

High Achievement through Challenge and Support

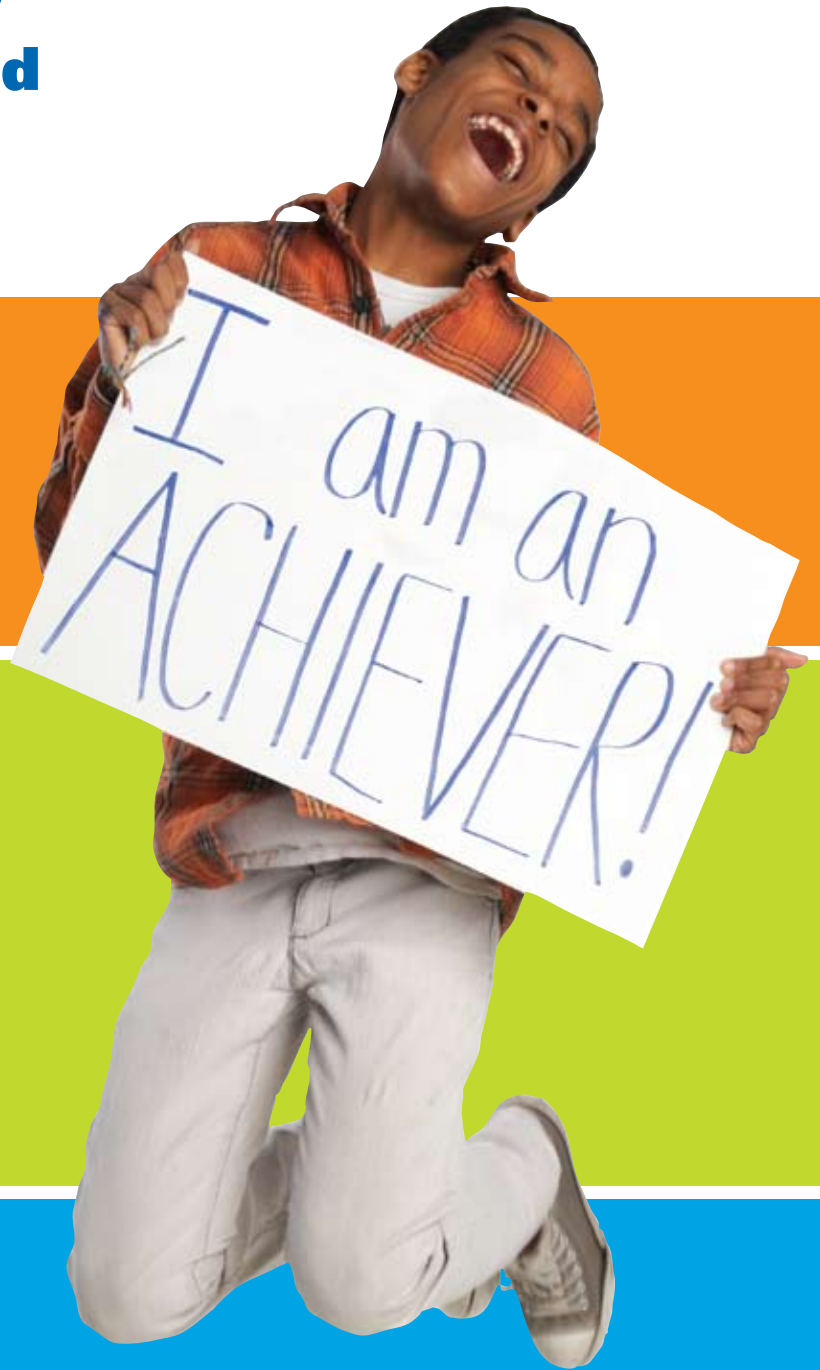


**New York City  
Outward Bound**

Transformative  
work.

Transformative  
schools.

Transforming the  
lives of our students by bringing  
out the best in each of them.





## OUR EXPEDITIONARY LEARNING SCHOOLS

We operate a growing network of public schools in all five boroughs of the City. Run in partnership with the City's Department of Education, our schools are built on the nationally recognized Expeditionary Learning model and prepare students for college, citizenship and the 21st-century workplace.

