



**NYC OUTWARD BOUND
SCHOOLS**

Transforming Schools, Changing Lives

2022

IMPACT REPORT

nycoutwardbound.org

DEAR CREW,

When I assumed the role of CEO in January, I began visiting our Network Schools to see firsthand the vibrant communities that I'd heard so much about. In a way, I felt much like many of the students returning to their in-person classrooms after two years of hybrid and remote work – hungry for connection, eager to learn and engage – if not a bit nervous, as well.

I quickly saw the power of “*crew, not passengers*” at work in our schools, and its ability to create supportive environments where all students could show up as their full, authentic selves, and work together across historical lines of division – race, culture, gender, economic status – to forge trust, collaborate, and meet a common goal with their classmates. I'm incredibly proud of our work this year in bringing Crew, the signature advisory program at all of our Network Schools, to 50 more schools across the city through the **Crew Initiative program**.

Beyond the walls of our schools, our outdoor programming returned to full capacity this year, thanks to the hard work and meticulous planning of our **programs team and instructor cadre**. As part of our core programming for 35 years, it felt critical that we return to this work – not only because challenge and discovery in the outdoors is a foundational part of who we are at Outward Bound – but also because these experiences are catalytic and transformative for many students who have faced systemic barriers to outdoor education.

Our work in these areas are but two examples of the strong connection between social-emotional learning and academic readiness, which research – and our own data – confirms. This year, we've strengthened our organizational muscle around becoming more outcomes-based and adaptive in our work with schools – with a particular focus on equity gaps for Black, Latinx and low-income students. Specifically, we've shifted to tracking indicators that are proven predictors of postsecondary success – sense of **belonging, agency and engagement** among students – which in turn, affect GPA and attendance.



PRIORITIZING DIVERSITY

14 out of our **17** most recent full-time hires are BIPOC (Black, Indigenous, People of Color).

This improvement for equity work will play an important role as we embark on a new 3-year strategic plan this coming year. Grounded in our history, yet innovative and expansive, this plan will help us answer the central question: How can we leverage our strengths and opportunities to have the biggest impact on our students and the system at large?

To do this, we will work as crew, not passengers – continuing to partner with the NYC Department of Education and schools to build strong and powerful solutions that best meet students’ changing needs. Together, we are prioritizing **student wellness, reimagining the student experience, and scaling what works.**

I’d be remiss if I didn’t recognize our NYC Outward Bound Schools staff, along with our school leaders and educators, whose compassion for our students and commitment to educational equity, help us bring positive and lasting change to NYC public schools. And of course, none of this could happen without our dedicated supporters. This Impact Report is a celebration of what’s possible thanks to your generosity, and I know you will enjoy it. Thank you!



Vanessa Rodriguez

CEO, NYC Outward Bound Schools



The problems that ail our system can only be solved if we are in lockstep strategic partnerships with the right organizations who can help us to do that. **The work that Outward Bound does** – Crew, Project-Based Learning, Student-Led Conferences – that’s not happening at every school. *But it can.*

