



Vision to Action

2016 Progress Update

A partnership to build pathways from cradle through college
and career for all children and youth in the heart of the South Bronx



Vision

Vision, Strategy and Goals	4
“Roadmap” of Key Indicators	5

Strategy

Our Community	6
Our Approach	7
Our Data Strategy	8
Our Structure	8

Action

Moving from Vision to Action	10
Collaborative Action Networks: Highlights and Data Trends	
All are Healthy	12
All are Ready for Kindergarten	15
All Succeed in School	19
All Contribute Positively to the Community	23
All Graduate High School Ready for College and Career	25
All Attain a Post-Secondary Degree/Credential	29
All Begin a Career	31
Get Involved	34
Acknowledgments	35

Dear Partners

We launched South Bronx Rising Together in October 2014 with a commitment to collectively define pathways of success from birth through early adulthood for all children and youth in the South Bronx. We released at that time our Baseline Report, which described the shared vision and goals we identified as a community and provided key measures of the well-being of our young people along the “cradle-through-college-and-career” continuum.

Since then, we have engaged over 150 partners in this transformational work. Every month, cross-sector partners have come together as Collaborative Action Networks to review data, identify effective practices, and implement strategies that no one individual or organization could achieve on their own.

This report is an update on the progress we have made together. It provides the most recent available data on the indicators we have held ourselves accountable to improve and communicates both our activities to date and the work we have ahead of us. Behind these data, there are many personal stories of trust developed, hope renewed, and talent unleashed through this effort.

The information presented here makes it clear that we have much to do. We are confident, however, that your continued partnership and support are removing barriers to success and are connecting and creating opportunities in the community that each and every young person needs and deserves.

We are grateful to all of the stakeholders in Community District 3 that have joined in this effort to reinvent the South Bronx as a community of infinite opportunity where people aspire to live, work, and raise families. We thank you for all that you do every day in support of our children and youth and invite you to continue working toward our shared goals.



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Vision

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. 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 for decades, the area remains among the most troubled in New York City.

Vision, Strategy and Goals

Through ongoing conversations with residents, community leaders, service providers, educators and others, we developed a vision statement, defined a strategy, and articulated seven key goals that lead to success for all of our children and youth, from cradle through college and career:

Vision	The South Bronx is a vibrant community of infinite opportunity where people aspire to live, work, and raise families
Strategy	We will create a South Bronx community that is college and career ready by leveraging the expertise of networks of families, educators, business leaders, community advocates, and service providers to support the lifelong success of our children and youth
Goals	 <ul style="list-style-type: none">All are healthyAll are ready for kindergartenAll succeed in schoolAll contribute positively to the communityAll graduate high school ready for college and careerAll attain a post-secondary degree/credentialAll begin a career