## OUR ADVENTURE & TEAM BUILDING PROGRAMS

Our customized Adventure & Team Building Programs bring leadership, team building, and character development programs to youth from across the City, particularly to those who would not have access to them were we to focus exclusively on our network schools.

## OUR REACH

Founded in 1987, we have served over 50,000 students, teachers, administrators, and parents from nearly 300 schools and other youth-serving organizations throughout the City. For most participants, involvement with NYC Outward Bound has resulted in profound learning and for many it has been transformational, helping them to recognize how much they are capable of accomplishing individually and collectively.

---

*"NYC Outward Bound is...defying the lie, defying the myth, defying the stereotypes about what children can and cannot do."*

---

— Arne Duncan, U.S. Secretary of Education

---





## OUR DEFINITION OF HIGH ACHIEVEMENT

Our schools are built upon a vision of what it means to be a high-achieving student. We define high achievement as including but not limited to doing well on standardized tests and other traditional measures. High-achieving students also demonstrate 21st-century skills such as the ability to think critically, to analyze and synthesize complex information, to communicate effectively across mediums, and to engage in the world around them by working actively and compassionately for what they perceive to be good and just. High achievement is more than just academic achievement: it also includes the quality of students' character and the contributions they make to the communities they help to create.



## OUR APPROACH

Our educational approach delivers a strategic mix of challenge and support that equips and inspires students to achieve at higher levels than they ever thought possible. We inject elements of adventure and discovery into education, ground academic content in real-world issues and concerns, promote teamwork as well as individual initiative, and place character and intellectual development on equal footing.

---

*“When you walk through the NYC Outward Bound schools, you really do get the sense that these kids are working with very high expectations, that they really are being pushed and prepared for college in all the ways possible.”*

---

— Adam Tucker, Senior Program Officer, the Bill & Melinda Gates Foundation

---

## OUR CORE VALUES

Our core values animate our work. Everything we do as an organization is shaped and guided by them, and they derive from the beliefs of Outward Bound's founder Kurt Hahn about the nature of teaching and learning and the power of education to transform lives. Our core values are:

1	HIGH ACHIEVEMENT FOR ALL	2	COMMUNITY	3	CHARACTER
	We believe that all people are capable of doing great things when they are challenged and supported appropriately.		We believe that learning happens best in a community that actively encourages and practices respect, empathy, safety, inclusion and diversity.		We believe that the development of character is as important as the development of intellect, and that the two go hand-in-hand.



*"There is a sense of moral purpose to the [Expeditionary Learning] design that is beyond academic success. There is a sense of citizenship, something closer to a world view, a shared sense of our place in the world and the responsibilities that come with that. That is really powerful, and it's something that is largely absent today."*

— Tom Vander Ark, former Executive Director, Education, the Bill and Melinda Gates Foundation





---

*“There should be an Expeditionary Learning School in every neighborhood in this country, as it is the only design, that I am aware of, where experience is at the center and the things which we experience are those we best remember.”*

---

— Tom Vander Ark, former Executive Director, Education, the Bill and Melinda Gates Foundationn

---

## OUR ENGAGING CURRICULUM

Visitors to our Expeditionary Learning schools will notice a distinct difference between the ways that traditional students learn and engage with content, and the way that Expeditionary Learning students do. At our schools, students and adults alike have active roles in the classroom, which creates a relationship to knowledge that inspires and motivates everyone to explore, discover and learn.

Experience is at the center of our curriculum, which is primarily delivered through learning expeditions: long-term, in-depth investigations of compelling topics that are aligned with City and State standards. Because teachers select the topic they will use to bring the standards to life for students, the subject matter is injected with a personal passion and enthusiasm that students could never find by simply studying a traditional textbook.

Extensive fieldwork, original research and the use of outside experts guide students on their journeys, as they search for answers to questions that they have come to care deeply about. Along the way, the entire learning community is continually supported by our “Crew, Not Passengers” ethos and its associated structures, which promote, among other things, individual and collective ownership over learning. At the culmination of each expedition, students cull the best of their newfound knowledge to create high-quality products that are presented to audiences in public demonstrations of learning -- the capstone event of every expedition.



## OUR CARING SCHOOL CULTURE

Our schools are places where community, collaboration, inclusion and support are highly valued. Although every school is distinct, all of our schools feature structures that promote a culture where strong trusting relationships are central to creating a quality learning environment.