**NYC Schools Chancellor
David C. Banks**



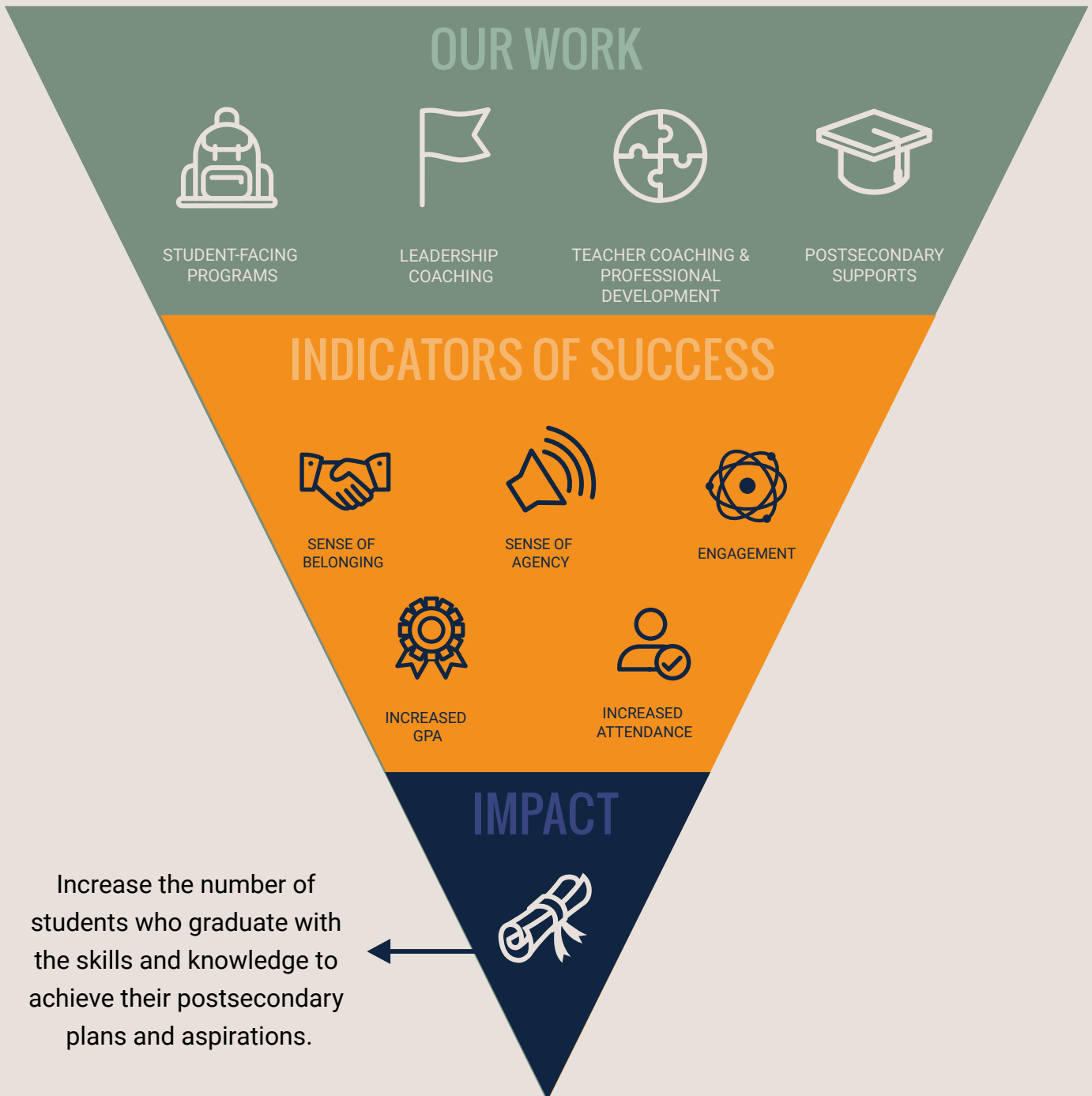
MORE FROM VANESSA

Educator's View: How Outward Bound Schools Support Student Wellness – & Learning

[**Read the article in *The 74***](#)

OUR APPROACH TO IMPACT

NYC Outward Bound Schools utilizes a **continuous improvement approach** to collectively learn about and solve for issues that create barriers to equitable student outcomes. Our belief is that, by creating learning environments where students feel they **belong**, have **agency**, and are **engaged** in rigorous and relevant work, we can help **more students graduate with the skills and knowledge to achieve their postsecondary plans and aspirations.**





IN 2021-22, WE SERVED 30,668 STUDENTS AND EDUCATORS IN NYC

What is one difference between the uniform requirement in Middle School and the uniform requirement in High School?