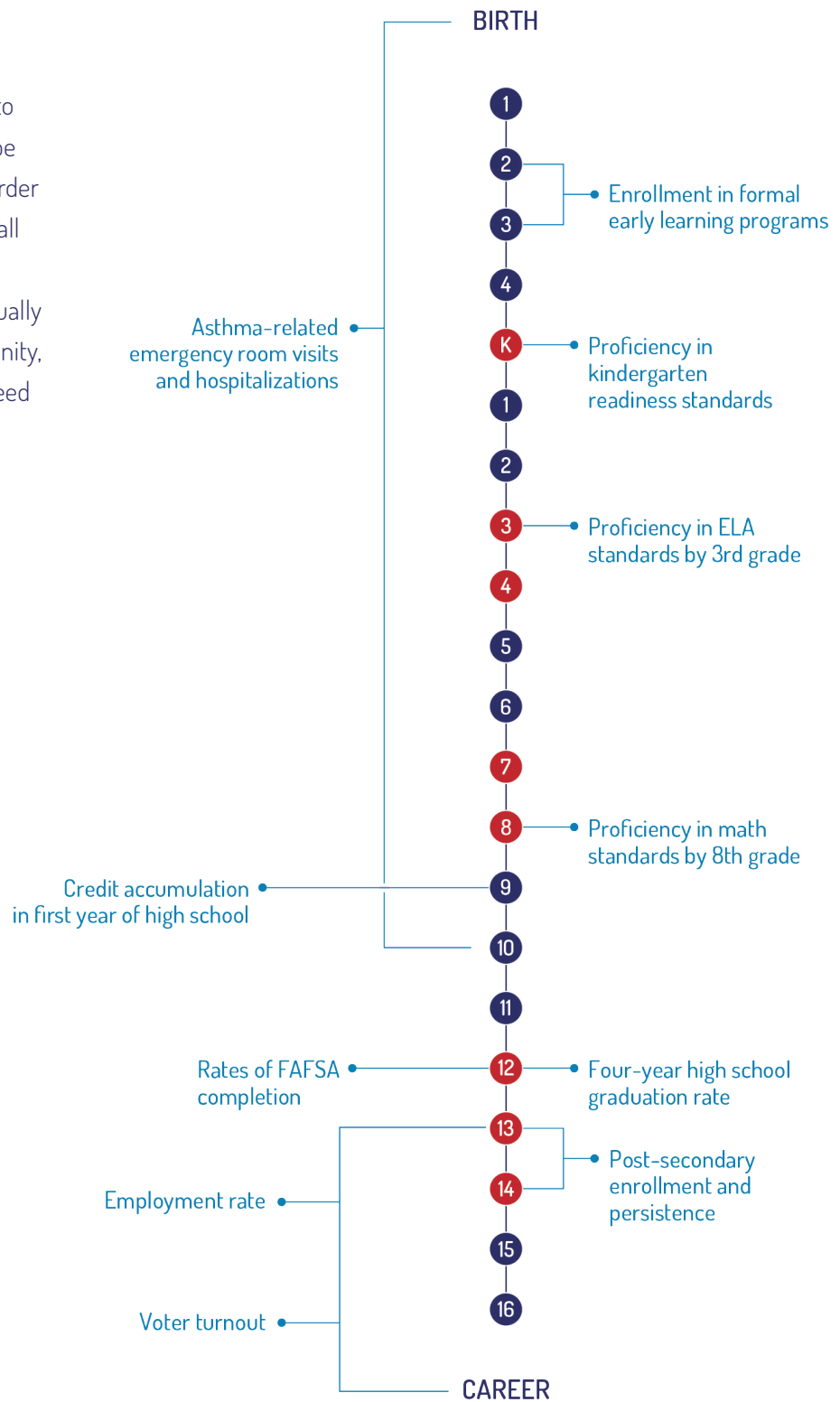
Vision

“Roadmap” of Key Indicators

In the summer of 2014, we convened a group of cross-sector stakeholders to identify indicators that are proven to be key levers that need to be moved in order to achieve our goals and to which we all agreed to hold ourselves accountable. We will measure these indicators annually to understand where we, as a community, are making progress and where we need to redouble our efforts.

Key

- Key transition areas
- Core indicators



Adapted from University of Cincinnati research “Student Road Map to Success”

Strategy

Our Community – Community District 3

Bronx Community District 3 (CD 3) is the geographic focus of South Bronx Rising Together (SBRT). CD 3 is home to over 84,000 residents (36,000 of whom are 0 to 24 years of age) and has among the highest levels of poverty and unemployment of all 59 of New York City’s community districts. Only 3 in 5 adults have a high school diploma and fewer than 1 in 10 have a four-year college degree.

That said, this community also has a robust constellation of community partners with existing and potential relationships at many of the local institutions within the zone, including over 60 schools, dozens of early childhood centers and several public and affordable housing developments. The Board of CD 3 has also been an important partner and resource to SBRT, providing thought partnership and a platform for connecting to various community members and leaders.

Where	Why
	<p data-bbox="795 966 1380 1113">Bronx Community District 3 has a rich cultural history with many strong partners and visionary community leaders, yet...</p> <p data-bbox="812 1176 1364 1228">In the nation’s poorest congressional district</p> <hr/> <p data-bbox="860 1281 1315 1333">83.2% of children born into poverty</p> <hr/> <p data-bbox="812 1375 1347 1428">4 of 5 third graders read below grade level</p> <hr/> <p data-bbox="747 1480 1429 1533">1 of 5 graduate high school ready for college and career</p> <hr/> <p data-bbox="795 1575 1380 1627">Fewer than 1 in 10 adults have a college degree</p> <hr/> <p data-bbox="714 1669 1445 1722">The Bronx has the highest unemployment rate in the state</p>

Strategy

Our Approach – Collective Impact

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.” They observe that successful initiatives typically have five conditions that together produce true alignment and lead to powerful results: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and “backbone” support.

In stark contrast to the traditional and largely unsuccessful practice of investing in and implementing discrete and fragmented services – what Kania and Kramer call isolated impact – 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.

SBRT is a member of the StriveTogether Cradle to Career Network and is committed to promoting the four key pillars of its Theory of Action: shared community vision, evidence-based decision-making, collaborative action, and investment and sustainability. The South Bronx joins more than 60 other communities nationwide in this effort and also benefits from being part of the SUNY-sponsored New York State Cradle to Career Alliance, a state-level intermediary for StriveTogether that supports twelve partnerships.

Stated simply, SBRT’s theory of change is that a shared vision, combined with informed collaborative action, leads to meaningful, sustained impact.

