



# SINGLE SHEPHERD

## A Groundbreaking Approach to Student Support

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# Office of Safety and Youth Development Office of Guidance and School Counseling Overview

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# Equity and Excellence

- In fall 2015, Mayor Bill de Blasio and Chancellor Carmen Fariña announced an ambitious set of goals for New York City schools: By 2026, 80% of our students will graduate high school on time, and two-thirds of our students will be college ready.

To reach these goals, we must:

- **Start early:** to ensure a strong foundation for our students through **Pre-K for All** and universal literacy in 2nd grade
- **Support strong teachers and a rigorous curriculum in every school:** build the capacity of our teachers and increase student access to the courses they need to succeed
- **Meet communities where they are:** engage with students and families and ensure programming and support is tailored to the needs of each community

# Equity and Excellence

- **Equity:**
- Equity does not assume that all students need the same level of support. To reach equitable standards of service some students will need a greater focus of support in particular areas of need.

# Equity and Excellence

- **Excellence:**

- A professional with the skills to listen to, advocate for and connect with students resources reflects excellent service delivery of the Single Shepherd initiative.
- A combination of professional expertise (social workers and guidance counselors) from which to assign to students as their Shepherd based on student's profile
- The New York City Department of Education's use of professional guidance counselors and social workers as Single Shepherds would exceed the attempts of similar models predictably raising the rate of success.

# Theory of Action

## ❖ What is the goal?

- Every middle and high school student in Districts 7 and 23 will be paired with a dedicated guidance counselor or social worker who will support them through graduation and college enrollment. This initiative will be rigorously evaluated may be expanded to other high-needs districts based on evidence.

## ❖ Why does it matter?

- This initiative is based on a theory of action that pairing students with dedicated counselors who will see them through high school graduation and into college will dramatically improve outcomes, especially for at-risk students. Students and their families will be connected to a consistent source of academic, social, and emotional supports they need to succeed.



# Social Workers and Guidance Counselor Shepherds

- Counsel students individually to support academic achievement, social emotional and post-secondary planning
- Counsel students in small groups
- Broker relationships between school and previously estranged or currently disconnected families
- Provide faculty workshops to educate staff on issues impacting student social emotional wellness and student achievement
- Monitor and review academic achievement of students to ensure appropriate programming and progress towards credit accumulation
- Offer teacher wellness strategies and workshops to minimize compassion fatigue

# What is Social Capital?

- “ ...the psychological money in the bank, the proceeds of which we cash in every day while others are in the state of perpetual overdraft”

(Tim Wise)





# Social Capital

- “Just as a twenty dollar bill represents a form of capital that can be converted into a desired service or product, a social relationship, or a network of relationships, also represents forms of capital that can be converted into socially valued resources and opportunities (e.g. emotional support, legitimated institution roles and identities, privileged information, access to opportunities for mobility). Simply stated, social ties and networks carry the potential to generate valued resources.”
- (Stanton-Salazar, 1997)