- Period 4
- 1. Habits of work & Learning
 - 2. Perseverance, craftsmanship Integrity, respect
 - 3. Baseball + Basketball
 - 4. 511 W. 182nd Street 10033

Rosario, Goncalves

Del Rosario

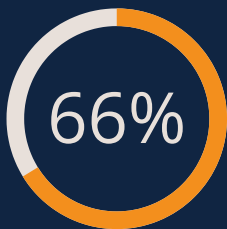
THIS INCLUDES...

27,862 students
2,806 educators
78 public schools

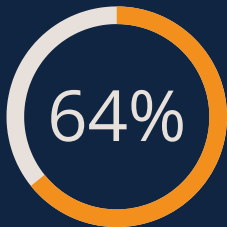
WHO WE WORK WITH

We operate a **network of 14 schools***, and partner with **64 additional schools** who receive our coaching services or Adventure & Team Building programming.

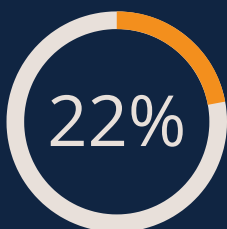
WITHIN OUR 14 NETWORK SCHOOLS...



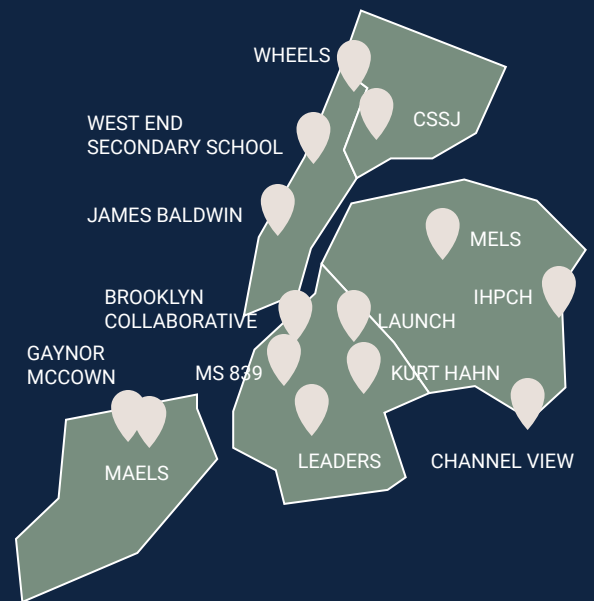
of students are Black or Latinx



of students qualify for free or reduced lunch



of students receive special education services



**All of our [Network Schools](#) share a set of common structures and utilize the EL Education whole school framework.*



“ BELONGING

The warmth I felt in my Crew completely erased my fear that I would be sitting in the room as a stranger. Throughout my first days and weeks at Leaders, my teachers and classmates not only kindly guided me as I learned our school's core values and new knowledge, but also encouraged me to share my ideas, listening to me patiently and without judgment.

- Yushan Li, 2022 graduate of Leaders

“ AGENCY

It is crucial to give students the opportunity to express their voice to nurture a healthier learning and social-emotional environment. At my school, structures like Student Government and Crew are good examples of spaces where we can voice our opinions.

- Lookman Mustapha, 12th grader at IHPCH



“ ENGAGEMENT

At West End Secondary School (WESS), we do not just *learn* – we learn *why* we learn. This educational philosophy reignited my passion for learning, and as my years at WESS went by, the flame only grew stronger.

- Marcus Hopper, 2022 graduate of West End Secondary School

BELONGING



CREW IN NEW SPACES

Crew is the signature advisory and community-building structure in all NYC Outward Bound Schools. During the pandemic, in particular, Crew not only served as a way to ensure that students remained connected and engaged throughout hybrid and virtual schooling, but also helped them navigate change and empowered them to solve problems in their lives and communities.

As students returned to their classrooms, it became clear that schools needed support in fostering community, rebuilding connections and strengthening the social-emotional skills that took a hit during lockdown.