5 Conditions of Collective Impact

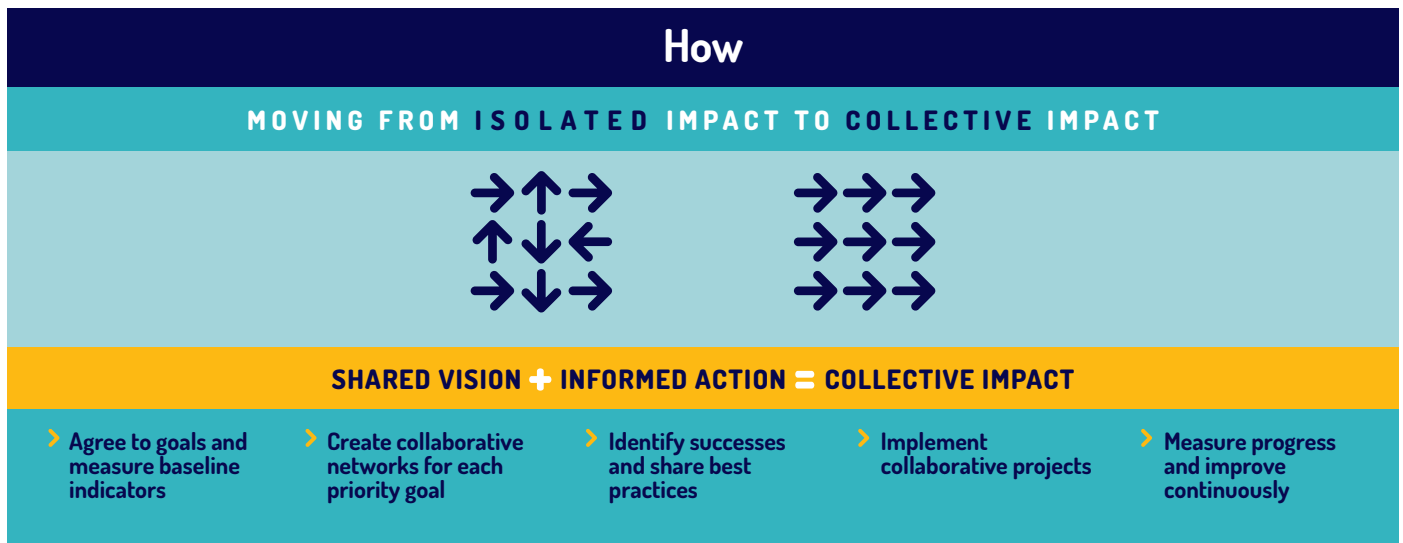
Common Agenda
that includes an understanding of the challenges as well as a shared approach to solving them

Shared Measurement Systems
that bring clarity and provide feedback toward improvement

Mutually Reinforcing Activities
that amplify the engagement and effort of a broad group of stakeholders

Continuous Communication
that enables trust, includes many voices and leads to efficiency

Backbone Support
that drives the work of the broader partnership and brings capacity to the above conditions



Strategy

Our Data Strategy – Measuring What Matters

Evidence-based decision making requires all participating stakeholders to agree on the ways success will be measured and reported, with a short list of common indicators identified and used for learning and improvement (see the Roadmap on page 5 for SBRT’s core indicators). This, in turn, requires a data strategy that supports the collection, aggregation and analysis of common indicators, and supports the ability to relate outcomes to key service delivery data for the purposes of continuous improvement.

SBRT must be able to track and report along a complete data spectrum. At one end of the spectrum is aggregate summary data representing population-level progress. This Vision to Action report and the Baseline Report that preceded it represent our efforts to collect and visualize several sets of data that provide an overall picture of the well-being of our children and youth. At the opposite end of the spectrum is identified individual-level data. Individual-level data is needed to assess needs and track services and resources of each and every child – to ensure the right kids get the right supports at the right time.

Over the past twelve months, SBRT has worked with technology consulting firm Exponent Partners to develop a “Blueprint” for building a Collective Impact Data Environment (CIDE). A CIDE connects historically fragmented data sets in education, health, after school programming, and general human services through the intentional linking of existing databases. We are currently raising financial support to build out the first phase of the Blueprint at a few sites in the zone.

In the meantime, we are excited to partner with the mayor’s office and the Department of Education on piloting the use of Worker Connect at four schools in the SBRT zone. Worker Connect is a data sharing tool that has allowed city workers to view data captured across several city agencies to break down the siloes of information and services and better support families in a comprehensive and coordinated fashion. Lessons learned from this pilot will serve to strengthen our overall data strategy and be incorporated in the above-mentioned Blueprint.

Our Structure – Organizing for Impact

With a bold vision guiding us and ideas of what success will look like clearly defined, SBRT has created a tiered structure to inform key decisions at several levels and to ensure best practices are being implemented throughout our zone in a collaborative, coordinated fashion. The “Accountability Structure,” as it is called, is essentially an organizational framework that defines work flows and decision-making processes. The SBRT Accountability Structure includes:

- **Stakeholder Table**

A forum intended to inform and engage the entire community in the work of the initiative via quarterly meetings and regular communication. All stakeholders – young people, families, practitioners, government employees, business owners, elected officials, and others – are invited and encouraged to join the Stakeholder Table.

Strategy

- **Leadership Council**

A smaller group comprised of senior leaders from multiple sectors that meet bimonthly to provide strategic direction. SBRT is benefitting from engaged involvement and support from executives from education, government, health care, higher education, nonprofit, and philanthropy.