Students at all of our network schools belong to a Crew: a small student advisory group that typically remains together until graduation. Led by a Crew Advisor, Crews meet regularly to work on college preparation, literacy skills, leadership development and personal challenges. Crews are central to positive school culture and the development of a trusting community. Crews provide a safe, consistent environment for students to practice their leadership skills, and to push each other to do more than they ever thought possible.

Each school has its own unique Crew experiences and structures, such as Crew Councils that function like student government groups, Crew-led Community Meetings and Town Halls, Crew Olympics and special Crew trips. All incoming Crews and their Crew Advisors are sent on a multi-day Outward Bound wilderness challenge called Crew Orientation.



## CREW ORIENTATION

Crew Orientation is a multi-day, overnight wilderness challenge for all incoming students. Each student, along with a Crew Advisor, attends Crew Orientation as the member of a Crew. Here, they experience the challenges of high-ropes courses and teambuilding initiatives, and develop the skills required to read maps and compasses, to safely backpack and camp, to cook and clean, and to communicate with one another under challenging circumstances.

This transformational week helps students develop individual and group leadership skills, build self-confidence to overcome challenges, and foster a community of mutual support that allows them to accomplish far more collectively than they ever could on their own. It also prepares students and advisors to return to school, where they will translate their new skills, inner strength and mutually supportive relationships into academic achievement.

## OUR INVESTMENT IN TEACHERS

The Expeditionary Learning model is renowned for its investment in developing quality teachers. We accomplish this through an extensive program of professional development that far outpaces what most public school teachers receive and by providing teachers with regular on-site coaching support.



### A DIFFERENT APPROACH TO TEACHING

Expeditionary Learning requires a different approach to teaching. It is active and solution-oriented, interdisciplinary and collaborative, engages students in rigorous academic projects, places character development on par with academic achievement, and makes regular use of experts from the field – all while aligning with City and State standards. Mastering this approach requires time and commitment on the part of teachers; it also requires that they receive constant, high-quality support. With this in mind, we provide in-depth coaching and extensive professional development opportunities to our teachers – and send them across the region and country to share best practices with other Expeditionary Learning educators.

### EXTENSIVE PROFESSIONAL DEVELOPMENT

Teachers who are new to Expeditionary Learning are provided a rigorous sequence of summer institutes prior to the start of school. Throughout the year, all teachers participate in an average of 15-25 days of professional development to deepen their teaching skills and develop new techniques. Professional development offerings include content- and skill-specific institutes, site seminars and the annual National Expeditionary Learning Conference, which features best Expeditionary Learning practices happening across the country. Our professional development is unique in that it is inquiry-based, highly interactive, and models the very practices and structures that effective teachers use in their own classrooms. Our teachers also have access to online tools for developing and sharing curriculum and for connecting with their Expeditionary Learning colleagues.

### INTENSIVE ON-SITE SUPPORT

All schools have a school designer and an instructional guide to assist with the development of quality teaching. Our school designers each work with two to three schools and have a deep toolbox of Expeditionary Learning resources filled with curricular exemplars, templates, and samples of high-quality student work. Instructional guides, who are based full-time at our schools, provide on-site coaching support, working in tandem with the school designer. Together they work to strengthen teachers' facility with Expeditionary Learning principles and structures, prepare them to teach students of differing abilities, and support them in developing instructional techniques that enliven and enrich student learning.

---

*“In the years that I’ve been teaching, [Expeditionary Learning is] the single best model of learning for kids and the most satisfying model for teachers, because the kids are working on real projects, their work holds great value, and you are stretching them academically.”*

---

— Jennifer Wood, Teacher

---



EXPEDITIONARY  
LEARNING

## A NATIONAL NETWORK

New York City Outward Bound's schools are part of the national Expeditionary Learning network, which has over 150 schools nationwide, serves 47,000 students and 4,000 teachers in 30 states and the District of Columbia. A national leader in education innovation, Expeditionary Learning has been recognized by President Obama, Secretary of Education Arne Duncan, and the Bill and Melinda Gates Foundation for its positive impact on national education reform.