This prompted our largest expansion of Crew programming to date. Crew Initiative — a NYC Council initiative led by Speaker Corey Johnson and Education Committee Chair Mark Treyger, and adopted by the de Blasio Administration in their FY22 city budget — set in motion 44 new partnerships with schools throughout the city.

A diverse and talented group of NYC Outward Bound Schools Crew Coaches began working with liaisons, or “Crew Guides,” at each of these partner schools to help build the capacity to successfully implement a Crew program and culture in their school communities.

To build the conditions for Crew to thrive, this cohort of Crew Guides utilizes continuous improvement tools to work toward the common goal of increasing sense of belonging at their schools. They also meet in smaller groups based upon their individual needs to **Promote Student Voice**, to build **Staff Crew** with the adults at the school, to foster **Crew Structures** like curriculum and town halls, or to **Develop Whole-School Engagement** in Crew.

Participating schools have shared that Crew is not just nutritive for their students, but also a critical space for their educators — by giving them the time to learn and share in community.

The success of Crew Initiative’s first year has led to a renewal of city funding for a second year of implementation in 50 schools, in addition to support from private grants. [Read more about Crew Initiative.](#)

“

Being together with other teachers for the Crew convenings, it’s a breath of fresh air. Just the camaraderie here — the way everyone bounces ideas off of one another, it feels like family. **I think this is something that is needed across the board for all schools** — not only for the students, which is our center and focus, but also for the educators.

-Ciara Shields, teacher and Crew Guide, Abraham Lincoln High School

A YEAR OF GROWTH

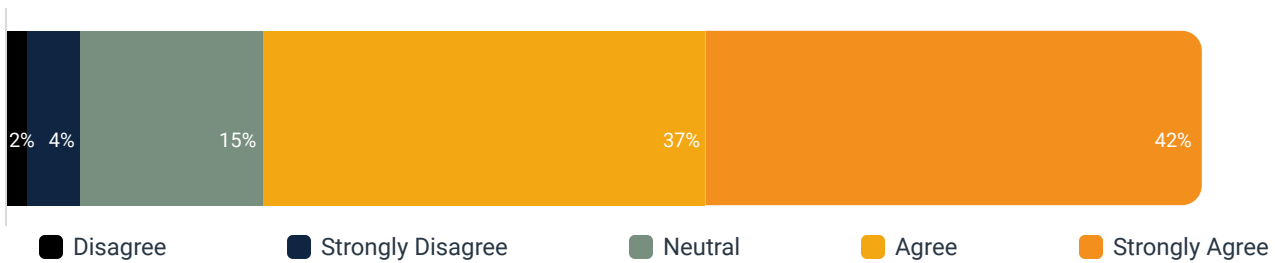


VIDEO: OUR FIRST YEAR OF CREW INITIATIVE

Hear from our Crew Coaches, Crew Guides & school leaders on how Crew is making a big impact in their school communities.

BUILDING BELONGING

At the end of the year, **79% of Crew Initiative students agreed that their Crew Advisor makes them feel valued and supported** – with over half of that group strongly agreeing.



WHY IS BELONGING IMPORTANT?

Research shows that students who report a higher sense of belonging are more likely to persevere in challenging tasks.

(University of Chicago and Dr. Camille Farrington, Student Voice Report, 2016)

THE RETURN OF ADVENTURE & TEAM BUILDING

Coming out of the pandemic, the need to help schools rebuild their communities was greater than ever. [Adventure & Team Building programs](#) served as a powerful tool to **help foster a renewed sense of belonging and agency among students**, and helped school communities re-engage in fun, safe and authentic ways.

During the 2021-22 school year, we provided challenge, adventure and discovery to **more than 3,700 students and educators** through our suite of Adventure & Team Building programs, which this year included community building programs and the return to rock climbing on our back wall. These experiences have a **powerful and sustainable impact** not only on student wellness *but also* on academic success, by building **skills that are transferable** to a classroom environment – long after the program has ended.

BASECAMP IS BACK!