- **Co-Backbone Organizations**

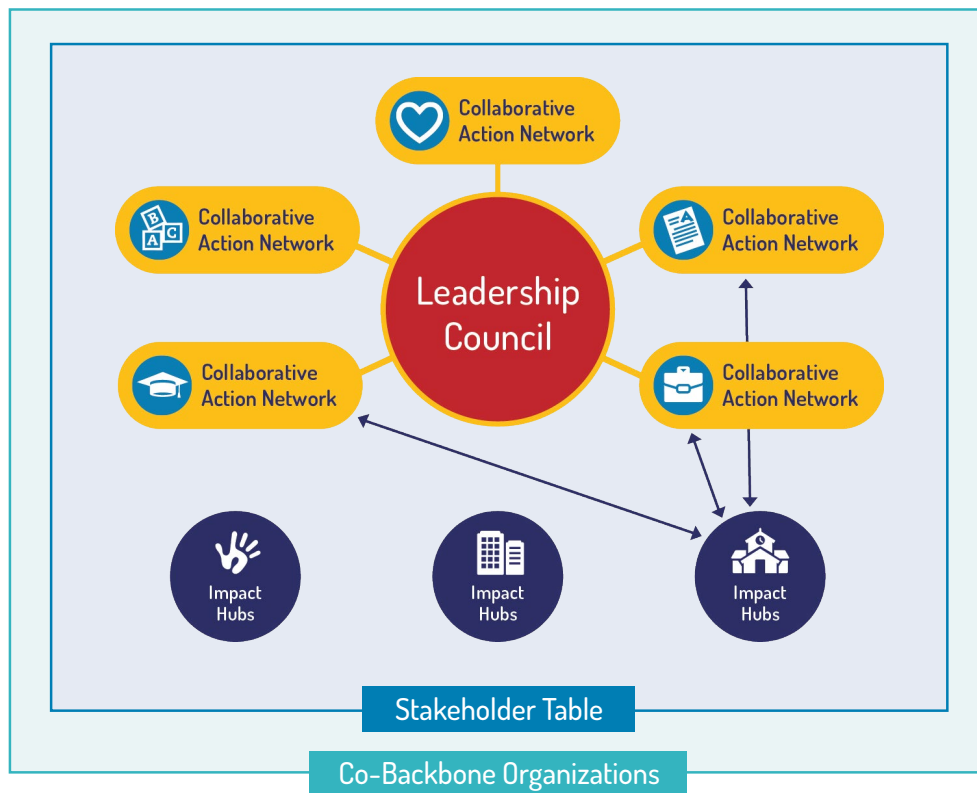
The Children’s Aid Society and Phipps Neighborhoods are serving as the backbone to convene partners and build infrastructure around communications, engagement, measurement, and sustainability.

- **Collaborative Action Networks (CANs)**

Groups of cross-sector stakeholders that work together on achieving a key outcome, using individual- and community-level data to continuously improve practices and get results over time. They 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 tangible results. CANs identify and promote the practices and activities that will move our key indicators in the right direction.

- **Impact Hubs**

Physical sites throughout the SBRT zone where data-driven planning, comprehensive services and interventions take place – community schools, early childhood facilities, community centers and affordable/public housing developments are some of the types of sites that serve as SBRT Impact Hubs. Impact Hubs feature a comprehensive set of services and the capacity to identify/understand the needs of individual children, youth, and families and connect them to the right services at the right time. By implementing the solutions developed by CANs, they ensure that – in addition to the systems-change work we know is required – the day-to-day experience on the ground for children, youth, and families is transformed.



Action

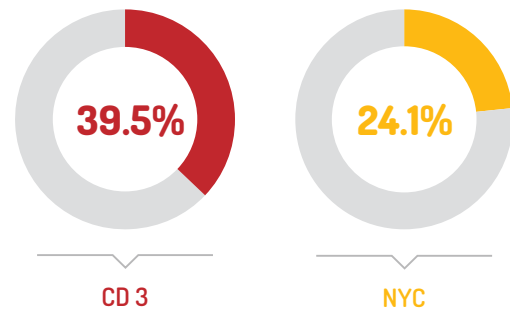
Moving from Vision to Action

The shared vision, common metrics, and collaborative structures described above come together to position SBRT to achieve results for children and youth, especially when tackling challenges that no one partner could solve on their own. One such challenge – chronic absence from school – provides a helpful example that illustrates how SBRT has moved from vision to action with our partners in the South Bronx.

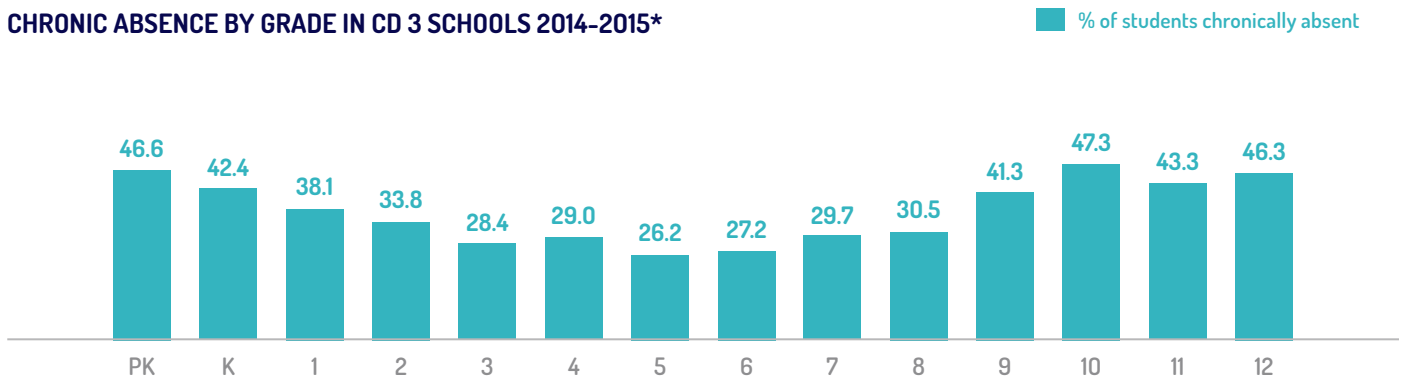
Members of our All Succeed in School CAN and All Graduate from High School Ready for College and Career CAN came to a critical realization early in their work together: we will not be able to impact academic outcomes significantly or sustainably until we improve the chronic absence rates in our community. Chronic absence, which Attendance Works (attendanceworks.org) defines as when students miss at least ten percent 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 of school. Because the root causes of chronic absence in our community range from students suffering from asthma to feeling unsafe in their neighborhoods or being disengaged with the school curriculum, it was important that we included a broad representation of partners to understand the issues and devise solutions.

