



# South Bronx Rising Together

## *Baseline Report*

*October 2014 (Initial Release)*

# Introduction

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"The best and the brightest are born in every neighborhood. We all have a shared responsibility – and a shared stake – in making sure their destiny is defined by how hard they work and how big they dream, not by their ZIP code.... That's how we all rise together."  
Mayor-Elect Bill de Blasio (November 2013)

## **Dear Community Partners,**

We are pleased to announce the launch of South Bronx Rising Together (SBRT) and to share with you this initial release of the baseline report, a snapshot of children and youth outcomes in the South Bronx from birth through early adulthood.

Once a vibrant and safe community of working families, today the South Bronx struggles to ensure its children have all the opportunities and resources they need to be successful. In Community District 3 – the heart of the South Bronx – 63 percent of children are born into poverty, fewer than half of school-age children meet City and State learning standards and just under 10 percent of adults have college degrees. Despite the perseverance of community members, the persistence of nonprofit organizations, and the investment of public and private dollars across a range of programs and services, the area remains among the most troubled in New York City.

An initial group of stakeholders joined together in July 2013 to define a desired future for this neighborhood. Through ongoing conversations, a growing number of residents, community leaders, service providers, educators, and others are envisioning the South Bronx once again as a vibrant community of infinite opportunity, where people aspire to live, work, and raise families. There is consensus that the large-scale social change required to realize that vision can be achieved through a “Collective Impact” strategy. In stark contrast to the traditional and largely unsuccessful practice of investing in and implementing discrete and fragmented services, Collective Impact calls for cross-sector coordination in which local institutions, community-based organizations, higher education, business, philanthropy, the government, and the public join together around a common vision and hold themselves accountable for achieving shared outcomes.

To translate the community’s bold vision for the South Bronx into action, we at The Children’s Aid Society and Phipps Neighborhoods – with generous support from JPMorgan Chase Foundation – are jointly bringing capacity to this effort, serving as co-backbone organizations to convene partners and build necessary infrastructure around communications, engagement, measurement, and sustainability. We are receiving on- and off-site technical assistance and coaching from StriveTogether and the NYS Cradle to Career Alliance at SUNY to leverage lessons learned from similar efforts around the country and the state.

This first report reflects our collective effort with a larger group of partners to identify and quantify the key indicators of success and healthy development of our children and youth that will establish a baseline of where we are as a community. These data are a starting point for SBRT, serving as part of the basis for setting priorities and determining next actions. We invite you to engage with us and other members of the community as we seek to understand the stories behind the numbers and charts and work together to find and scale solutions.

For those of you that are already involved in this important work, we thank you. For those of you learning about SBRT for the first time, we hope you will join us.

**Sincerely,**

**Phoebe C. Boyer**  
**President & CEO**  
**The Children's Aid Society**

**Dianne Morales**  
**Executive Director & CEO**  
**Phipps Neighborhoods**

## Our Vision, Strategy and Goals

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John Kania and Mark Kramer have defined Collective Impact as "the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem."

As part of the process to define our common agenda in the South Bronx, we conducted a "Listening Tour" early on and throughout the planning process to gather the insights and perspectives of dozens of practitioners and leaders in the community.

These conversations provided important feedback – both critical and affirming – on the scope and design of our proposed approach and also afforded many opportunities to build relationships. At our Deign Institute at Hostos Community College on February 28, 2014, over 140 stakeholders convened to offer suggestions and make decisions related to key elements underpinning the proposed cradle-through-college-and-career pathway, including:

### **Vision Statement:**

The South Bronx is a vibrant community of infinite opportunity where people aspire to live, work and raise families.

**Strategy Statement:**

We will create a South Bronx community that is college- and career-ready by leveraging the expertise of a network of families, educators, business leaders, community advocates, and service providers to support the lifelong success of our children and youth.

**Goals**

We have seven aspirational goals that represent key milestones along the cradle-through-college-and-career continuum:



1. All are Healthy



2. All Enter School Ready to Succeed



3. All Succeed in School



4. All Contribute Positively to the Community



5. All Graduate from HS, College and Career-Ready



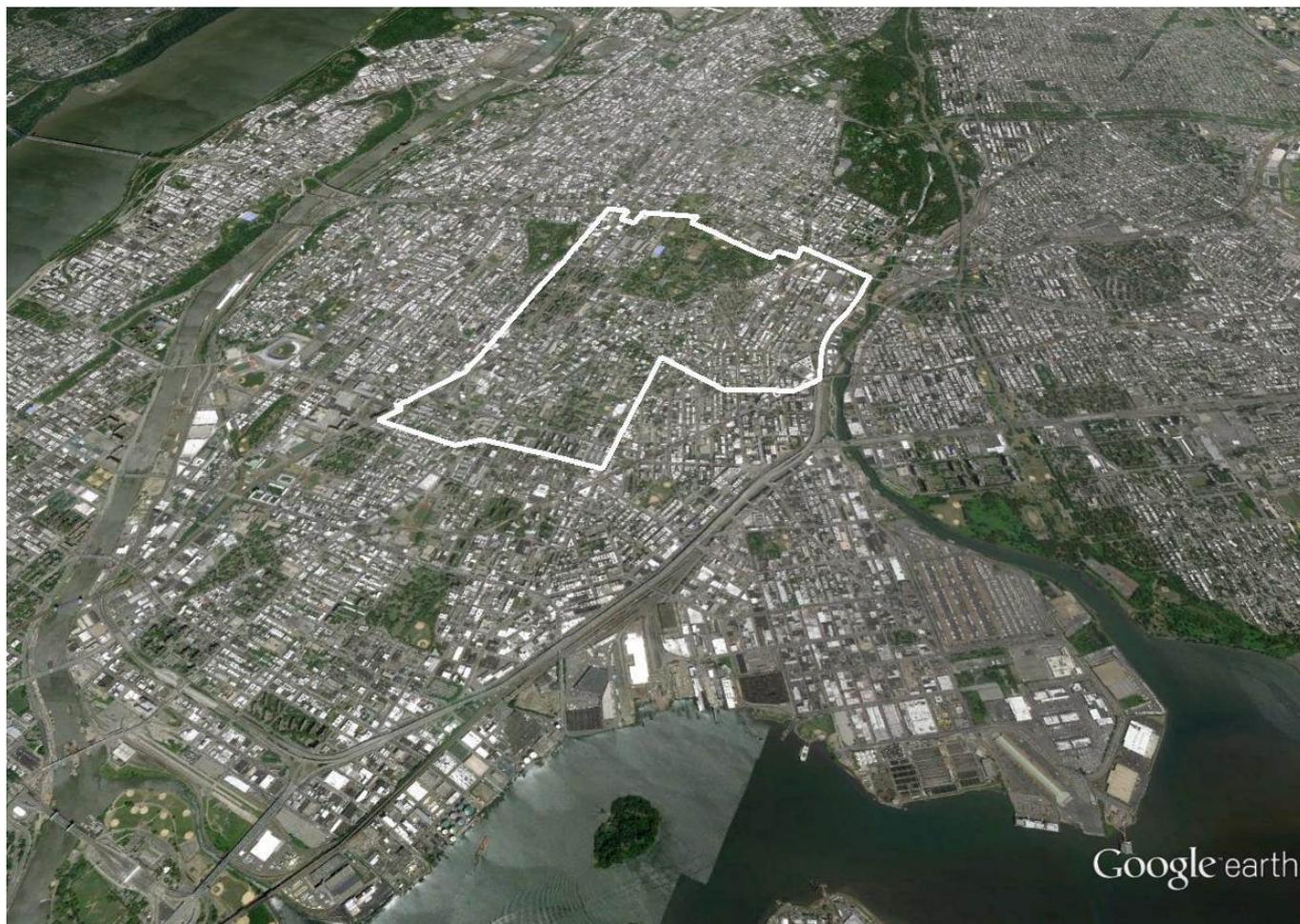
6. All Attain Postsecondary Degree or Credential



7. All Begin a Career

# Geographic Zone and Target Population

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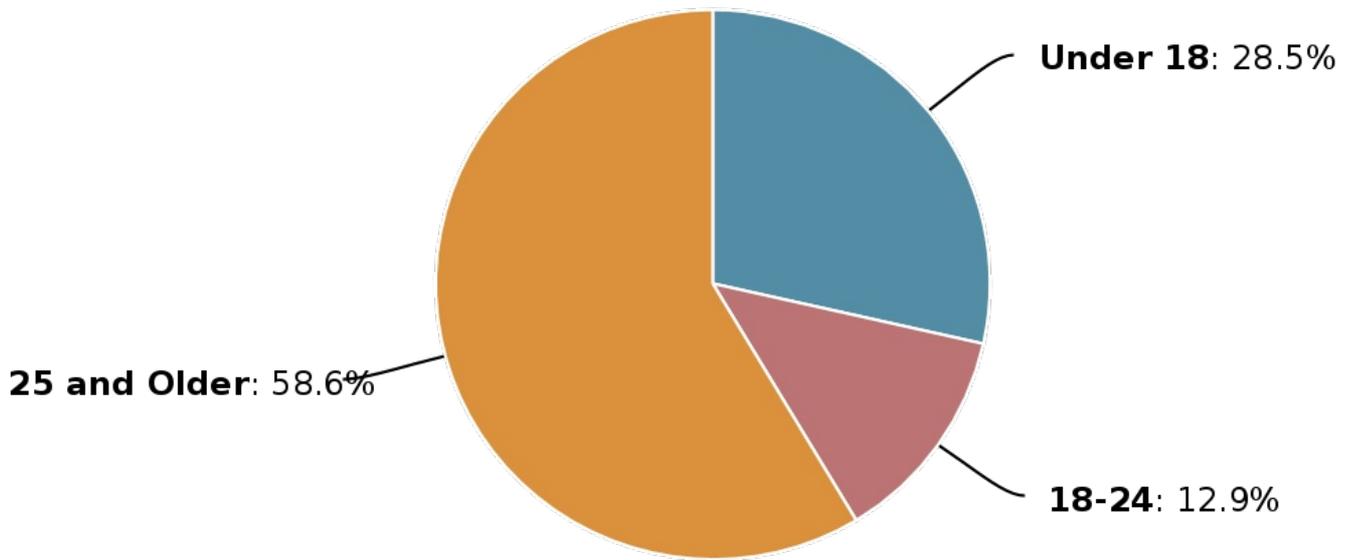


## Geographic Scope

We have defined Bronx Community District 3 (CD3) – which includes the Claremont, Crotona Park East, Melrose and Morrisania neighborhoods – as the geographic scope for the partnership. CD3 is home to over 80,000 residents and has among the highest levels of poverty and unemployment of all 59 of New York City’s Community Districts. That said, this community also has a rich history and a robust constellation of community partners with existing and potential relationships at many of the local institutions within the zone, including over 60 schools, 75 early childhood sites and several public and affordable housing developments.

- Part of the **poorest** Congressional District in the nation
- **82,559** residents, **41.4%** of whom are children or youth under 24 years of age
- **63.1%** of children are born into poverty
- Families make up **65.1%** of all households
- **61.9%** of children are Latino; **31%** are Black
- **32.3%** of all residents are foreign-born

## Total Population by Age Group 2013



*Total population in Community District 3 by age group, 2013*

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.ccnyny.org/data/bar/97/total-population#83/60,62,77/18/127/14>)

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# Participating Entities to Date

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"If you want to go fast, go alone. If you want to go far, go together."  
African Proverb

We are grateful to many partners for their involvement in South Bronx Rising Together. The below list represents those organizations that helped to bring this partnership through the design stages and to this point via their meaningful participation in meetings and direct service on working groups and committees.

It is an impressive group of partners, but the work is really only beginning. We know there will be many more opportunities for individuals and organizations to add their names to the list through their commitment and action toward ensuring opportunity for all of our young people from cradle to career.