Our beloved overnight camping trips returned this fall for the first time since 2019! Students from our Network Schools are back at Sharpe Reservation in Fishkill, NY to participate in **3-day Crew Basecamp experiences** that include hiking, low ropes and team building activities.

After participating in a full-day Adventure & Team Building program, students reported a:

19% ↑

increase in supportive relationships with their Crew

22% ↑

increase in collaborative problem-solving with their Crew

17% ↑

increase in their confidence taking a leadership position



“

Crew Basecamp is a joyful rite of passage for our students and staff! There is no other comparable experience for uniting a Crew and inspiring them to become a cohesive team. The confidence, courage and memories students take with them extend throughout their academic journeys.

-Scill Chan, Principal
Brooklyn Collaborative

BELONGING

IN THE CITY UPSTATE



AGENCY



A SCHOOL WITHOUT WALLS

School should be a place where students have the freedom and opportunity to explore and pursue their passions. This belief is central to the mission of [A School Without Walls](#), **New York City's first hybrid school program**, developed in partnership with NYC Outward Bound Schools and the NYC Department of Education.

Acting as thought partners, logistical support and school designers, NYC Outward Bound staff worked with founding members of the school and a team of student interns to forge the foundations of A School Without Walls over the past year.

The school's curriculum is centered around student-led "**Passion Projects**" – much like [Learning Expeditions](#) – which focus on important issues that matter to students and their communities, and involve research, fieldwork and learning from experts. In addition, A School Without Walls features several key NYC Outward Bound structures like Crew, Adventure & Team Building programming, and opportunities for leadership.

The hope is to continue to support A School Without Walls as it grows into a four-year high school over the next several years, and have it serve as a hub for innovation, equity, authenticity and student agency within the Network.



WHY IS AGENCY IMPORTANT?

Research has demonstrated overwhelmingly that students who have agency in their learning are more motivated, experience greater satisfaction in their learning, and, consequently, are more likely to achieve academic success.

(Lin-Siegler, Dweck, and Cohen 2016)

STUDENT ADVISORY COUNCIL

A new group of **13 students from our Network Schools**, some of whom are returning for the second year, have been appointed to the Student Advisory Council, a group that meets to discuss how to best meet students' changing needs, through the support of NYC Outward Bound Schools. [Read more about the Student Advisory Council.](#)



Yelnur Abdushev
12th grader,
WESS



Alayjah Alcide
7th grader,
Launch



Summer Johnson
8th grader,
MAELS



Nora Kovacevic
7th grader,
MAELS



Lookman Mustapha
12th grader,
IHPCH



Anelis Navas
12th grader,
BCS



Ifeyani Obodo
11th grader,
IHPCH



Ramat Olasunkanmi
12th grader,
Kurt Hahn



Moromolaoluwa Ogunleko
10th grader,
IHPCH



Rahzal Rahaman
12th grader,
IHPCH



Tianna Rodriguez
11th grader,
Kurt Hahn



Lisy Sanchez
10th grader,
WHEELS



Erta St Juste
12th grader,
Kurt Hahn

WHAT DOES THE STUDENT ADVISORY COUNCIL DO?



PROGRAMMING INPUT

The Student Advisory Council provides input on our current programming — from Crew to Adventure & Team Building — to let us know what works and what doesn't.



STRATEGIC PLANNING

The Student Advisory Council brainstorms ideas for the future, including giving feedback on our strategic plan in the areas of belonging, agency and engagement.