As we show in chart on the right and later in this report, the chronic absence rate in our South Bronx zone during the 2014–2015 year was over fifteen percentage points higher than the New York City average from kindergarten through twelfth grade – nearly two out of five of our students missed a month or more of school last year.

After we disaggregated the data, however, a closer look at the chronic absence numbers revealed key insights. While no one was surprised by the high rates of absenteeism among teens, the patterns of our youngest students were shocking to many. As the chart below depicts, more than a third of kindergarten and first-grade students in our zone are chronically absent.



CHRONIC ABSENCE BY GRADE IN CD 3 SCHOOLS 2014–2015*



*Includes the 39 district schools for which we have data
Source: NYC Department of Education

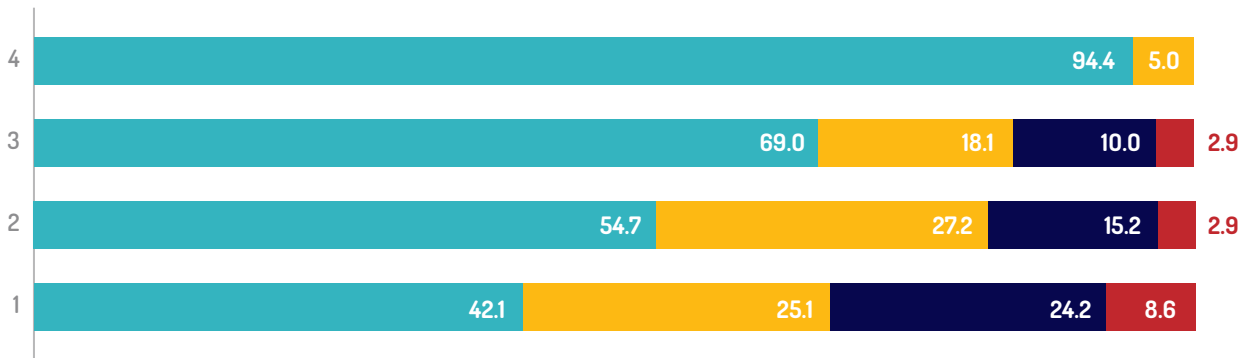
Action

This made clear that our collaborative action would need to include a focus on all three levels of schools (elementary, middle, and high) and to equip our schools and their partners to regularly review their own data to target interventions toward students in all grades with chronic absence patterns. Working with seventeen school-community partnerships that self-selected to participate in the initiative this year, we have helped them to strengthen their attendance teams, provide mentors to their chronically absent students, and connect community resources to identified needs.

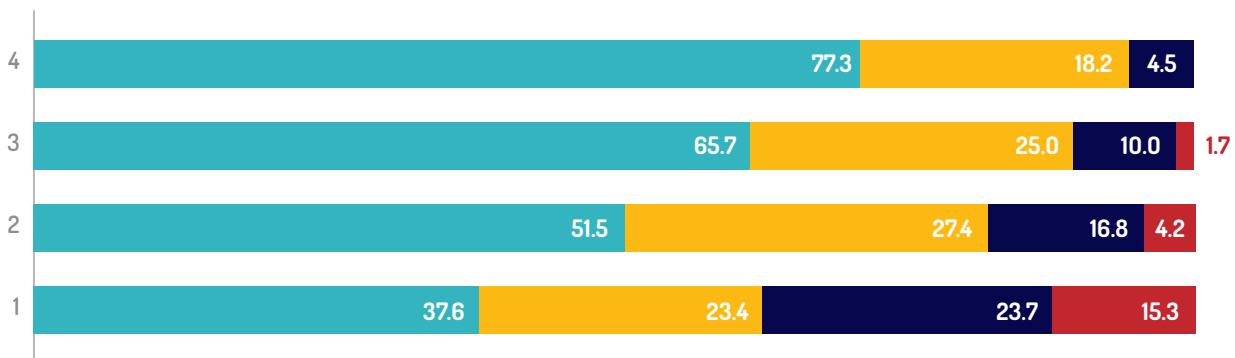
An analysis of the relationship between attendance and test score performance validates our decision to focus on chronic absence in the short term. The charts below demonstrate that students in our zone who scored above proficient (Level 4) in third-grade English and eighth-grade math last year attended school much more frequently than their peers who scored well below proficient (Level 1).

Good At Risk Chronically Absent Severely Chronically Absent

ABSENCE PATTERNS DISAGGREGATED BY 3RD GRADE ELA PROFICIENCY 2014-2015



ABSENCE PATTERNS DISAGGREGATED BY 8TH GRADE MATH PROFICIENCY 2014-2015



There are additional ways we have disaggregated chronic absence data – by race/ethnicity, gender and English Language Learner status – that we have not included in this report but which will be available on our website alongside similar analyses for the other SBRT goals, as available. In the pages that follow, we provide a summary of the collaborative action projects each of our active CANs have planned and are implementing, in addition to some of the data that informed their thinking.