1199SEIU Child Care Corporation  
42nd Precinct, NYPD  
Abyssinian Development Corp.  
Advocates for Children  
Aguila, Inc  
Altman Foundation  
Breakthrough New York  
Bronx Borough President's Office  
Bronx Center for Science & Mathematics  
Bronx Christian Fellowship  
Bronx Clergy Criminal Justice Roundtable  
Bronx Community Board 3  
Bronx Community Board 3 Education  
Committee  
Bronx Community College  
Bronx County Family Court  
Bronx Defenders  
Bronx EOC  
Bronx Multi Service Collaborative  
Bronx Music Heritage Center  
Bronx Overall Economic Development  
Council  
Community Education Council - District 12  
Center for Bronx Nonprofits  
Center for Institutional & Social Change  
Center for NYC Affairs/The New School  
Children's Aid College Prep Charter School  
Claremont Community Center

Madison Square Boys & Girls Club  
Metropolitan College Of New York  
Montefiore Medical Center  
New Settlement Parent Action Committee  
New Visions for Public Schools  
New York Junior Tennis & Learning  
New York Psychotherapy and Counseling  
Center  
NYC Community Learning Schools Initiative  
NYC Department of City Planning  
NYC Department of Education  
NYC Police Department  
NYC Project LAUNCH  
NYS Cradle to Career Alliance at SUNY  
NYS Unified Court System - Bronx Family  
Court  
Office of the Deputy Mayor for Strategic Policy  
Initiatives  
Office of Gustavo Rivera, NYS State Senate  
Office of Marcos Crespo, NYS Assembly  
Office of María Del Carmen Arroyo, NYC  
Council  
Osbourne Association  
Per Scholas  
Phipps Neighborhoods  
PS 211  
PS 55  
PSS/WSF Grandparent Family Apartments

Community Learning Schools	PTA P.S./M.S. 4
Community School 61	Reading Pluss
Community School District 12	ROADS Charter School II
Cops 'n Kids After School Program	Robin Hood Foundation
Deutsche Bank Americas Foundation	Sabree Education Services
Dr. Richard Izquierdo Health & Science Charter School	Sauti Yeti
DreamYard Preparatory High School	Southeast Bronx Neighborhood Centers
DreamYard Project	Sirus Fund
East Bronx Academy for the Future	Stella and Charles Guttman Foundation
Educators 4 Excellence	StriveTogether
Fairmont Neighborhood School	Student Success Network
Fannie Lou Hamer Freedom HS	SUNY ATTAIN
Fannie Lou Hamer Middle School	SUNY College at Old Westbury
Federation of Protestant Welfare Association	Teach for America – NY
Food Bank for NYC	The Children's Aid Society
Grace Outreach	The Institute for Family Health/Bronx Health REACH
Graham Windham	The Leadership Program
Harlem RBI	The New School
HealthClass2.0	Trinity Morrisania United Methodist Church
Hostos Community College	United Federation of Teachers
Hunts Point Alliance for Children	United Way of New York City
JobsFirstNYC	Urban Assembly
JPMorgan Chase Foundation	Urban Health Plan, Inc.
Kinvolved	Voices Unbroken
KIPP NYC	Wediko Children's Services
Lehman College, School of Education	WHEDco
LIFT-NY	Woodrow Wilson Foundation
Living Cities	Yes I Can Educational Center

# Establishing a Baseline

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## **What is the Baseline Report?**

The SBRT Baseline Report presents information on key indicators of child/youth well-being and success along the cradle-through-college-and-career continuum. Its purpose is to spark thoughtful discussion among partners on the current needs and opportunities of young people in the target zone, to inspire action based on accurate data, and to serve as a reference point to track the initiative's progress over time. Essentially, the information in this report and the ensuing dialog we hope it creates will inform our priorities and what action we decide to take.

Except where noted, the data in this report are derived from the latest publicly available sources.

Future reports will also include target measures that we will aim to achieve as well as our progress against the baseline measures.

## **Selecting Outcomes and Indicators**

South Bronx Rising Together assembled a multi-disciplinary Outcomes Working Group comprised of community partners with content area expertise along the full developmental continuum to develop an Outcomes and Indicators Framework. This framework is important because it represents the points along the cradle-through-college-and-career pathway that are proven to be key levers that

need to be moved in order to achieve our goals and to which we will agree to hold ourselves accountable.

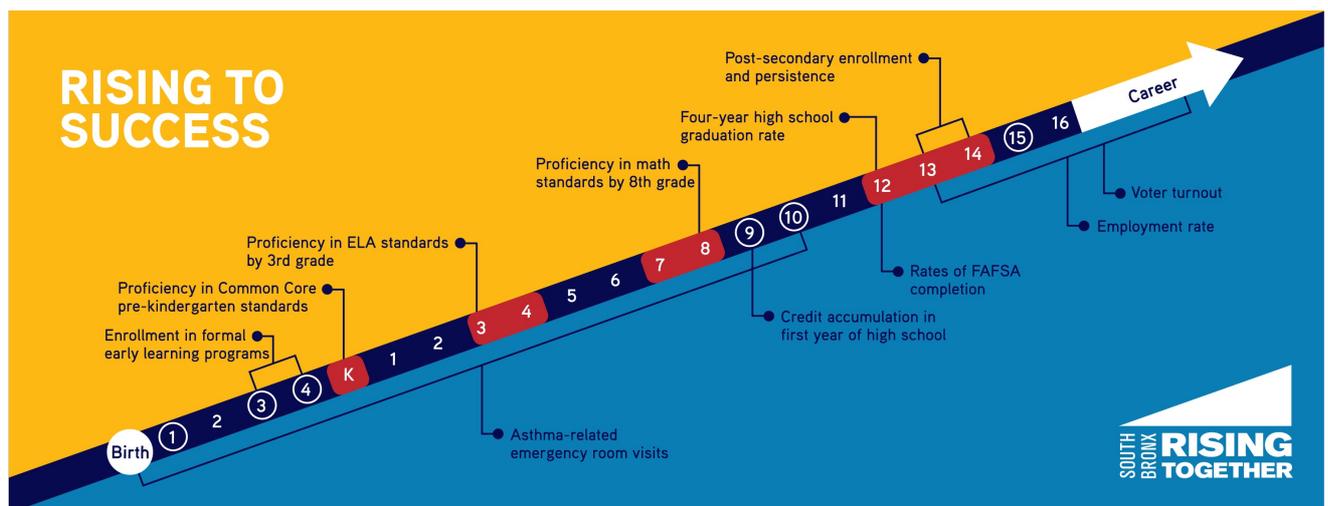
For each of the seven goals, the Outcomes Working Group stratified the indicators into three tiers:

- **Core Indicators:** Measures that are associated with improving community-level goals that SBRT will actively work on and hold itself accountable to track and change
- **Contributing Indicators:** Measures that we are not initially focusing on, but which need to be monitored, as they inform/impact outcomes and might eventually become core indicators
- **Contextual Indicators:** Measures that are beyond the scope of the initiative but which need to be monitored as they influence outcomes (data for these indicators do not appear in this initial release of the baseline report)

To the extent possible, selected indicators are:

- Population-based, representing conditions at the community or cohort level and not the programmatic level
- Valid measures of concepts outlined in the seven SBRT goals
- Easily understandable to local stakeholders
- Produced by a trusted source
- Affordable to gather and report, and consistently available over time
- Changeable to a significant degree by local action and useful in the day-to-day work of organizations and networks working to improve child/youth outcomes

## Roadmap



**LEGEND**

- Key Transition Areas
- Core Indicator

Adapted from University of Cincinnati research "Student Road Map to Success"

## Goal 1: All Children Are Healthy

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### **Core Indicator: Asthma-related emergency room visits and hospitalizations**

Asthma is a chronic inflammatory lung disorder that oftentimes requires long-term treatment and management. A modifiable risk factor that contributes to lower asthma morbidity includes decreasing delays in medical treatment. Studies show that children who have greater access to health services (i.e., school-based health centers or regular access to a preventive care) have lower rates of asthma-related hospitalizations. In turn, lower asthma-related hospitalizations for school-aged children also impacts number of school days missed due to asthma-related emergency room visits.

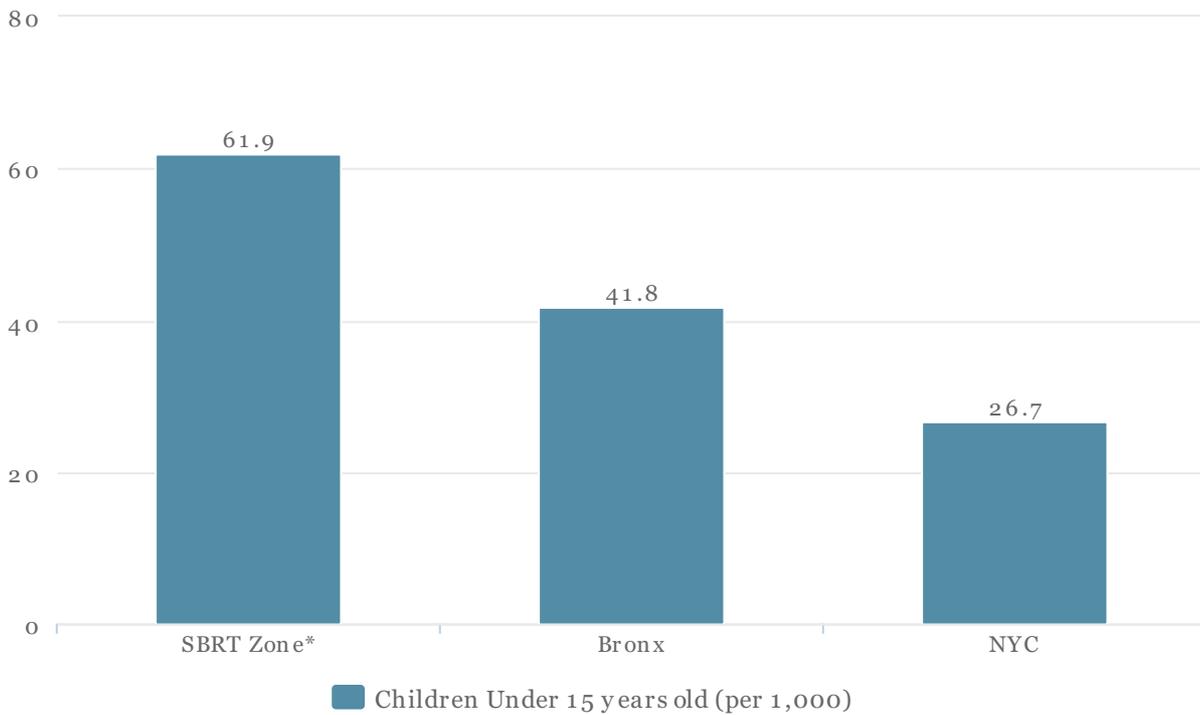
In the Bronx, asthma is a leading cause of school absences and the most common cause of hospitalization for children under 15 years of age. Pediatric asthma prevalence rates in Bronx children far exceed national pediatric asthma rates. According to a report by the NYC Department of Health, citywide, the rate of emergency room visits for children under 15 is **26.7** per 1,000.

Comparatively, the rate of emergency room visits for children under 15 years old living in the SBRT zone (United Hospital Fund district 107, roughly) is more than double the New York City rate – **61.9** per 1,000. Asthma-related hospitalization rates in the zone are also almost twice the citywide rate: **9.3** versus **5** per 1,000, respectively.

The high rates of asthma related emergency room visits and hospitalizations and their effect on school attendance in CD3 makes this a important focus for SBRT as we work to ensure that all children are healthy.

