hard to go after school but it’s worth it.

Year Three: Long Term Care Knowledge

Juniors Knowledge about the Elderly: Change since start of program



1. Juniors knowledge about the elderly increased significantly since they began the program $t(23)=3.61, p<.01, (N=24)$.

2. Scores can range from 0 to 25 with higher scores indicates greater knowledge.

3. Only subjects who were in the program over the 2 year period were included.

What new careers did you learn about?

| | | |
|--------------------------|---------------------|----------------------|
| Technician | Radiology | Residential Services |
| Pharmacist | Doctor | Dietician |
| CNA | Phlebotomist | Dialysis |
| Nurse | EMT worker | Transportation |
| Speech Pathology | Pharmacy Technician | Admissions |
| Occupational Therapist | Surgical Nurse | Financing |
| Licensed Practical Nurse | Human Resources | Aqua Therapist |
| Religious Services | Geriatric Nurse | Accounting |
| Physical Therapy | Social Work | Day Center Nurse |
| Therapeutic Recreation | Security | Marketing |
| Administration | | |

Funding

- Private Foundations
- Federal/State After-School Program Funding
- NYC Elected Official & Department for the Aging Funding

- Created Program Advisory Group: Funders, Partners, Schools, Parent & Student



Thank You

Questions?