A core belief held by SBRT stakeholders is that healthy children and youth are better learners. When one considers that the Bronx lags behind every other county in New York State on several measures of wellness, the need for strategies that address multiple determinants of health becomes instantly clear.

2016 Focus:

ASTHMA-RELATED EMERGENCY ROOM VISITS AND HOSPITALIZATIONS

Asthma is a chronic inflammatory lung disorder that usually requires long-term treatment and management. In the Bronx, asthma is the most common cause of hospitalization for children under 15 years of age and is a leading cause of school absences. Children under 5 years of age, in particular, are being treated in hospitals due to high prevalence of asthma in this community.

CORE INDICATOR

Asthma-related Emergency Room Visits*

Asthma-related Hospitalizations*

GOAL SNAPSHOT

IN THE SBRT ZONE*:

HIGHEST
RATE OF EMERGENCY ROOM CARE VISITS IN THE CITY FOR CHILDREN UNDER 5

2ND HIGHEST
RATE OF HOSPITALIZATIONS IN THE CITY IN THE CITY FOR CHILDREN UNDER 5

2ND HIGHEST
RATE CITYWIDE OF SCHOOL-AGE CHILDREN WITH PERSISTENT ASTHMA

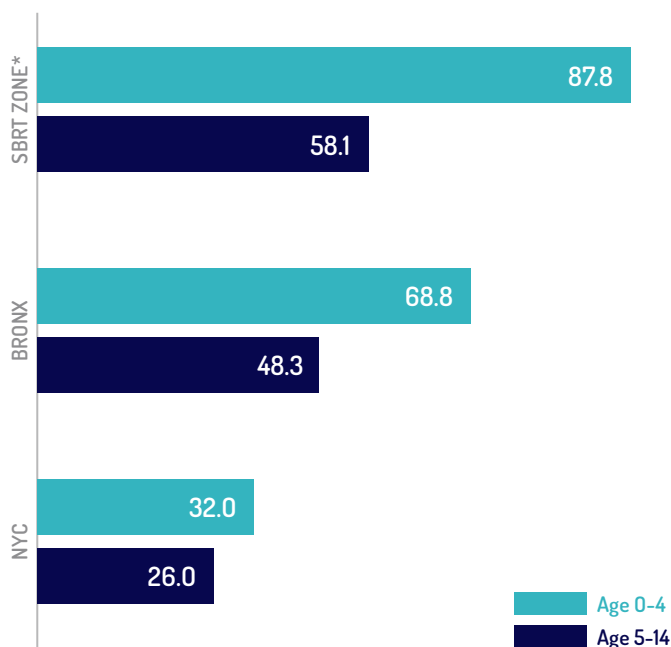
Children under age 15 in the SBRT zone **received emergency room care or were hospitalized for asthma at more than double the rate than their peers across NYC**

*SBRT Zone is United Hospital Fund (UHF) 42, which is a broad region that includes the Morrisania and Highbridge neighborhoods; data specific to Community District 3 are not available
Source: NYC Environment & Health Data Portal

Contributing Indicator: Childhood Obesity
*priority in 2016

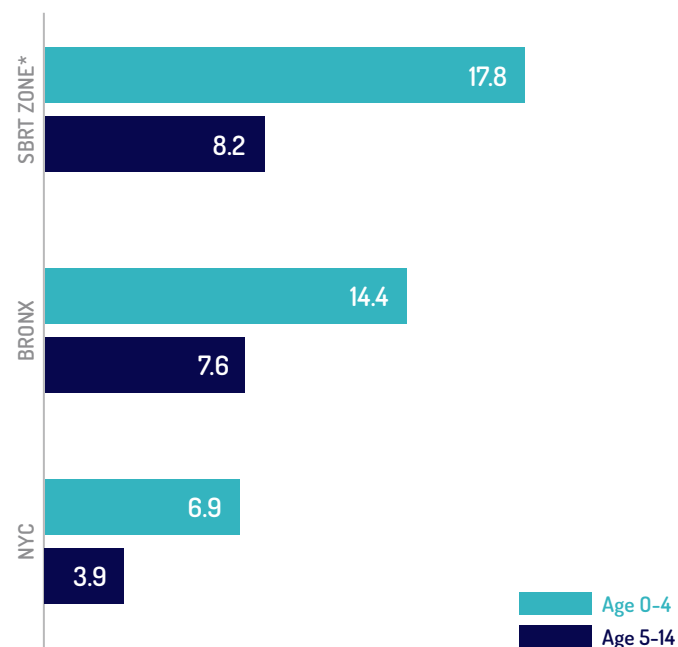
ASTHMA EMERGENCY DEPARTMENT VISITS 2014

(Per 1,000)



ASTHMA HOSPITALIZATIONS 2014

(Per 1,000)



*SBRT Zone is United Hospital Fund (UHF) 42, which is a broad region that includes the Morrisania and Highbridge neighborhoods; data specific to Community District 3 are not available
Source: NYC Environment & Health Data Portal

WHAT WE ARE WORKING ON IN 2016:

• Demonstration Project: Improving Home Environments

The All are Healthy CAN recognized the higher rates of asthma hospitalizations, especially among our youngest children, and is committed to identifying and spreading interventions that improve the indoor environments they spend the most time in – their homes. The CAN has designed a building-wide strategy that engages landlords and tenants on asthma management and pest control

Project components include:

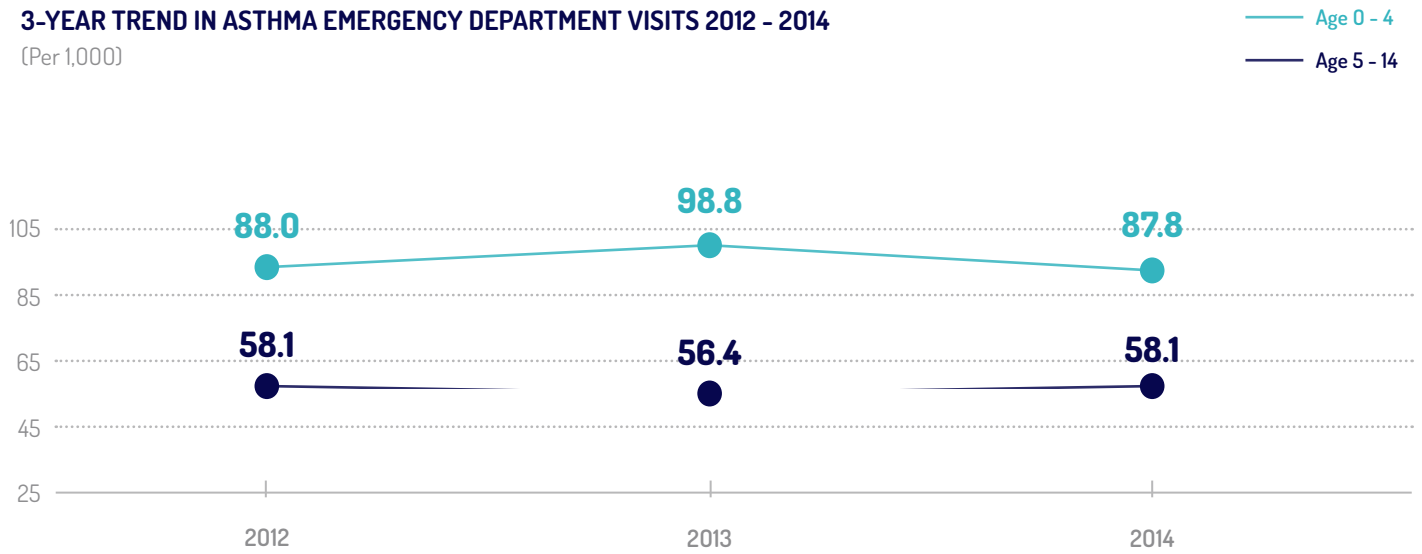
- Mapping and layering data sets – including reports of pests, building violations, and elementary school chronic absence rates – to identify asthma “hot spots” in the community (completed 2015)
- Organizing and educating tenants about asthma management with community health workers and health educators

• SBRT-Aligned Partner Work

#Not62 is a collaborative effort led by Bronx Health REACH, the Bronx borough president’s office, the NYC Department of Health and Mental Hygiene’s Bronx District Public Health Office, Montefiore Medical Center, and the CUNY Institute for Health Equity at Lehman College. The goal of #Not62 is to improve strategic health outcomes for Bronx residents by 2020 around positive health behaviors, access to clinical care, social-economic factors, and the physical environment. SBRT is involved with piloting new community engagement with #Not62 in Morrisania.

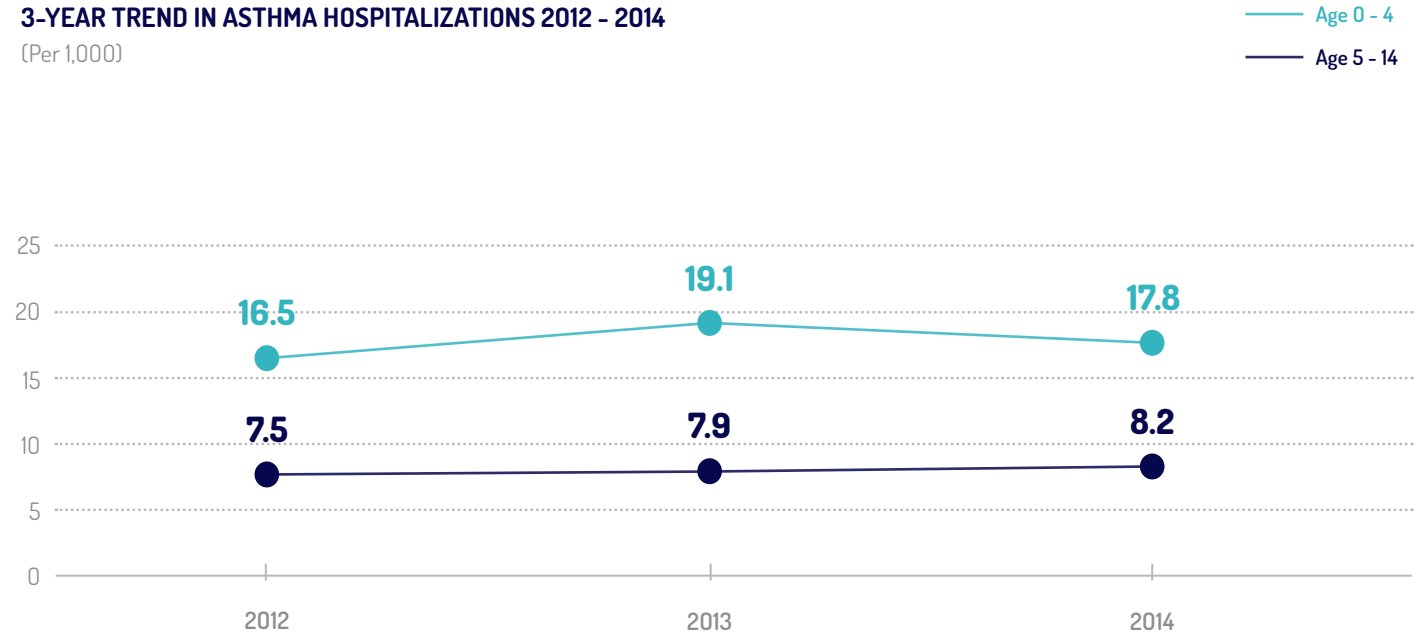
3-YEAR TREND IN ASTHMA EMERGENCY DEPARTMENT VISITS 2012 - 2014