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### Asthma-Related Emergency Room Visits 2010

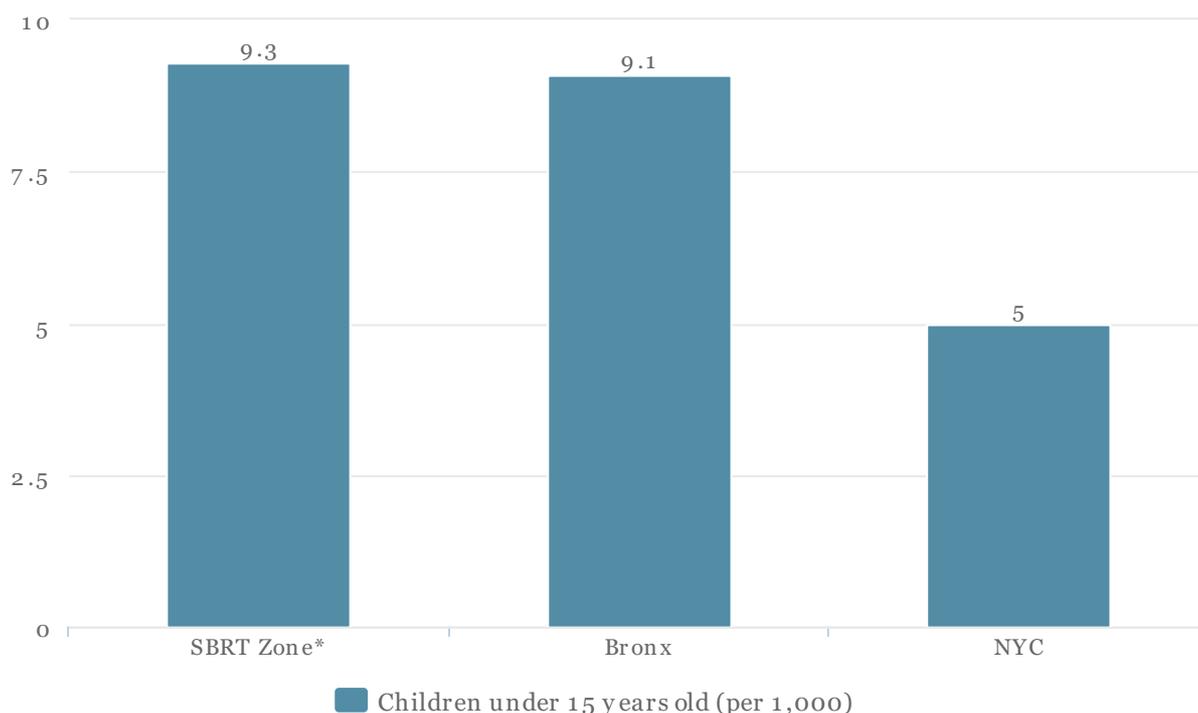


*For each region, the rate per thousand of children under 15 years of age admitted to the emergency department for asthma*

\* Refers to United Hospital Fund (UHF) district 107, which encompasses ZIP codes 10451, 10456 and 10452

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.ccnnewyork.org/data/bar/6/asthma-emergency-room-visits#6/a/1,15,71/10/8>)

## Asthma-Related Hospitalizations 2010



For each region, the rate per thousand of children under 15 years of age hospitalized for asthma

\* Refers to United Hospital Fund (UHF) district 107, which encompasses ZIP codes 10451, 10456 and 10452

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/7/asthma-hospitalizations#7/a/1,15,71/12/8>)

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### Contributing Indicator: Obesity rates among public elementary and middle school students

The Bronx has a high rate of obesity across all ages. Residents of Bronx Community District 3 (CD3) have a **23.7%** obesity rate, higher than that of the whole of New York City (**20.7%**). Obesity increases the risk of many health problems including diabetes, high blood pressure, high cholesterol, and heart disease. This contributing indicator is important to monitor as we work to impact the health outcomes for residents of CD3.

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/94/obesity-among-public-elementary-and-middle-school-students#94/a/1,15,71/143/9>)

## Goal 2: All Enter School Ready to Succeed

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### **Core Indicator: Enrollment in formal early learning programs**

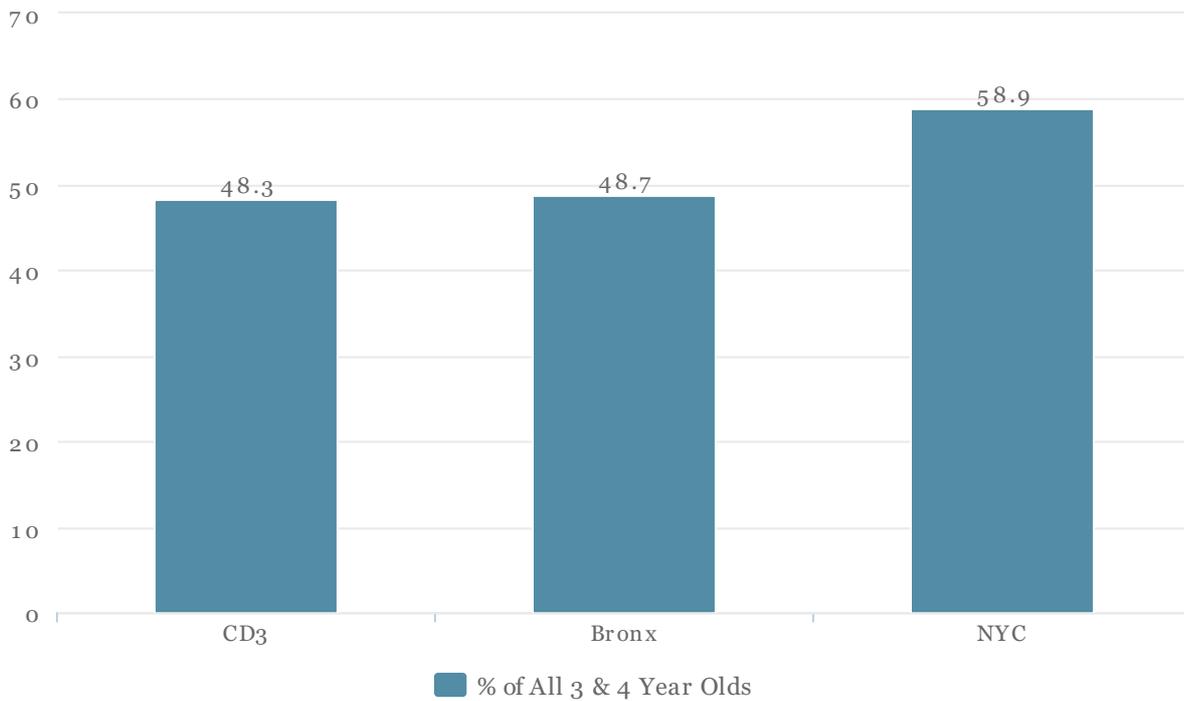
A substantial body of research has underscored the role early education plays in ensuring children are ready for kindergarten and its long lasting effects on future academic success. A recent meta-analysis found that – especially for low-income children – enrollment in multifaceted early educational interventions not only has a positive effect on children's socialization and self-regulation skills, but also raises their IQs (Protzko et al., 2013).

Average enrollment over the three-year period from 2010-2012 shows that fewer than half of all three- and four-year-old children in our target zone, **48.3%**, are enrolled in some form of formal early education program. This rate is more than 10 points lower than the city's overall enrollment rate. When the enrollment statistics are disaggregated by race and ethnicity, it appears that while Latino children outnumber any other race or ethnic group in Community District 3, only **39.9%** of all eligible Latino children were actually enrolled during the studied time period.

Utilization rates for the city's new Universal Pre-Kindergarten (UPK) expansion were not available in time for inclusion in this initial release of the report. It is clear, however, that the increase in the number of early childhood slots in this community presents South Bronx Rising Together with an opportunity to significantly increase the percentage of pre-school children participating in formal early childhood programming as a means to prepare them and their families for the transition to elementary school.

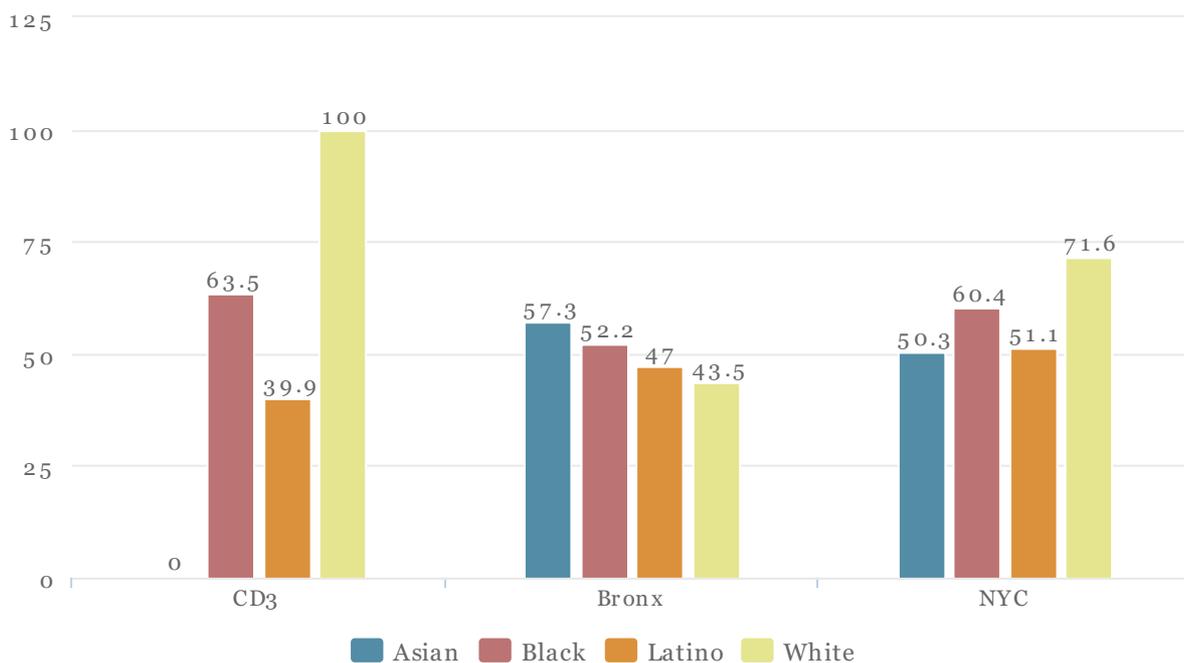
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## Early Education Enrollment 2010-2012



For each region, the percent of all three- and four-year-old children enrolled in early education  
 Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/73/early-education-enrollment#73/11/1,15,18/115/11>)

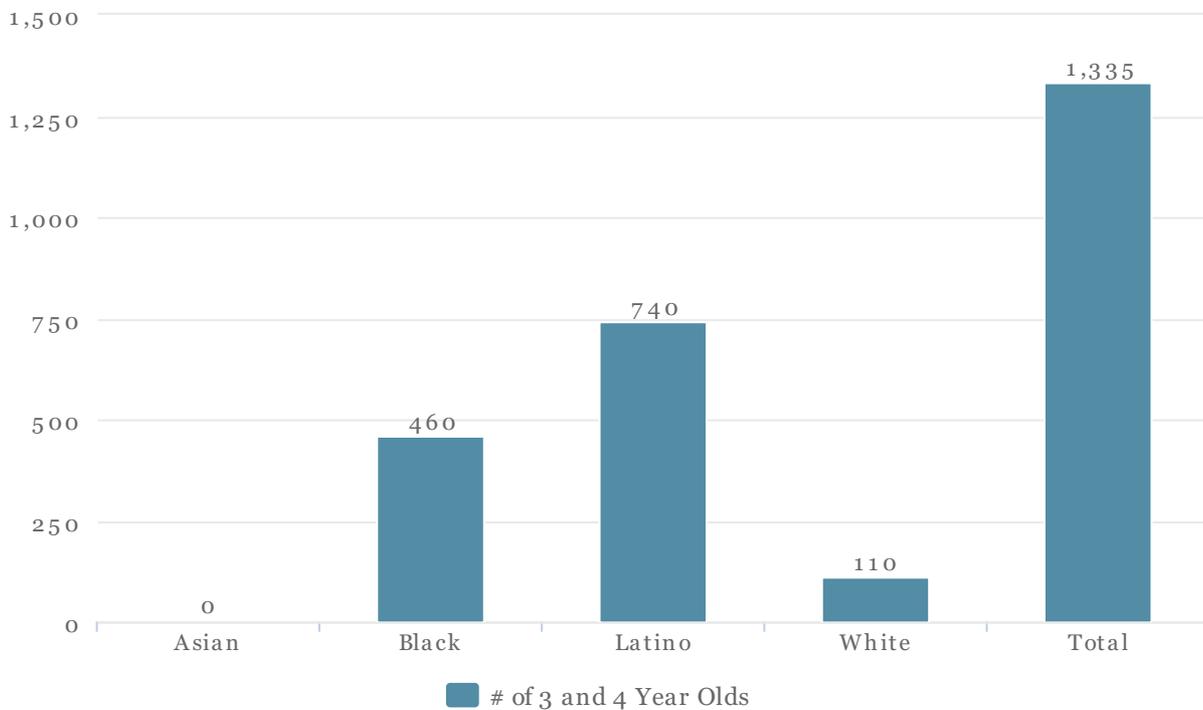
## Early Education Enrollment 2010-2012 by Race/Ethnicity (% of 3 & 4 year olds)



For each region, the percent of three- and four-year-old children within each race/ethnicity enrolled in early education

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/73/early-education-enrollment#73/17,12,10,9/1,15,18/115/11>)

### Early Education Enrollment 2010-2012 in CD3



Within CD3, the number of three- and four-year-old children enrolled in early education

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/73/early-education-enrollment#73/11,17,12,10,9/18/1311/11>)

### Core Indicator: Proficiency in Common Core pre-kindergarten standards

While enrolling more children in early education is critically important, so is ensuring those programs are of high quality and that children are meeting the benchmarks outlined in the new Common Core Learning Standards. It is still early in the roll-out of the standards, especially as it relates to pre-school, and therefore there are no data to report on at this time.

