

Partnership Schools



A Partnered Approach to Re-engaging Off-track Students

2018

In response to citywide drop-out rates, in 2002 Good Shepherd Services pioneered the development of the transfer school model, serving overage, under-credited students, with the establishment of South Brooklyn Community High School. In equal partnership with the NYC Department of Education, we now operate two additional transfer schools in Brooklyn - West Brooklyn Community High School and Research & Services High School - as well as Brooklyn Frontiers, an accelerated achievement school with a similar model.

Our 2017-2018 Results

869
Students
Served



Social-Emotional Support

96%

*Felt supported by
school staff*

Attendance

45%

*Improved
attendance
in 17-18*



Graduation

161

Graduates in 17-18

Postsecondary Success

84%

*WB 17-18 grads in college
or working FT*

LTW Internship

80%

*Successfully completed
internship*

Core Program Services



Counseling

Each student has an advocate counselor (AC)/coach who helps them to develop a personalized academic plan and provides social and emotional counseling using a strength based approach.



Group Work

Students participate in group advisories and peer support groups where they discuss topics such as self-advocacy, responsibility and communication.



Community Building

Good Shepherd staff partner with the DOE to organize a number of school-wide events, such as Thanksgiving dinners, career days, talent shows, award ceremonies, town halls and trips.



Family Engagement

AC/coach engagement with families starts at admissions and continues throughout, with ongoing communication about students' progress.



Future Focus

The model is designed to help students master the skills to be college and career ready and connect to pathways beyond HS through workshops, seminars, postsecondary planning, and internships.

Core Structures of the Partnership School Model

Youth & Family Development and Trauma-Informed Approach

Our schools are guided by an approach that integrates Youth and Family Development (YFD) strategies and trauma-informed practices. Trauma resulting from adverse life experiences can disrupt the brain's architecture and lead to long-term consequences for learning and social and emotional health. As a result, young people in our schools – virtually all who have been exposed to significant adversity in some form, from neighborhood violence, to homelessness, family instability, poverty and/or mental health issues – are at greater risk of academic failure and other adverse outcomes.¹ However, research suggests that timely, responsive interventions can protect against and even reverse negative outcomes, essentially reshaping the life trajectories of young people.²

Primary Person

Each student in our schools has a counselor who serves as a support system for the student throughout his or her time in high school. It's the job of a counselor to understand the development of each student – physically, emotionally, academically and socially – and then partner with him or her, as well as the family, to move toward goals for the future.

Targeted Population

The average student at our schools enters with 0-15 credits and is two or more years overage. We recruit through contacts with neighborhood schools, and include guardians and/or family members in onboarding as a way to leverage their support and include them in the engagement process.

Small, Safe Environment

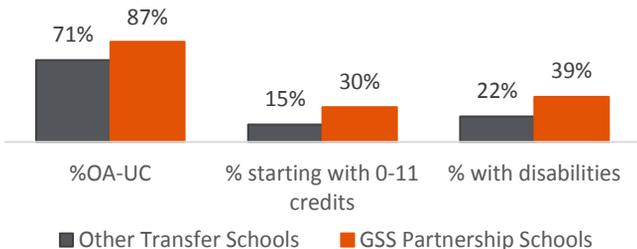
Enrollment at each school ranges from 150 to 200 students, allowing for small class sizes and a personalized environment. Students often tell us they felt lost in their prior school environment; at our schools, students are seen, known, and heard.

Shared Leadership

The success of the model hinges on a strong partnership between our agency and the DOE. Our schools are co-led by a DOE principal and a Good Shepherd director. Full staff meetings and joint professional development support a shared approach.

Our Students

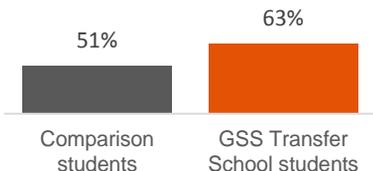
Our four partnership schools work with students most at risk of dropping out of school. Nearly three-quarters of our students have been chronically absent. We serve higher numbers of overage, under-credited (OA-UC) young people and students with disabilities than even other transfer schools in NYC.



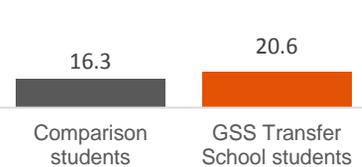
Our Impact

A 2015 study by Metis Associates found that Good Shepherd’s transfer school model had significant positive impacts on graduation, credit attainment and attendance.³ The study used an advanced statistical method to identify a comparison group of similar students in non-GSS transfer schools and found that those in our transfer schools had a significantly higher chance of academic success.

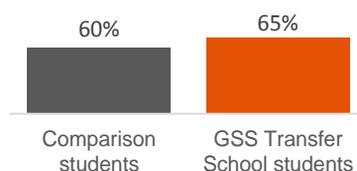
Graduation



Credit Attainment



Attendance



*All results are statistically significant.

LTW Internship Component

A major component of our transfer school model is the LTW internship program. Students attend work readiness seminars and work in internships throughout the city.

We have found significant positive impacts to having an internship while in school. A CUNY data mining study of our programs in 2015, for example, found that students who have an LTW internship are likelier to graduate.⁴

In 2017, nearly one-quarter of the students at our partnership schools had an internship. Nearly all of them are either still enrolled or graduated.

% of 2017-18 Interns who Graduated or Remain Enrolled

93%

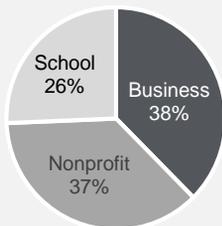
South Bk
Community HS

98%

West Bk
Community HS

Where Interns Worked in 2017-18:

Internships introduce students to the world of work and serve as an opportunity to explore career paths. Students also benefit from a Good Shepherd partnership with UBS, which matches groups with mentors to discuss professionalism and job skills.



“This school enforces the idea of second chances.”

-SBCHS student (Spring 2017)

What’s Next

For students. As a multi-service organization, Good Shepherd has the ability to connect students in our transfer schools to wide variety of supports throughout our internal network, which includes programs related to family strengthening, access to benefits, youth homelessness, and youth justice. Many participate in our college and career-focused programs:

- **LifeLink** – A college access and support program.
- **Rebound** – A work readiness program that combines recreation and employment preparation and support.
- **WPP** – An internship opportunity to re-engage alumni who are disconnected from school and work.

For our agency. New Visions AIM Charter Schools

Good Shepherd is partnering with New Visions for Public Schools this year to operate two transfer charter schools in Brooklyn and the Bronx. The partnership re-establishes the connection between Good Shepherd and New Visions to serve overage middle school and transfer students, a connection that had been present at the start and provides our programs with more resources and leverage.

Citations: 1. Courtney, M.E., & Dworsky, A. (2006). Early outcomes for young adults transitioning from out of home care in the USA. *Child & Family Social Works*, 11(3), 209-219. 2. Jensen, E. (2009). *Teaching with Poverty in Mind: What Being Poor Does to Kids’ Brains*. Association for Supervision & Curriculum Development. 3. Tapper, D., Zhu, J., & Scuello, M. (2015). *Re-engaging Youth for High School Success*. Metis Associates. 4. Attewell, P. & Kwong, D. (2016). *Report of Preliminary Findings from Analysis of Good Shepherd Services’ Young Adult Borough Centers*. The Graduate Center, City University of New York (CUNY).