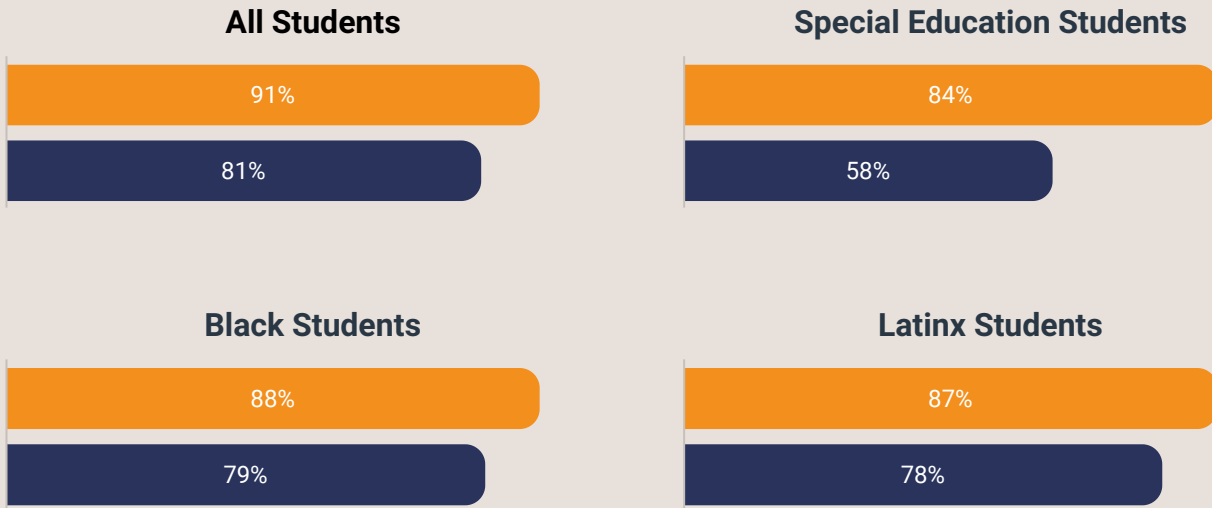


ADVOCACY

The Student Advisory Council brings our most important stakeholder voice to the table — through their own opinions and by voicing the needs of their peers as well.

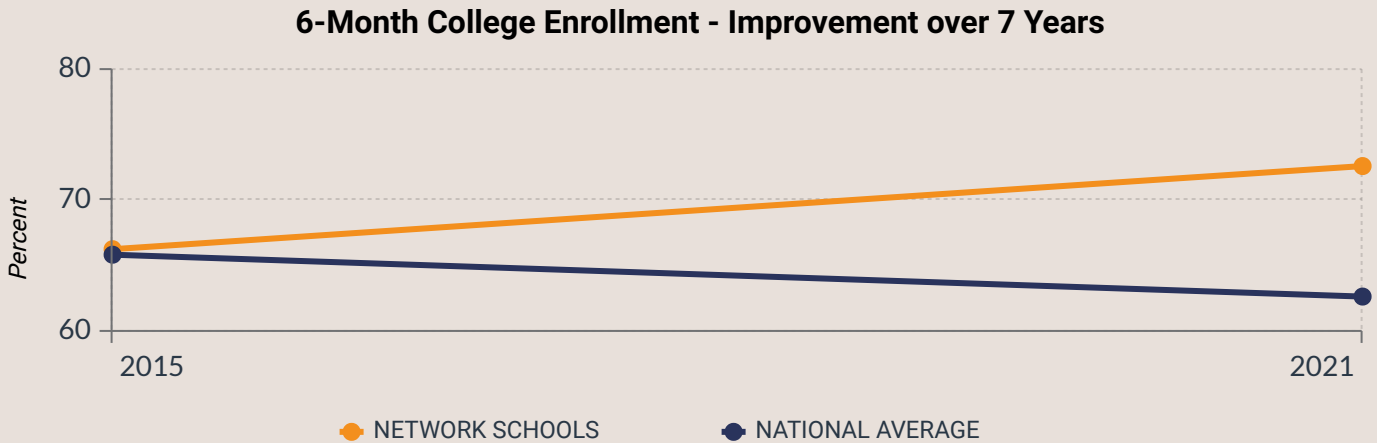
OUR 4-YEAR HIGH SCHOOL GRADUATION RATES

NETWORK SCHOOLS CITYWIDE



OUR 6-MONTH COLLEGE ENROLLMENT RATES

Our Network's 6-month college enrollment rate has been higher than the national average for the past 7 years.