### Contributing Indicator: Pre-Kindergarten attendance rates

Attendance data for early childhood education across the target area are not yet available.

# Goal 3: All Succeed in School

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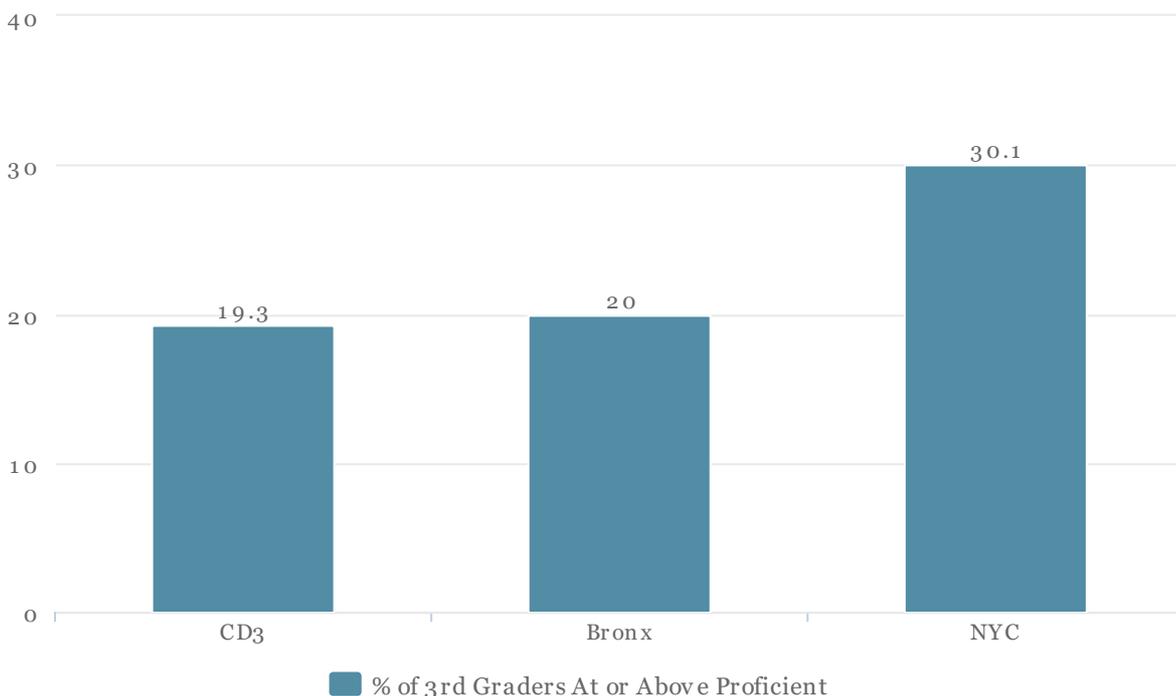
## Core Indicator: Proficiency in English Language Arts standards by 3rd grade

Reading proficiency of students in third grade is now broadly considered an important indicator of how prepared students are for future academic success. The Campaign for Grade Level Reading reminds us that it is in third grade that students transition from learning to read and begin reading to learn – that is, all subjects (English, math, science, social studies, etc.) require comprehension of written materials and producing written work in order to do well. Therefore, students who are behind in their English language skills development by the end of this pivotal year are likely to experience difficulty keeping up academically across the entire curriculum and as they transition into higher grades. Nationally, these students are four times less likely to graduate from high school on time than their peers who read proficiently. Students in low-income communities face even more dire odds: third grade students who are poor, live in neighborhoods of concentrated poverty, and are not reading at grade level are almost nine times less likely to graduate in four years than their affluent, reading-proficient counterparts (Hernandez, 2011).

Third-grade reading proficiency is low across New York City (fewer than a third of students, **30.1%**, scored proficient or better on statewide assessments), partly due to the introduction of more rigorous exams aligned with the new Common Core Learning Standards in 2012-2013. Still, third grade students in the SBRT zone performed far below the citywide average, with **19.3%** scoring at or above proficient.

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### 3rd Grade Proficiency in English 2013-2014



The percent of 3rd Grade students scoring at Level 3 or Level 4 on the 2013-2014 statewide assessment in English Language Arts

Source: NYC Department of Education. ELA Data Files by Grade 2013-14 (<http://schools.nyc.gov/NR/ronlyres/73680CA1-C768-4708-856A-99658B1DFECB/o/SchoolELAResults20132014.xlsx>)

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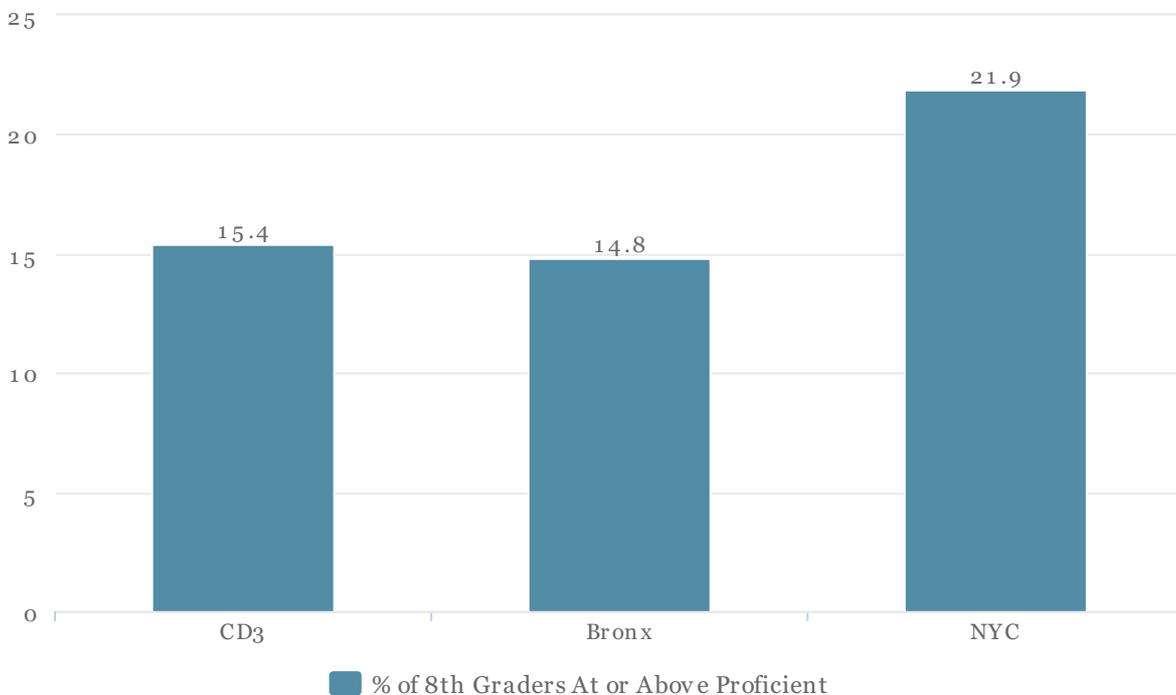
### Core Indicator: Proficiency in mathematics standards by 8th grade

Algebra, which students typically study by the end of their eighth grade year, has emerged as a "gatekeeper subject" in many major studies. It is a prerequisite for high-school-level math courses like geometry and calculus, and can be a strong predictor of how prepared a student will be for higher education and work.

Eighth grade students in the SBRT zone slightly outperformed the Bronx as a whole (**15.4%** of students in CD 3 schools are proficient or better, compared to **14.8%** across the entire borough), but the proficiency rates are below the **21.9%** average for all eighth grade students across the city.

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#### 8th Grade Proficiency in Math 2013-2014

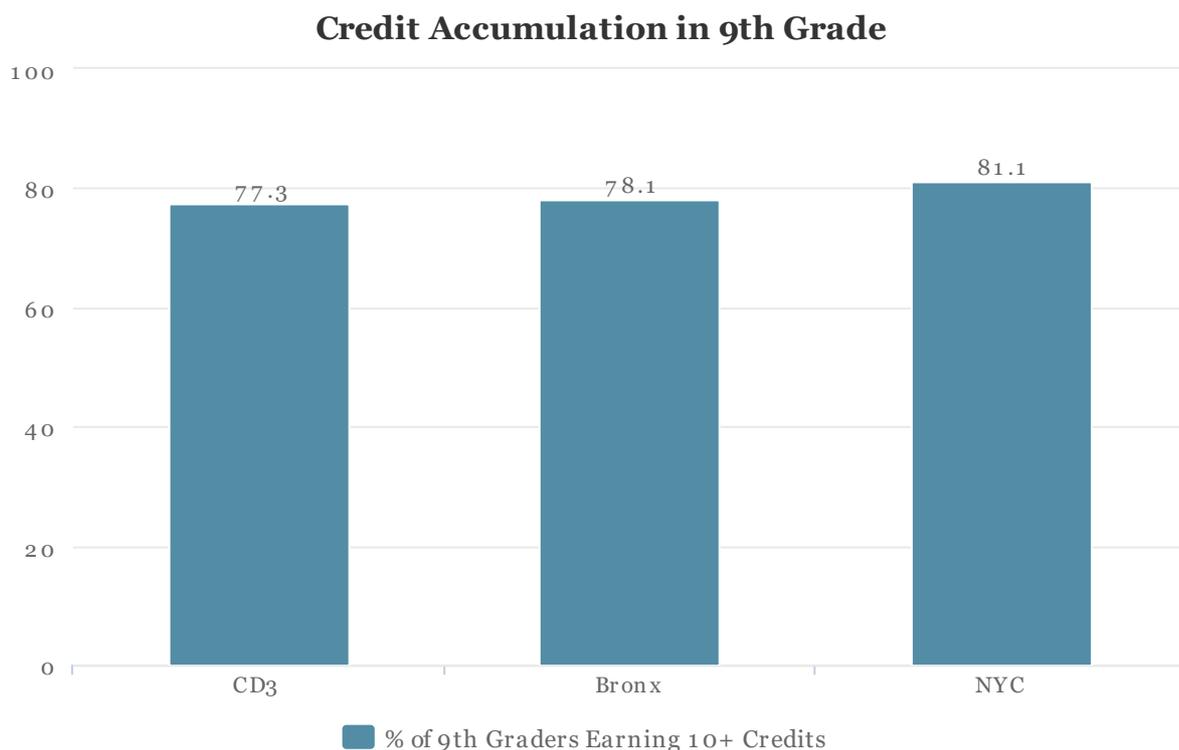


The percent of 8th Grade students scoring at Level 3 or Level 4 on the 2013-2014 statewide assessment in mathematics Source: NYC Department of Education. Math Data Files by Grade 2013-14 (<http://schools.nyc.gov/NR/ronlyres/320B6BB2-63D2-4E08-9246-385E1BBB4990/o/SchoolMathResults20132014.xlsx>)

## Core Indicator: Credit accumulation in first year of high school

Research indicates that students who have a solid start to high school are likely to graduate, and conversely, freshmen who fail one or more classes are at high-risk of eventually dropping out. Ninth grade students' academic performance ends up being a better predictor of graduation rates than eighth grade test scores (Allensworth & Easton 2005). There are many factors in school, home, and community that lead to how academically successful first-year high school students will be, so keeping track of (and increasing) the number of students who earn at least 10 credits in that critical year makes sense.