## OUR VISION FOR STRONG LEADERS

Our work with school leaders has as its foundation a definition of strong, effective school leadership that includes the capacity and willingness to imbue the entire school community – including students, parents, staff and teachers – with the belief that all students can achieve at high levels. Our principals are capable of articulating and inspiring others around a school vision that reflects Expeditionary Learning's values, educational philosophy and core practices, and they model the qualities of character that the school encourages. Our principals are committed to building and sustaining a vibrant school-wide professional learning community, one in which teachers are supported in their growth and in which principals are equally committed to deepening their own professional and personal learning.

WE SUPPORT OUR SCHOOL LEADERS IN A VARIETY OF WAYS, INCLUDING:

- Bringing our principals' cohort together on a regular basis to explore issues that relate to leading an Expeditionary Learning school in NYC
- Providing them with local, regional and national school inter-visitation opportunities
- Providing regular off-site professional development experiences alongside teachers, in order to increase fluency in the Expeditionary Learning model
- Helping develop annual work plans that reflect instructional and other priorities,
- Providing data relating to student/school performance and Expeditionary Learning implementation, as well as supporting them in data review and analysis
- Providing a mentoring program that pairs seasoned Expeditionary Learning principals with principals new to our model
- Serving as thought partners in setting priorities, trouble-shooting problems and strategizing for success



---

*"This kind of innovative school...is an example of how all our schools should be."*

---

— President Obama after visiting an Expeditionary Learning school in Washington D.C.

---

## OUR ADVENTURE & TEAM BUILDING PROGRAMS



Backpacking



Canoeing



Climbing



Corporate Programs



Paired Youth Adult Courses



Retreats



Team Building



Train the Trainer



Urban Expeditions

Some of the most important lessons are learned outside of the classroom. Drawing upon Outward Bound's 70 years of experience in experiential education, NYC Outward Bound offers a range of Adventure and Team Building programs for schools and youth-serving organizations. Each program is customized to meet the needs of your group, and uses adventure activities to promote community, character, and achievement.

Our programs are led by skilled instructors who have extensive training in youth development, group facilitation, and safety management. Participants are taught new skills and then placed in real situations where they must apply the skills, exercise leadership, and practice teamwork. The exciting and challenging nature of the programs engage participants quickly, and through thoughtful facilitation, participants achieve a sense of accomplishing more than they ever thought possible.

These programs are offered year round and are tailored for content and length to meet the needs of the client. Typically we work with youth in grades 6-12, and teachers and other youth workers. Participants are usually grouped in Crews of 12 to 15, facilitated by 2 Instructors. Our program offerings include Urban Expeditions, Team Building, Climbing, Backpacking, Retreats, Paired Youth Adult Courses, Canoeing and Train-the-Trainer programs.

### TYPICAL LEARNING TARGETS OF OUR PROGRAMS:

- I can try new challenges and extend my comfort zone.
- I can be an effective team member by participating fully in the activities to the best of my ability.
- I can share and practice the responsibilities of leadership and followership during group challenges.
- I can communicate effectively by offering my own ideas and listening to the ideas of others.
- I can build trust by relying on my group, or members of my group.
- I can reflect on my experience and think critically about how it applies to my everyday life.

*"NYC Outward Bound [delivers] a phenomenal program that provides students and staff an opportunity to challenge themselves, develop relationships with others, practice the skills of empathy and support, set goals and develop character traits that will hopefully stay with them throughout the years."*

— NYC Outward Bound Client

100% of surveyed clients said that they would hire us again, and 93% of our current clients answered "Definitely" to the statement "Our program met their specific goals and needs."

To learn how we can customize our Adventure & Team Building Programs to suit your group's needs, visit [www.nycoutwardbound.org](http://www.nycoutwardbound.org).

## ENGAGE WITH US

Supporters like you are central in helping us bring to life our mission of *effecting positive and lasting change in the lives of New York City's young people and in their public schools.*

Learn more by visiting [www.nycoutwardbound.org](http://www.nycoutwardbound.org).





---

*"I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion."*

---

— Kurt Hahn, Founder, Outward Bound

---



**New York City  
Outward Bound**

29-46 Northern Boulevard / Long Island City, NY 11101  
Tel: 718 706 9900 / Fax: 718 433 0500  
[www.nycoutwardbound.org](http://www.nycoutwardbound.org)  
NYC Outward Bound is on Facebook and Twitter.

Photography by Lisa Berg Photography  
Design by INTRAKT