AGENCY

COLLEGE
CAREER



BUILDING COLLECTIVE EFFICACY THROUGH PROFESSIONAL DEVELOPMENT

At NYC Outward Bound Schools, we trust deeply in **the power of collective efficacy** – which, as educators, is the shared belief that, together, you can have a positive impact on student achievement.

At both our Network and other partner schools, we provide professional development and onsite coaching in one or more areas – including Crew, Project-Based Learning, Student-Engaged Assessment, culturally responsive curriculum or shared leadership – to build student engagement and improve teaching and learning.

For principals and assistant principals, our **Network Leadership Convening** and **Critical Friends** groups function as spaces where leaders can identify common issues, problem-solve, and focus on continuous improvement practices as a Network.

For educators, we run a **3-day intensive** designed to onboard new Network School teachers, we dive deeper into specific **subject areas** (such as world languages, special education and restorative justice) through regular educator convenings, and we facilitate **adult team building sessions** to support the development of adult Crew at our partner schools.

TEACHER SPOTLIGHT: DANA NELSON

Our 2022 Gaynor McCown
Excellence in Teaching Award Winner



Over the past 7 years,
there has been a

69% ↑

increase in the number of
educators served.

MORE ON COLLECTIVE EFFICACY

Read [*The Balance of Convergence and Divergence in Building Collective Efficacy*](#)
by: Aurora Kushner, NYC
Outward Bound Schools'
Director of Impact and
Continuous Improvement,
& Tom Rochowicz,
Principal of WHEELS

VIDEO: ENGAGING LEARNING IN ACTION

Dana Nelson, an English teacher at **Leaders**, a NYC Outward Bound School in Bensonhurst, Brooklyn, utilizes the **Socratic Seminar** method in this video – a learning structure that encourages accountable talk, respectful discussion, and referencing textual evidence.



PROJECT-BASED LEARNING

Project-Based Learning (PBL) is a common structure within our Network Schools that promotes authentic and engaging learning. PBL units are interdisciplinary multi-week case studies that focus on a culturally relevant, real-world issue or theme – from gun violence to neighborhood gentrification. To begin the unit, students are asked a central question that guides their readings, research and fieldwork. Often, they will have the chance to learn directly from guest experts in the field or visit relevant sites around the city. At the end of the unit, students showcase their findings to their teachers, peers and often, members of the community, through Presentations of Learning.



WHY IS ENGAGEMENT IMPORTANT?

A series of rigorous studies show that authentic, student-driven approaches to Project-Based Learning improve student outcomes.

(Kappan 2022)

HOW TO DEVELOP A GRADE-WIDE PBL UNIT

By: Frank Marino, humanities teacher at MS 839, a NYC Outward Bound School in Brooklyn



THINK OUTSIDE THE BOX

The 8th grade teacher team at MS 839 built a PBL unit around the Marvel Cinematic Universe, guided by questions relating to ethics and morality.



INVOLVE STUDENTS EARLY, AND OFTEN, IN THE PLANNING PROCESS

While developing the unit, teachers opened space for all student voices by using discussion protocols and designing collaborative tasks. Students suggested that the final Presentation of Learning be a school-wide ComicCon celebration.



INVOLVE FAMILIES AND THE COMMUNITY

A parent at MS 839 was able to connect the school with the host of the Marvel's Voices podcast, leading to an exciting expert discussion with students.



BE OK WITH CHANGE

Department teams were flexible enough to rearrange their schedules and review subject-area standards to ensure that they would match with Marvel-related entry points.