Of all ninth grade students enrolled in schools located in the SBRT region, **77.3%** earned 10 or more credits during the 2012-2013 years. This rate lags slightly behind the borough and city rates of **78.1%** and **81.1%**, respectively. It is important to note that high-school age youth who live in the SBRT zone attend schools both within and outside of Community District 3. We plan to include all of these students in future analyses, as those data are not publicly available.



*Percent of students earning 10 or more credits in the first year of high school in 2012-2013*

Source: Department of Education. Progress Report Citywide Results  
([http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012\\_2013\\_HS\\_PR\\_Results\\_2014\\_01\\_16.xlsx](http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012_2013_HS_PR_Results_2014_01_16.xlsx))

## **Contributing Indicator: Rates of chronic absence**

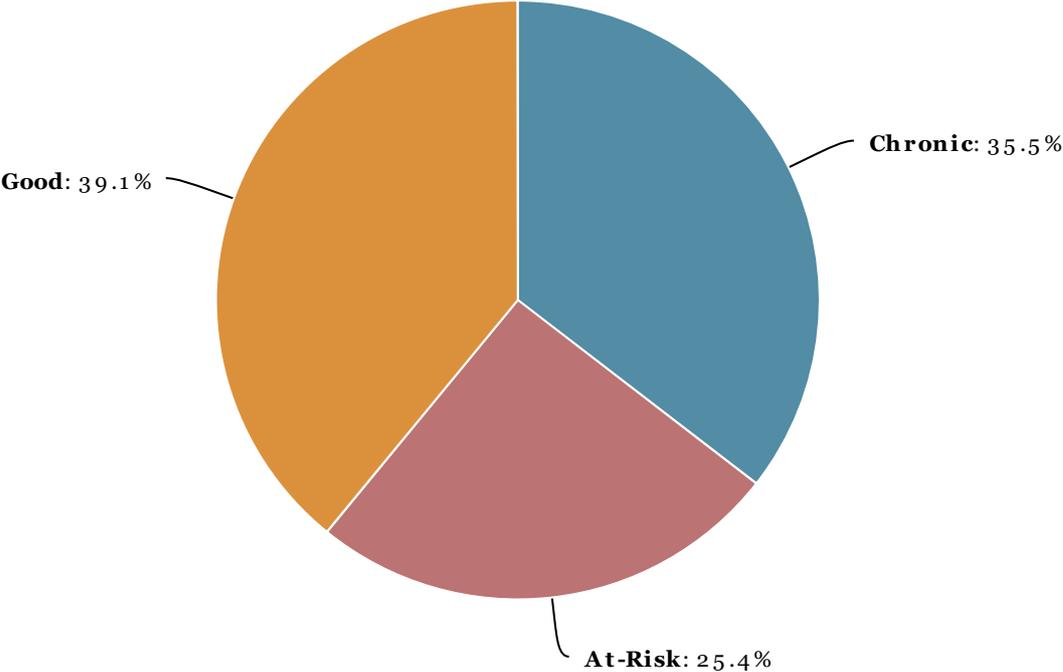
National and local research has shown that chronic absence – when students miss at least 10% of school days for any reason (about a month or more over the course of a year) – is associated with negative outcomes such as low academic achievement, substance abuse, delinquency, and dropping out (Chang & Romero, 2008). While no one would be surprised by high rates of absenteeism among teens, chronic absence can be quite common as early as kindergarten and, particularly for poor children who lack resources to make up for lost time, the negative effects can be long-lasting. Health issues, transportation challenges, safety concerns, disengagement, and other factors contribute to why students miss so much school. Therefore, chronic absence can serve as an important early indicator of which students are most in need of support.

A 2008 study by the Center for New York City Affairs found that **1 in 5** elementary school students missed 10% of school that year. In the poorest NYC neighborhoods, it was **1 in 3** (Center for New York City Affairs, 2008). An analysis of 2009-2010 test score data in New York City found that students in grades 3 to 8 with good attendance (missing less than 5% of school days) performed better: **49%** of good attenders were proficient or better in English, compared to only **23%** of chronically absent students. In math, the difference was even more pronounced: **63%** versus **28%**.

In schools in the SBRT zone, over a third of students (**35.5%**) were chronically absent in 2012-2013, whereas **39.1%** had good attendance and the remaining **25.4%** missed between 5 and 10 percent, making them at-risk. When looking at rates by grade, schools in the SBRT zone showed a typical trend of very high rates in the early grades, improving slightly in the middle years, and peaking again through high school.

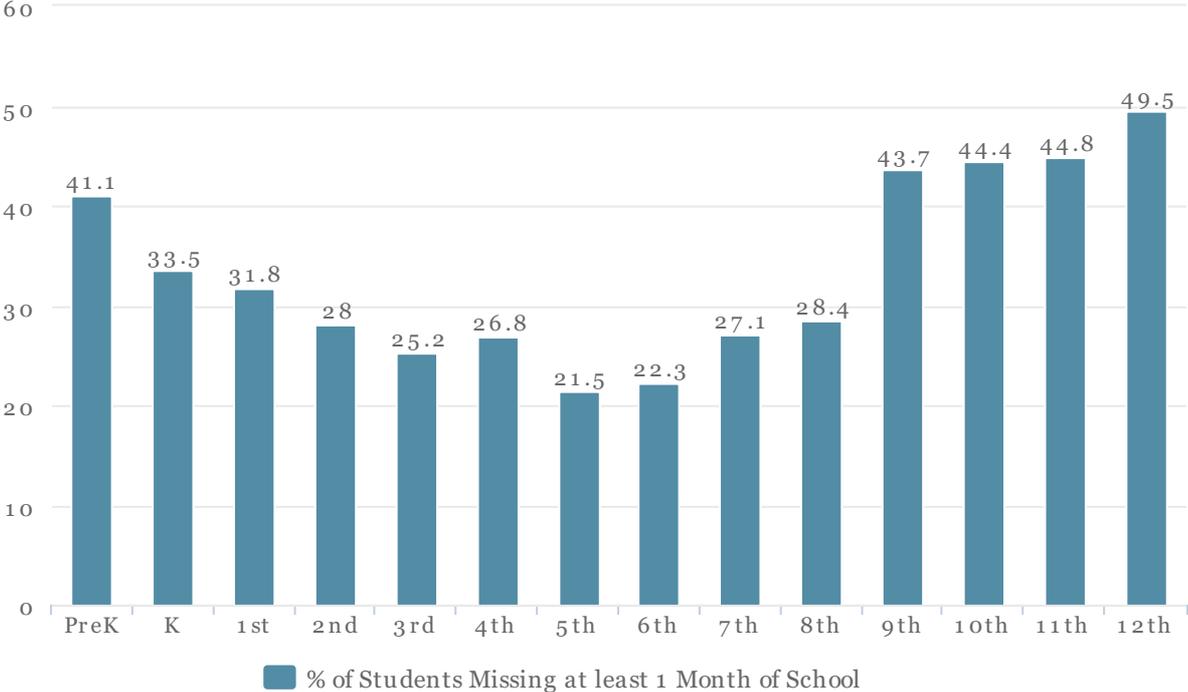
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### Attendance Patterns PreK-12 2012-2013



For schools located in CD3, the percentage of students from pre-kindergarten to 12th grade with good attendance (missing 5% or less of school), those at-risk of becoming chronically absent (missing between 5 and 10%), and those who were chronically absent (missing 10% or more)  
 Source: Center for New York City Affairs (unpublished data)

### Chronic Absence 2012-2013



*For schools located in CD3, the percentage of chronically absent students in each grade*  
Source: Center for New York City Affairs (unpublished data)

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## Goal 4: All Contribute Positively to the Community

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### **Core Indicator: Voter turnout**

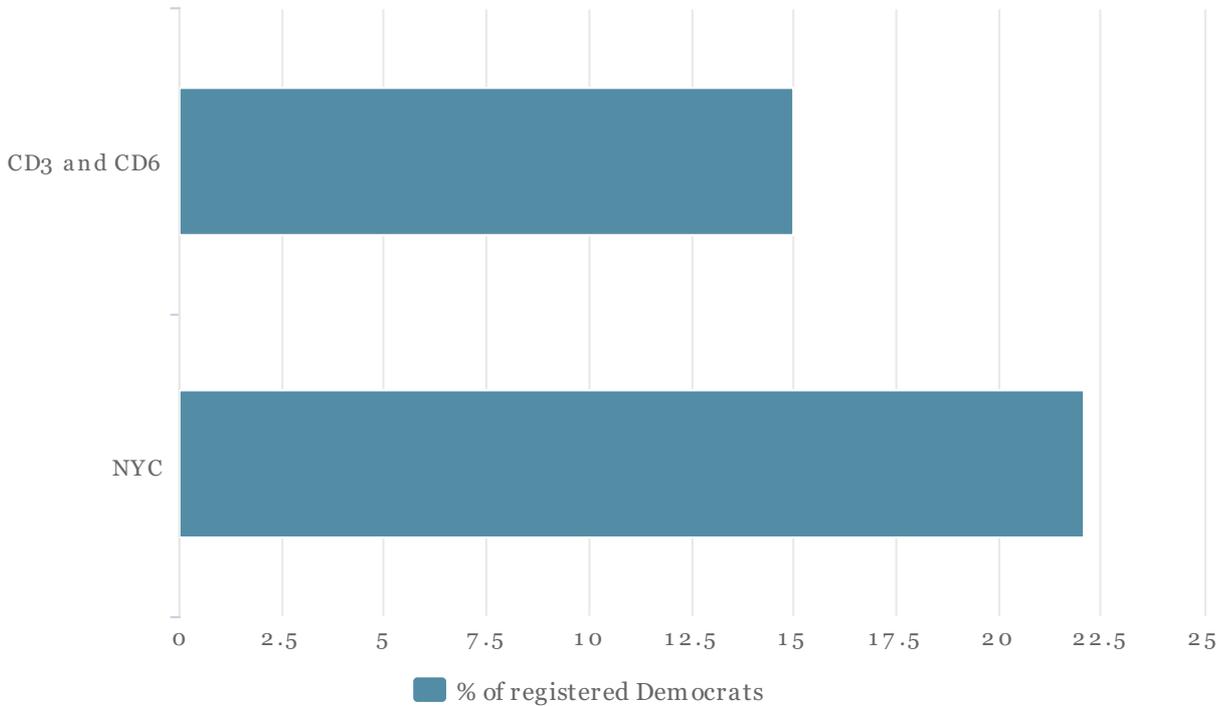
Voter engagement is an important factor for advancing continued civic engagement. A recent Opportunity Nation study looking at youth civic engagement and its connection to economic opportunity found a correlation between increased levels of civic engagement and positive social and economic outcomes for youth. Youth who volunteered were less likely than their non-volunteering peers to be disconnected from work and school. Additionally, those that volunteered and felt connected with their community were more likely to become voting and civically engaged adults.

Traditionally, off-year elections (elections outside of a presidential year) tend to have low voter turnout. While the low turnout for the 2013 New York City Mayoral primary follows this trend, there is a further disparity when broken down by Public Use Microdata Areas (PUMAs). PUMA 3705 – which encompasses both Bronx CD3 and CD6 – had a lower voter turnout rate for the 2013 Democratic Mayoral Primary (**15%**) than all of New York City (**22.1%**). Similarly, during the 2012 presidential election, **53.8%** of registered voters in CD3 and CD6 voted, slightly below New York City's **57.2%**.