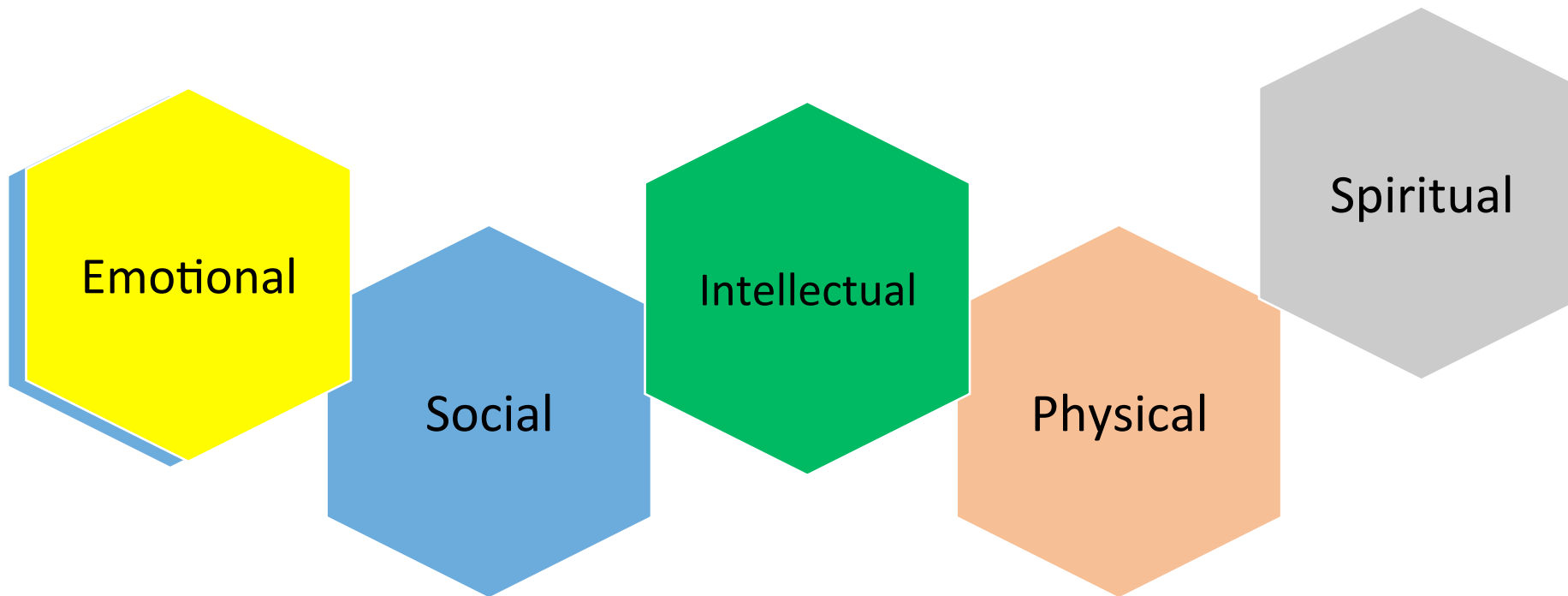


# Goal of Practice

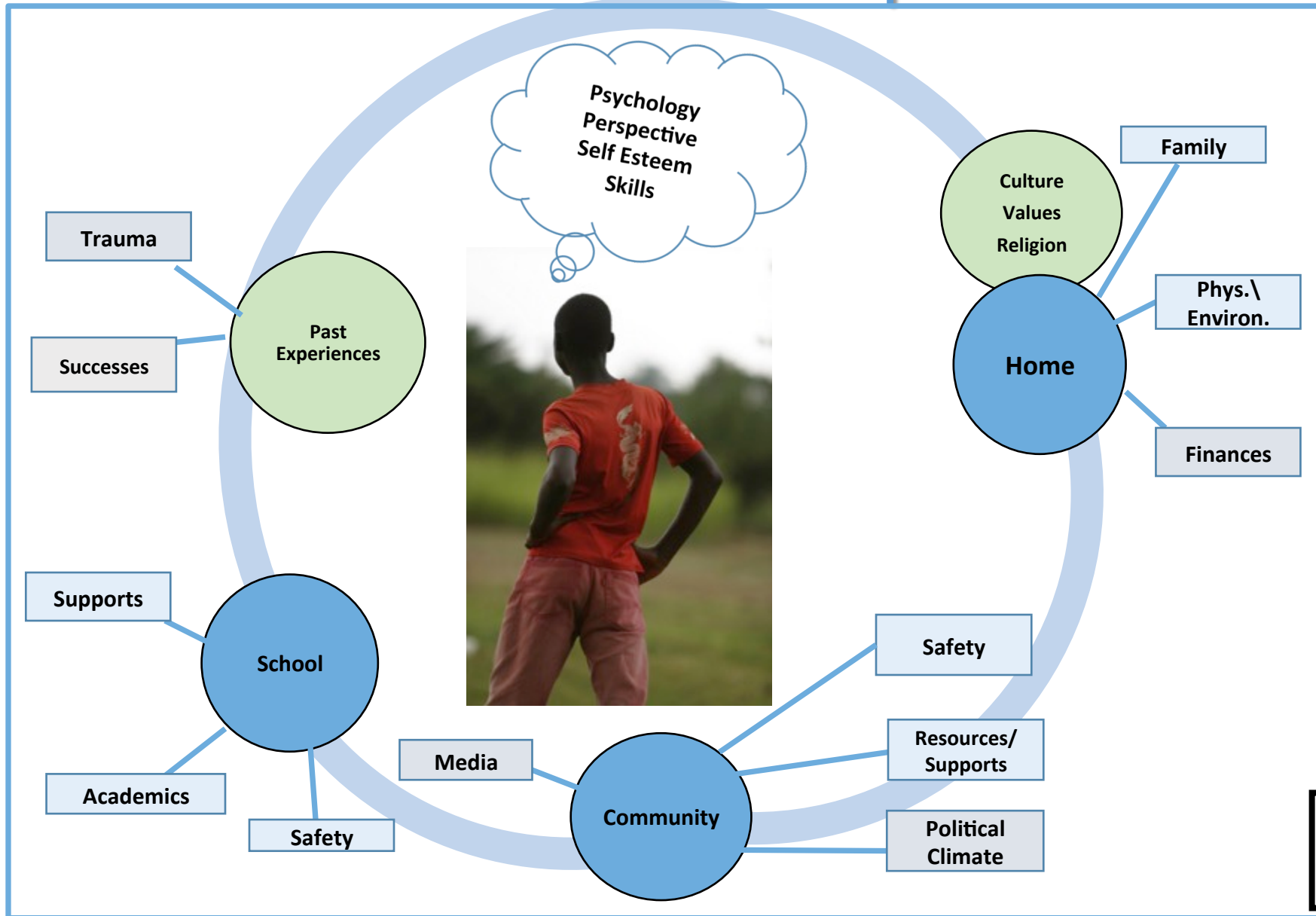
“Human needs and problems are generated by the transactions between people and their environments. The goal of practice is to enhance and restore the psychosocial functioning of persons or to change the oppressive or destructive social conditions that negatively affect that interaction between persons and their environments”

(Appleby, Colon & Hamilton, 2001).

**Systems theory: the ways in which systems work together to support or impede one's development, adaptiveness and productivity.**



# Person in Environment Perspective



# PRINCIPAL INVOLVEMENT

- Complete Single Shepherd Primary Assessment Form
- Participate in selection of Shepherds from pre-screened pool of candidates
- Provide valuable input and guidance
- Communicate concerns
- Collaborate with OGSC and District Coordinator on events or training provided to school staff
- Instrumental in integrating Shepherds into school community
- Support the attendance of professional development
- Our feedback/input essential to the success of this initiative

# HOW CAN SCHOOL LEADERSHIP ENCOURAGE SUCCESS?

- Provide your Shepherd with adequate space to meet students individually or in small groups
- Be flexible with the Shepherd's schedule to permit evening activities and/or home visits
- Be flexible with the Shepherd's schedule to permit evening activities and/or home visits
- The Shepherd must be focused, exclusively, on their role in providing emotional support and academic guidance to their assigned students. *Resist the urge to place additional responsibilities on your Shepherd that distract from the goals of the program and the spirit of the Equity and Excellence Initiatives*

# Questions



# SINGLE SHEPHERD

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