ENGAGEMENT



IN THE CLASSROOM

STOP
SHOOTING

HOW MANY MORE KIDS
STOP GUN VIOLENCE
More Silence
STOP GUN VIOLENCE
to live

Peace up!
GUN DOWN
IN THE FIELD

STOP
GUN Violence

Put the guns
DOWN!
kids in
YGH

STOP
GUN Violence



THANK YOU TO OUR SUPPORTERS

NYC Outward Bound Schools is deeply grateful to our many friends and supporters. This list reflects contributors in our 2021-2022 fiscal year, which spanned from July 1, 2021 to June 30, 2022.

Without the help of everyone on this list, we could not fulfill our mission to effect positive and lasting change in the lives of New York City's young people and in their public schools.

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Vicki Foley
Patricia L. Francy
Eric Gioia
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Dwaine Millard
Jonathan D. Miller
Lisa Moran
Joel Perelmuth
Konrad Schwarz
Burton B. Staniar
Josh Struzziery
Amanda Vaughn
Suzanne Yadav

Advisory Council

Argenis Apolinario
Norman Barham
Charlie Boutwell
Marcie Setlow
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William E. Phillips, **Founding Chair**

Richard Stopol, **President Emeritus**

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NYC Department of Education
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Special Thanks

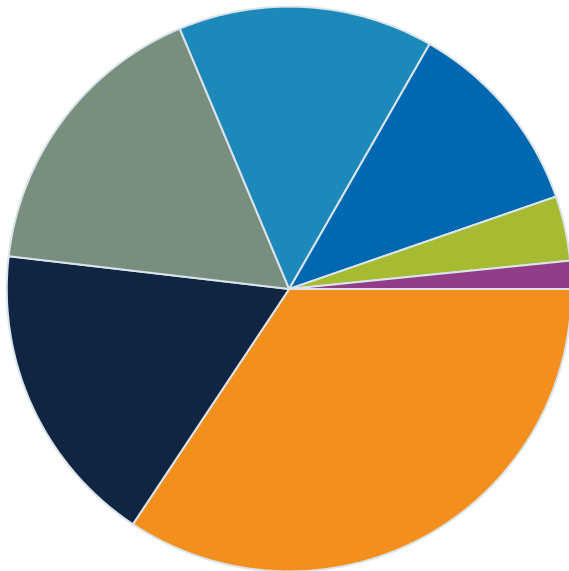
To Argenis Apolinario for providing
Impact Report photography

We apologize for any errors or omissions.

FINANCIALS

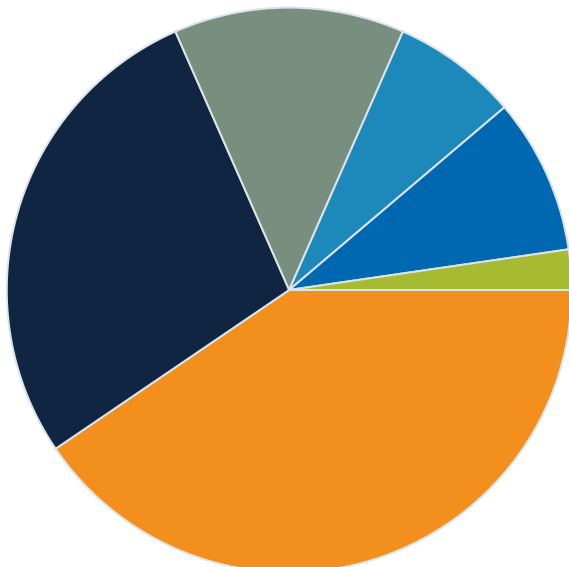
Year ending June 30, 2022
Preliminary 2021-22 Financials

Total Revenue: \$7,164,723



Government Contracts/Grants	34.3%
Fee-for-Service	17.5%
Gala	16.8%
Foundations/Corporate	14.6%
Federal Stimulus Funds	11.4%
Individuals	3.7%
Other	1.6%

Total Expenses: \$6,946,730



Network Schools	40.5%
Crew and Select Strategies Schools	27.9%
Adventure & Team Building Programs	13.2%
Management & General	7.2%
Fundraising General	8.9%
Gala	2.3%



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