Low voter turnout is usually attributed to political disengagement and the belief that voting for one candidate/party will do little to alter public policy. While all residents should be actively engaged voters, helping to shape the political landscape around policies important to their community, it is especially essential to engage young people in the voting process. Voting is habit-forming. Young people who engage in the voting process and actively vote are more likely to carry this behavior through adulthood.

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### 2013 Democratic Mayoral Primary Turnout (%)



*Percent of registered Democrats in CD3 and CD6 who voted in the 2013 Democratic mayoral primary*

Source: NYC Election Atlas 2013 (<http://www.nycelectionatlas.com/tables.html>)

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### Contributing Indicator: Volunteer Hours

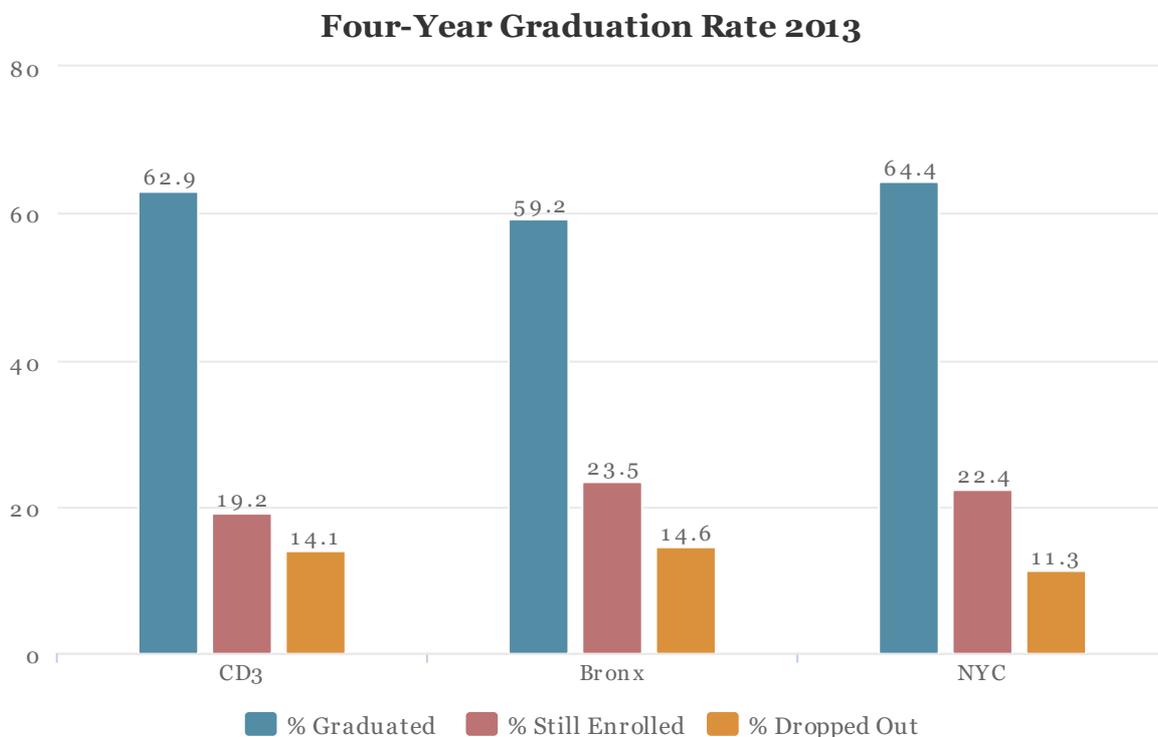
There is currently no standardized way of tracking volunteer hours at the Community District level. The SBRT partnership will work with evaluators to survey a representative sample size of the target population in order to monitor this indicator.

# Goal 5: All Graduate from High School, College-and Career-Ready

## Core Indicator: Four-year high school graduation rate

Graduating from high school is an important stepping stone on the path to successful adulthood. According to the US Census Bureau, high school dropouts earn on average an annual income of \$20,241. This is \$10,386 less than the average high school graduate, and \$36,424 less than someone with a bachelor's degree. High school dropouts are four times as likely to be unemployed than college graduates and account for 75% of state prison inmates across the United States (National Dropout Prevention Center).

High schools located within the SBRT zone had a four-year graduation rate of **62.9%** in 2013, with **14.1%** dropping out over the four-year period. These rates are slightly better than all schools in the Bronx and slightly worse than averages across the city. These data were calculated according to the "New York State method," which defines as graduates those students who first entered ninth grade in 2009 and earned either a Local or Regents diploma by August 2013 (but excludes those earning either a special education diploma or GED).



*For each region, the percentage of students who entered high school in 2009 and who graduated, are still enrolled and dropped out by 2013.*

Source: NYC Department of Education. Graduation Outcomes Data File

## **Core Indicator: Rates of FAFSA completion**

The Free Application for Federal Student Aid, or FAFSA, is a standard form completed by students and families every year to determine their eligibility for financial aid. In addition to being a tool for financing higher education, the FAFSA is also a strong predictor of college enrollment and persistence. In Chicago, 84% of students who completed a FAFSA in 2005 enrolled in a four-year college. A 2011 study found that students who filed a complete FAFSA had 72% higher odds of persisting through the first year of college compared to students who did not file. For poor students who were eligible for Pell Grants, the odds were even higher at 122% compared to their peers who did not file. Because a submitted FAFSA potentially leads to access to financial aid, increasing rates of submissions would have a positive effect on students' college-readiness.

FAFSA submission and completion data are collected by the Federal Student Aid office in the US Department of Education, but do not include data on the number of eligible students, making it difficult to report on rates at this juncture. Instead, we can report the overall numbers: from schools located within the SBRT region, **965** applications were submitted in 2013, with **919** turned in completely and on time.

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### FAFSA Completion

# 919 Completed

Out of 965 Submitted Applications

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Source: Federal Student Aid Office. FAFSA Completion by High School

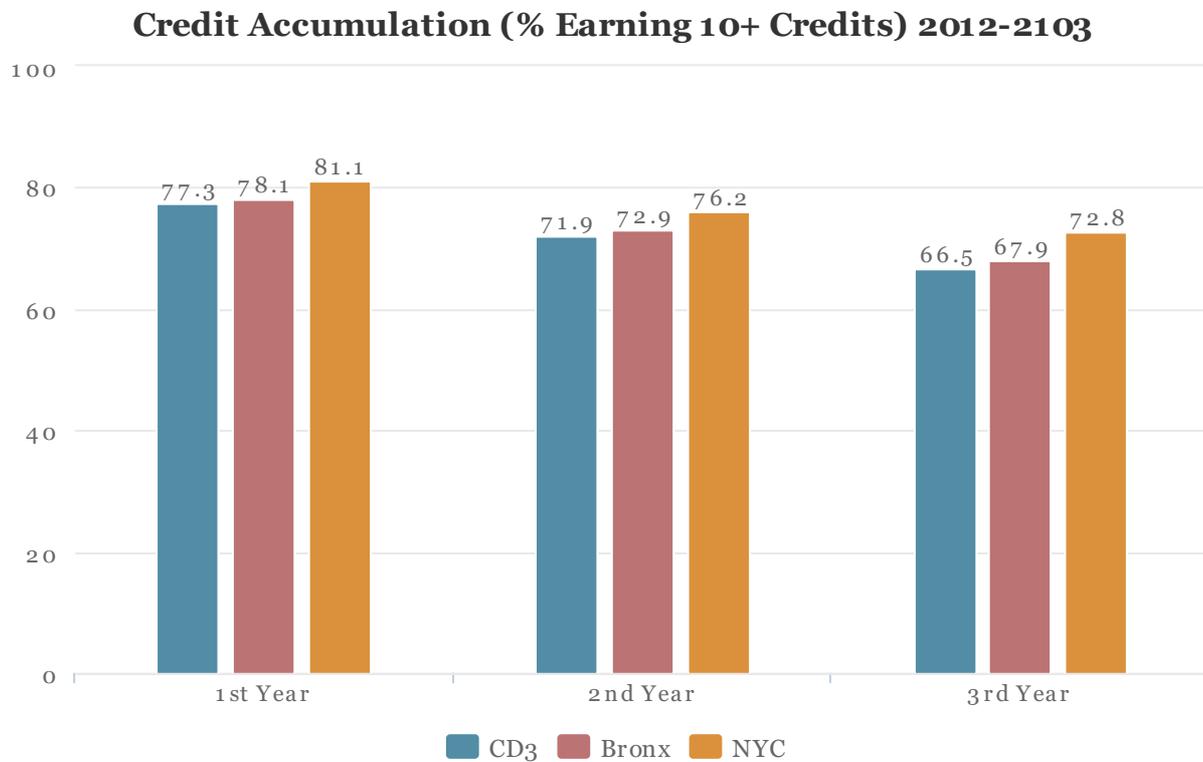
(<https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school>)

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## **Contributing Indicator: Course credit accumulation rates**

The importance of credit accumulation during a student's freshman year is covered under the third SBRT goal (All succeed in school) as a key metric for identifying how many teens are on-track.

Credits earned during the years that follow are also significant, however. New York City's Progress Reports indicate the rates of students who earn 10 or more credits each year, with at least 6 credits achieved in core subject areas (English, math, science and social studies).



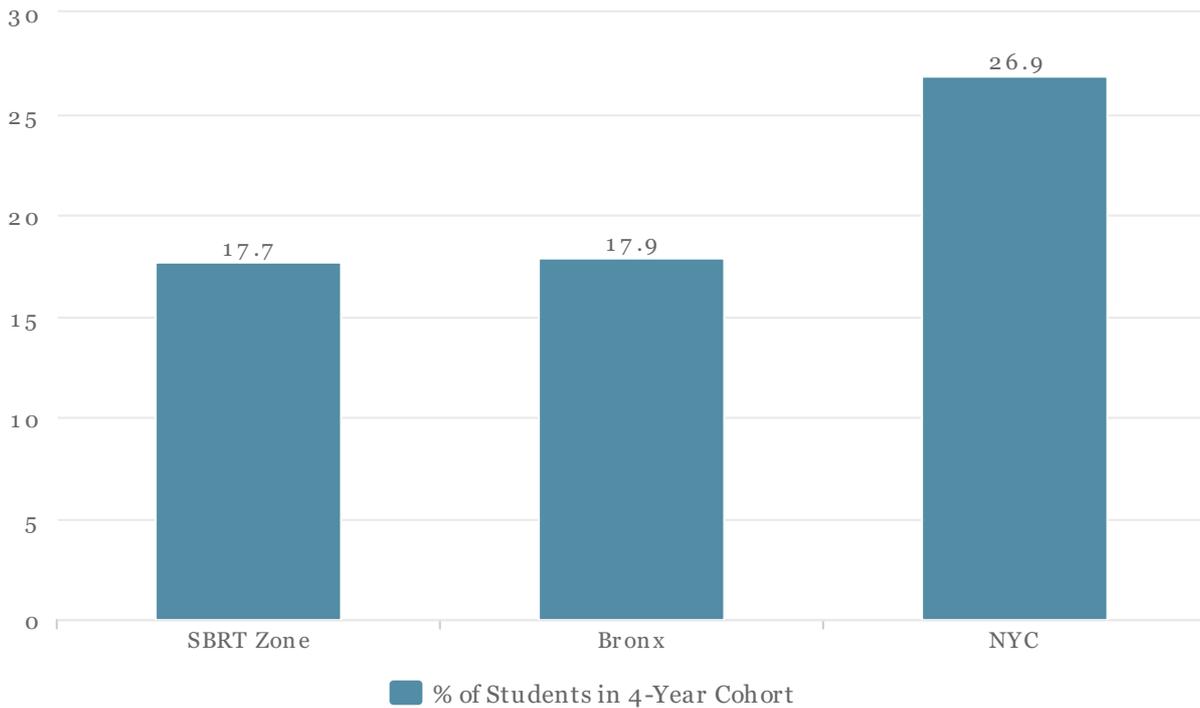
*For each region, the percent of students in each of the first three years of high school that accumulated at least 10 credits*

Source: Department of Education. Progress Report Citywide Results ([http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012\\_2013\\_HS\\_PR\\_Results\\_2014\\_01\\_16.xlsx](http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012_2013_HS_PR_Results_2014_01_16.xlsx))

### **Contributing Indicator: College readiness**

In their 2012 report, *Is Demography Still Destiny?*, the Annenberg Institute for School Reform highlights that, although high school graduation rates have increased in New York City, rates of college readiness vary enormously from neighborhood to neighborhood, with the poorest communities having significantly lower rates. As a measure of which students are most likely to perform well enough in college without the need for remediation, the DOE Progress Reports include a College Readiness Index -- the percentage of students who, over a four-year period, obtain a Regents Diploma and meet CUNY's standards for college readiness in English and mathematics.

