

Latanya's Story



"We did homework and projects together and helped each other with our presentations."

Latanya knew that she had fallen behind in school, but it wasn't until she was sitting in her high school guidance counselor's office that she realized that she wouldn't graduate on time and needed to look into other options. She had originally liked the school, but when it became more crowded she began to cut class, "I felt like I needed a new environment," she says.

Her guidance counselor told Latanya about Good Shepherd's Downtown Brooklyn Young Adult Borough Center (YABC) evening high school program and she enrolled. Right away she developed a good relationship with the staff, "I could come to them about anything," she says. Latanya also bonded with three other students who began the program at the same time she did. The four motivated and encouraged one another to come to school and do the work. "We did homework and projects together and helped each other with our presentations," she says, "we also made sure that the person who was doing the presentation came to school that day!"

Staff describe Latanya as someone who "always took the initiative and was a real leader to the other students." She took part in the Learning to Work program where she learned basic job skills and was placed in an internship at a funeral home to gain valuable work experience. Latanya graduated from the Downtown Brooklyn YABC in June 2007 and is working full-time as a records clerk. "I really enjoyed being a part of the program. I think it really helped me out in life," she says.

FACTS & FIGURES

Approximately 70,000 youth enrolled in NYC high schools are over-age and under-credited, representing over 20% of all high school enrollments and a population that is smaller than only five other US school districts.

The poverty rate for households headed by high school dropouts is nearly twice that of families headed by high school graduates.

Adults without a high school diploma are unemployed at almost twice the rate of high school graduates.

Each year, Good Shepherd's Multiple Pathways programs help more than 1,000 young people to earn a high school diploma or GED.

A high school graduate has the potential to earn over \$400,000 more in lifetime earnings than a high school dropout.

ABOUT

Good Shepherd Services works with more than 20,000 New York City children, youth and families through more than 70 programs which include two networks of community-based youth development, education, and family service programs in Brooklyn and the Bronx; group homes for adolescents; and foster care and adoption services. Long considered a leader in the youth development field, in 2007 Good Shepherd was the winner of the inaugural New York Times Company Non-Profit Excellence Award for overall management excellence.

Our mission is to surround at-risk New York City youth and their families with a web of supports that promote a safe passage to self-sufficiency. To achieve our mission, we lead in the development of innovative youth development programs; provide quality, effective services that strengthen participants' connections with family, school and community; and advocate on their behalf for broader change.

CONTACT

For more information about Good Shepherd's Multiple Pathways programs, please visit our website www.goodshepherds.org or contact:

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Multiple Pathways Programs



MULTIPLE PATHWAYS PROGRAMS

Creating Alternate Routes to Graduation and Beyond



Getting Youth Back on Track to Graduate

Good Shepherd Services has worked in partnership with the New York City Department of Education (DOE) since the early 1970s to pioneer innovative school-based programs and services to help vulnerable young people reengage in school and complete their education. Our work in this area has grown as greater focus has been placed on the needs of students who are not succeeding in traditional school settings and as we have demonstrated great success with these youth.

Many of our young people have already given up on themselves. They have heard all about what they are doing wrong, and almost nothing about what they are doing right. We believe that by helping students to recognize and build on their inherent strengths and abilities, they can and will achieve at high levels, regardless of past performance. We help to create personalized learning environments where students reconnect with school and know themselves to be valued members of the school community. By surrounding young people with the supports and services they need to succeed, we help them get their lives back on track to graduation and beyond.



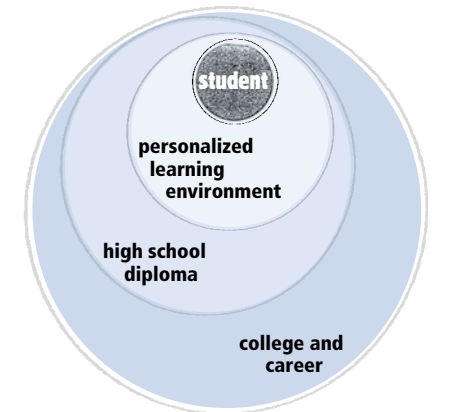
The Way We Work

Working in Partnership

Since 1973, Good Shepherd has partnered with the DOE to provide school-based programs and services for vulnerable young people of all ages. We help youth to succeed not by teaching directly, but by creating a supportive community where students can learn. By collaborating in this way and contributing our expertise in youth development, we have built on existing infrastructure to address gaps in service, rather than duplicate effort. The successful outcomes of our programs have propelled us to a position of leadership in the development of innovative service models for youth who have fallen behind.

Youth Development Approach

“Youth Development” is the positive way in which youth, together with caring adults, recognize and build on their existing strengths and meet adolescent developmental needs. Our youth development approach promotes the growth of young people through activities that engage them in supportive relationships with adults, build leadership skills, and help them to develop confidence in their unique talents and abilities. These activities also help students to build strong connections to peers, family and the community. The more connections they have, the less likely they are to fall through the cracks.



OUR SERVICES



Transfer Schools

Transfer schools are small, academically rigorous, diploma granting high schools that serve students 16 -21 who have dropped out or become truant from their original schools after enrolling in 9th grade. Operated in equal partnership with the DOE and based on our nationally recognized model, our three transfer schools provide a full-day, year round academic program that integrates intensive support services and youth development practices from Good Shepherd staff with personalized, standards-based instruction from the DOE teachers. We create a seamless learning environment that both supports students and promotes success. The individualized attention students receive, both inside and outside the classroom, helps them to overcome personal issues that previously served as roadblocks to graduation.

“Because of WBCHS’ help, I’m finally graduating and going to college. Dereck, thank you for the advice and for the phone calls you would make because I was late. Lili, thank you for the little sticky notes you would leave on my notebook saying how proud you were of me, not a lot of principals actually do that; you actually showed that you cared for us.”

Nancy, Transfer School graduate



Young Adult Borough Centers (YABCs)

Specifically designed to meet the needs of students whose family, work or child care obligations once hindered them from graduating, YABCs are full-time afternoon and evening academic programs for youth ages 17½ - 21 who have earned at least 17 credits. Course offerings are personalized to allow students to focus only on the credits they need to earn their diploma. Our staff provide students with a range of supports including: case management, attendance outreach, academic tutoring and test preparation, job-readiness activities and internship placement, as well as post-secondary educational planning.



GED Programs

Our full and part-time GED programs help prepare students to pass the General Educational Development exam, in lieu of earning a high school diploma. We provide students with services that are not traditionally part of GED programs, including attendance outreach; assistance with family problems, socialization, and other issues; crisis intervention; advocacy; job-readiness workshops; internships; cultural and social activities; peer support; and assistance with post-GED academic or vocational planning.

“This program makes you feel like you can become someone, instead of just another statistic.”

Maverick, Access GED student



Learning to Work Initiative

Learning to Work (LTW) offers students at our transfer schools, GED programs and most YABCs an in-depth exploration of career and educational options, as well as hands-on experience through subsidized internships. LTW activities help students build skills and provide exposure to career paths in a safe learning environment. Students participate in comprehensive job-readiness workshops covering topics like appropriate work behavior, interviewing skills and resume creation. The skills and interests of each student are assessed to

“You can have all the academic interventions in the world, but so many of our students are dealing with difficult issues in their lives outside school. They need help to digest these issues...to cope, heal and build resiliency.”

Melissa, DOE Principal



determine appropriate internship placements. We also reach out to local businesses to help create opportunities for the young people, provide the stipends for the internships, and ongoing supervision and support for both the student and the employer during the placement.