### College Readiness Index (2012-2013)



*For each region, the percent of students who graduate from high school college-ready*

Source: Department of Education. Progress Report Citywide Results  
([http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012\\_2013\\_HS\\_PR\\_Results\\_2014\\_01\\_16.xlsx](http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012_2013_HS_PR_Results_2014_01_16.xlsx))

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# Goal 6: All Attain Post-Secondary Degree/Credential

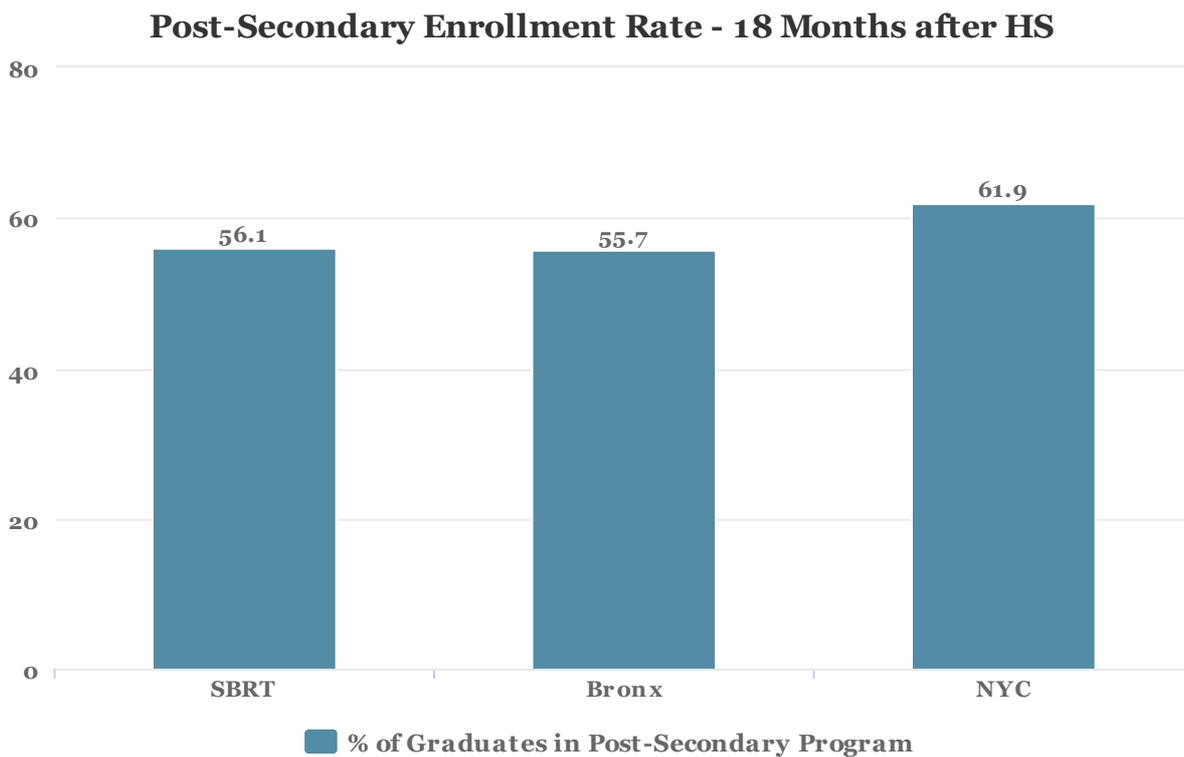
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## Core Indicator: Post-Secondary enrollment and persistence

The NYC Department of Education's Progress Reports indicate rates of students' enrollment and persistence in a post-secondary program 18 months after completing high school. To be clear, this refers to students who have enrolled in a two- or four-year college, vocational program, or public service within 18 months of their four-year cohort's scheduled graduation date. In the below chart, the SBRT statistic refers to the rates from schools physically located within Community District 3, but does not fully capture students who live in CD3 and attend high school outside of the region.

Schools in the SBRT zone had rates slightly above the average for all Bronx high schools (56.1% compared to 55.7%) and below the citywide average of 61.9%.

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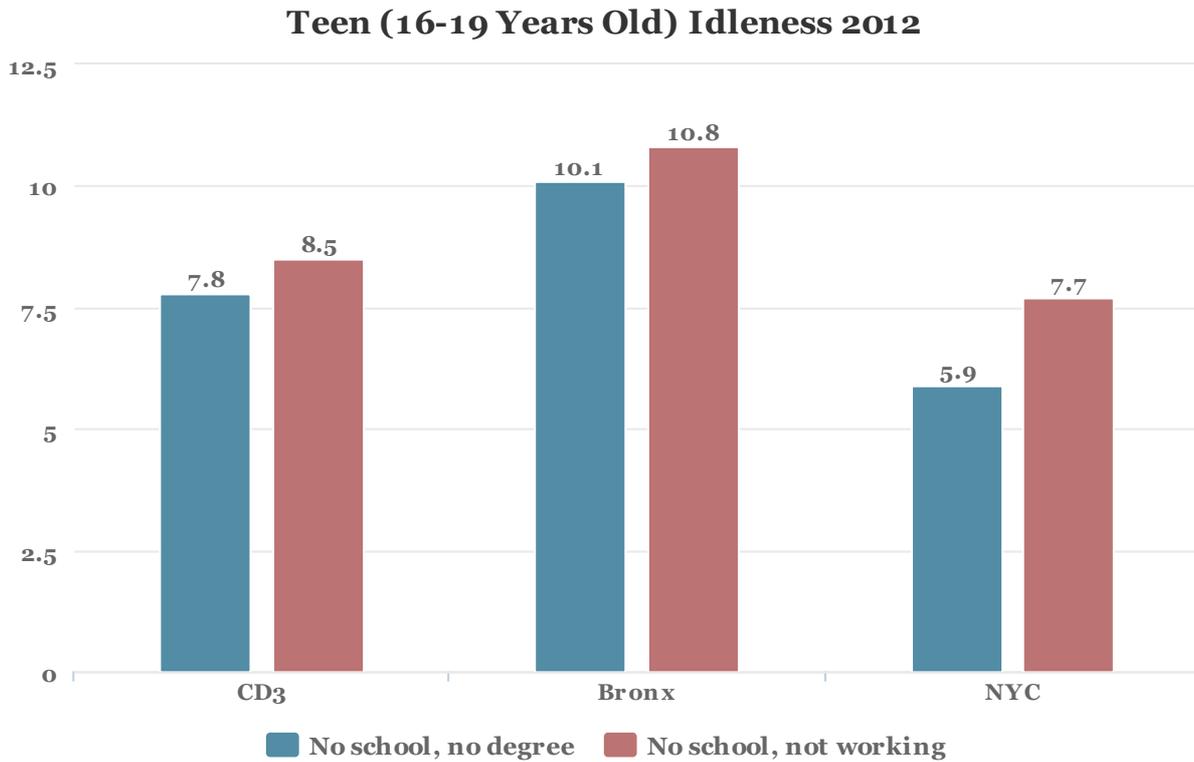


*For each region, the percent of graduates in a post-secondary program 18 months after high school graduation*

Source: Department of Education. Progress Report Citywide Results ([http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012\\_2013\\_HS\\_PR\\_Results\\_2014\\_01\\_16.xlsx](http://schools.nyc.gov/NR/rdonlyres/7E390ED1-1689-4381-BF70-E228840E5589/0/2012_2013_HS_PR_Results_2014_01_16.xlsx))

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## Contributing Indicator: Teen Idleness



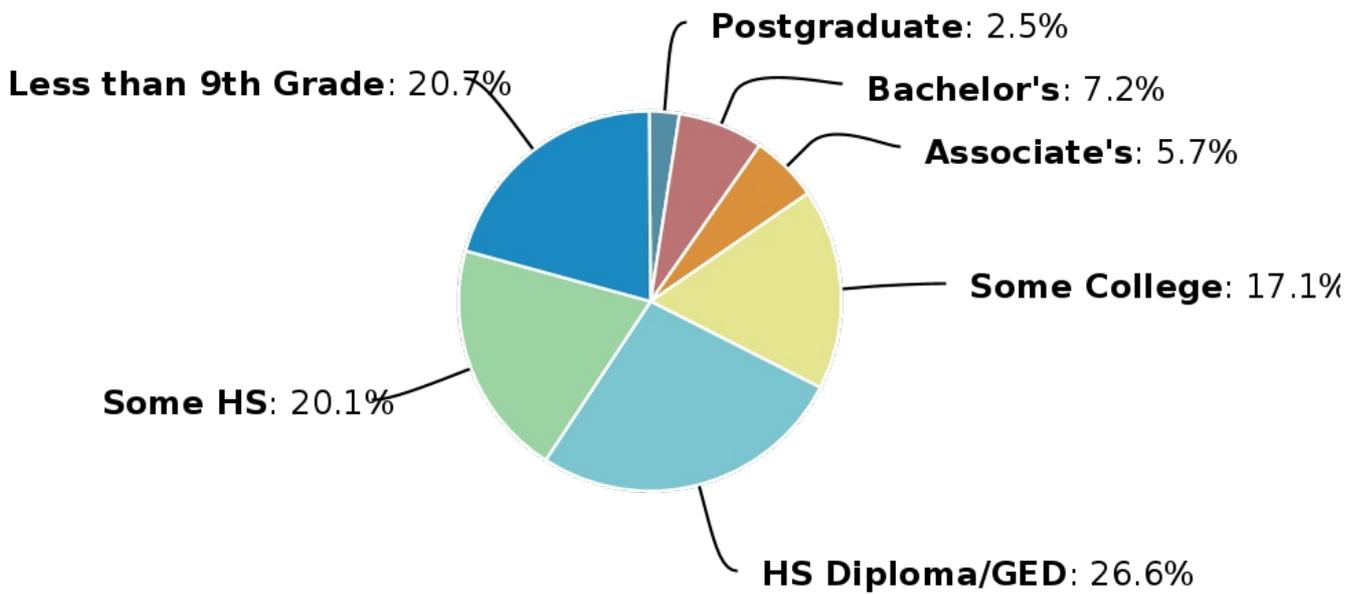
*For each region, the percentage of teens, 16-19 years of age, considered "disconnected youth"*

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.ccnyc.org/data/bar/80/teen-idleness-16-to-19-years#80/58,59/1,15,18/124/11>)

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## Contributing Indicator: Educational attainment

## Educational Attainment 2012



*Educational attainment for population 25 years and older within CD3 and CD6*

Source: NYC Department of Planning, Selected Social Characteristics  
([http://www.nyc.gov/html/dcp/pdf/census/puma\\_socio\\_10to12\\_acs.pdf#bx03and06](http://www.nyc.gov/html/dcp/pdf/census/puma_socio_10to12_acs.pdf#bx03and06))

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## Goal 7: All Begin a Career

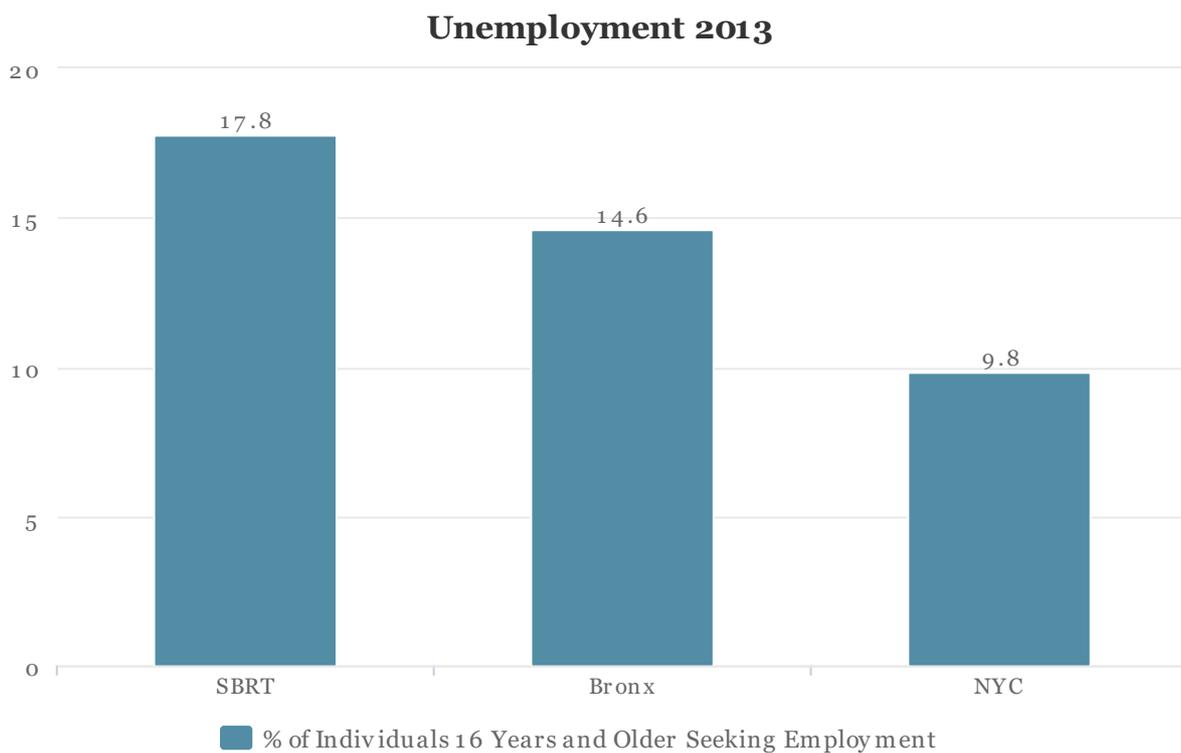
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### Core Indicator: Employment rate

High levels of unemployment and underemployment have reached a critical point for several NYC neighborhoods. According to “Barriers to Entry,” the 2013 labor market report published by JobsFirstNYC, about 20% of New York City’s young adult population is neither in school nor working. This high rate of disconnection from mainstream systems such as school and work can impact long-term wages and connection to the workforce.

Unemployment statistics for older youth and adults (16 years of age or older) who are actively seeking employment show a rate of **17.8%** for CD 3, as compared to **14.6%** and **9.8%** for the Bronx and New York City, respectively.

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*For each region, the percent of unemployed individuals of at least 16 years of age*

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.cccnewyork.org/data/bar/85/adult-unemployment#85/a/1,15,18/131/14>)

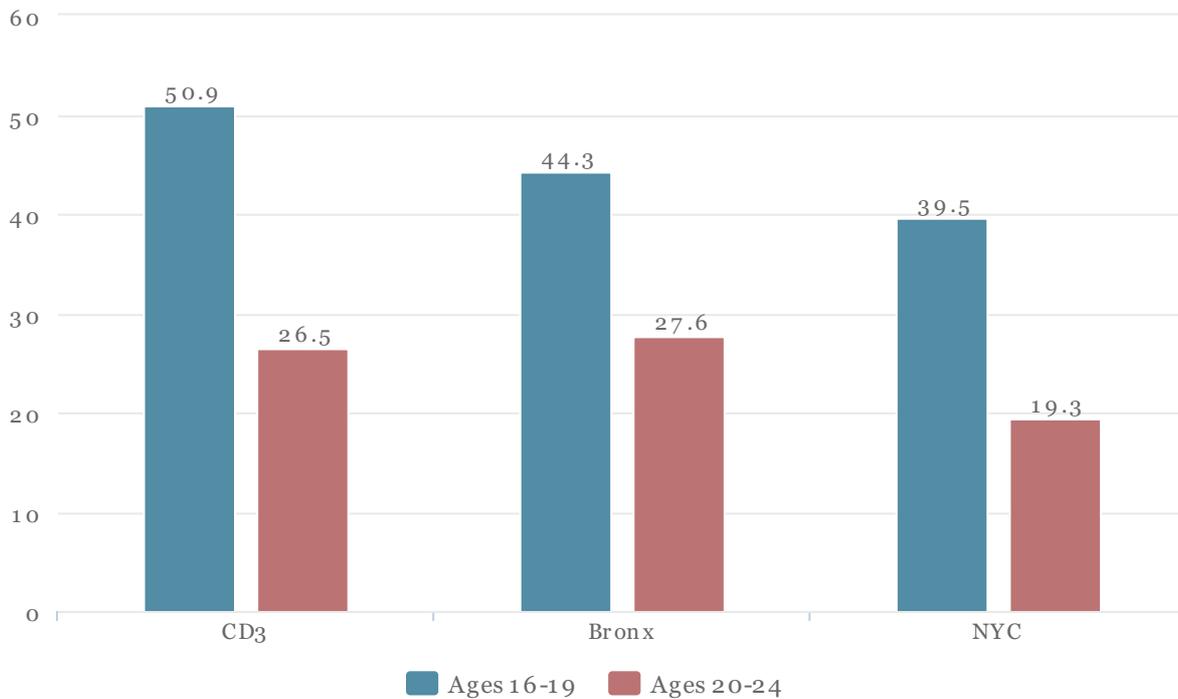
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Over half (**50.9%**) of young adults ages 16 to 19 years old in SBRT Zone (CD 3) are unemployed as

compared to **44.3%** and **39.5%** of similarly aged youth across the Bronx and New York City, respectively. This speaks to the economic barriers faced by young adults in the targeted zone. In a more competitive and technology-driven labor market, employers are demanding higher job-readiness skills and educational attainment. Creating multiple pathways to success and a network of resources for young people to tap into will help them compete in today's job market.

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### Older Youth Unemployment 2013



*For each region, the percentage of two groups of older youth who are unemployed*

Source: Citizens' Committee for Children. Keeping Track Online: The Status of New York City Children (<http://data.ccnyc.org/data/bar/1180/youth-unemployment-20-to-24-years#1180/a/1,15,18/1312/14>)

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While a common measure, the unemployment rate does not capture those not in the labor force. For this reason SBRT will work to monitor contributing indicators indicative of job growth and availability in CD3.

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#### Contributing Indicators:

- **Availability of living wage jobs in and near Bronx Community District 3**
- **Emerging sectors of employment**

# Moving from Vision to Action

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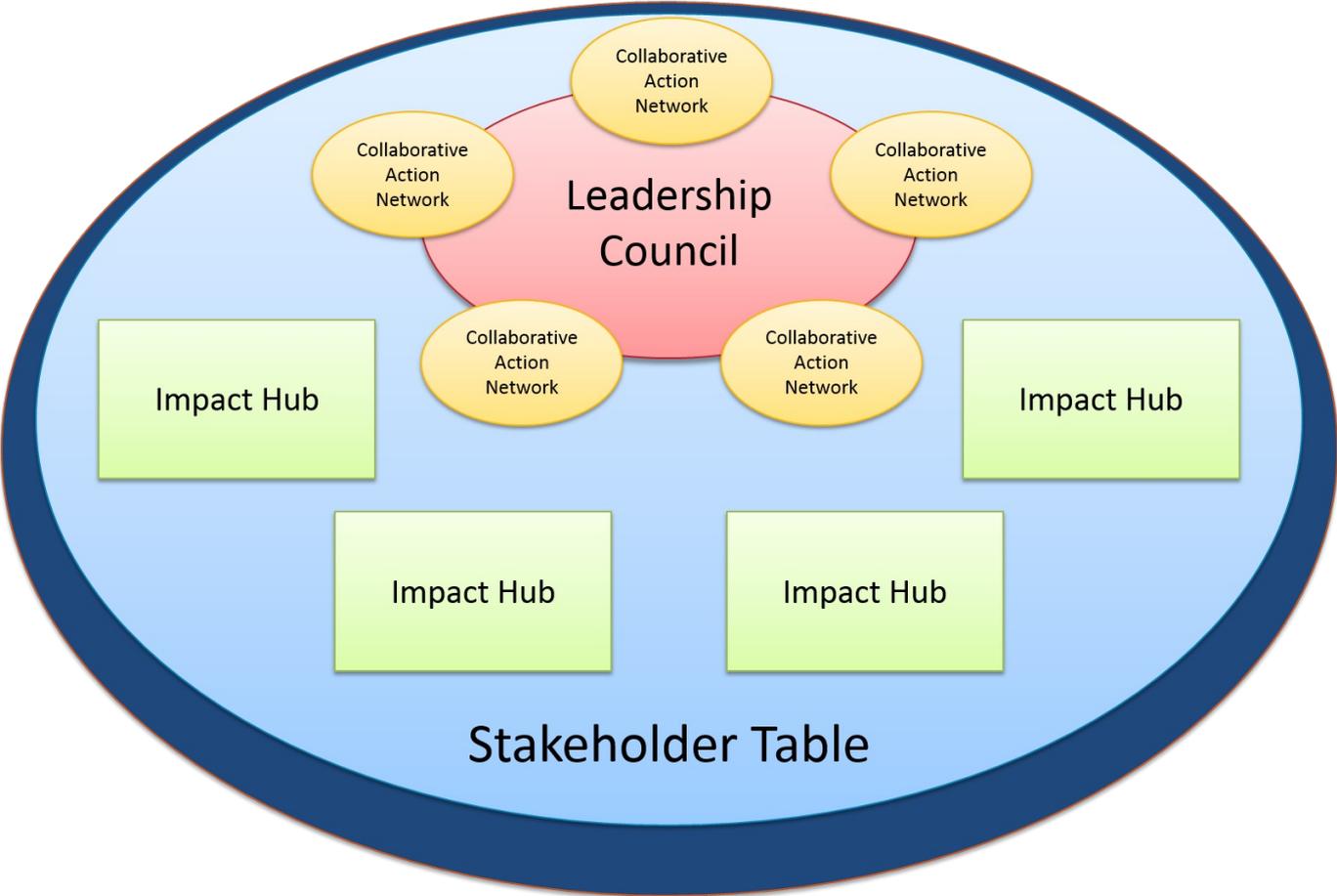
## SBRT Accountability Structure

South Bronx Rising Together's “Accountability Structure” is the organizational framework that depicts the different groups within the overall partnership and includes an outline of the roles and responsibilities of each group, their composition, and how they work together. Like an organizational chart for a company, it defines work flows and decision-making processes.

- **Stakeholder Table** - A critical point of entry for any stakeholder to engage in the work of SBRT, the Stakeholder Table will meet quarterly to learn of the initiative's progress and provide feedback on important issues.
- **Leadership Council** - Comprised of executive-level leaders of educational, nonprofit, philanthropic, business, civic, faith-based, and community organizations that are deeply involved with the work of the partnership, the Leadership Council provides strategic direction to the initiative.
- **Advisory Councils** - Comprised of individuals who represent key constituencies. Both the Youth Advisory and Parent Advisory councils connect individuals and families in CD3 zone who volunteer their time to support, inspire and inform SBRT.
- **Collaborative Action Networks (CANs)** - Groups of cross-sector stakeholders that work together on achieving a priority outcome by using individual- and community-level data to learn what works and inform recommendations across the region. It is important to emphasize that CANs form around key outcomes and not necessarily around a particular

funding stream or individual program. Members of a CAN typically have the capacity, content- and context-expertise and/or institutional role to influence behavior change in their own organizations and across the community in a way that leads to results.

- **Impact Hubs** - Physical sites throughout the zone where data-driven planning, comprehensive services, and interventions take place, so that the right children/youth/families are connected to the right programs at the right time. Activities at Impact Hubs are aligned with the 7 SBRT goals and employ practices recommended by CANs. Community schools, early childhood sites, community centers, and housing developments can all serve as Impact Hubs.



# Acknowledgements

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This report is available for downloading at the South Bronx Rising Together website (<http://www.risingtogether.org>).

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