(Per 1,000)



3-YEAR TREND IN ASTHMA HOSPITALIZATIONS 2012 - 2014

(Per 1,000)



*SBRT Zone is United Hospital Fund (UHF) 42, which is a broad region that includes the Morrisania and Highbridge neighborhoods; data specific to Community District 3 are not available
Source: NYC Environment & Health Data Portal



GOAL 2

All are Ready for Kindergarten

A substantial body of local and national research underscores the important role early education plays in ensuring children (and their families) are ready for kindergarten. While SBRT is determined to create and connect opportunities for children and youth at every stage of their development, it is evident that a strong start in the earliest years of life leads to a successful first year of school and sets the stage for future academic and life success.

2016 Focus:

ENROLLMENT IN EARLY EDUCATION

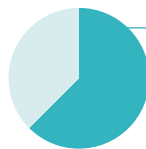
The first five years of life are when children form the essential foundation in cognitive, physical, and social-emotional skills that support a successful start in school. SBRT is committed to understanding and eliminating the barriers families experience in accessing opportunities for learning and healthy development in the early years.

CORE INDICATOR

Enrollment in Formal Early Education*

GOAL SNAPSHOT

ONLY HALF of 3- and 4-year olds in the SBRT zone are **enrolled in formal early education programs**
49.4%



While Latino children represent **two-thirds** of the population in CD 3,

ONLY 42.3% OF THEM ARE ENROLLED

Source: Keeping Track Online, Citizens' Committee for Children

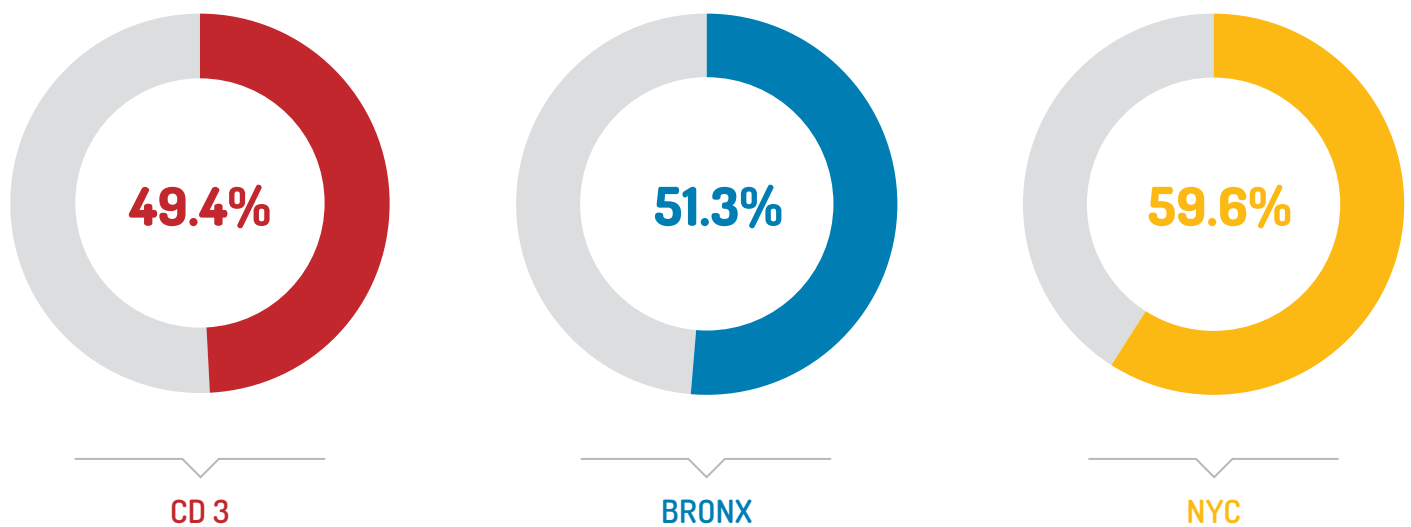
*priority in 2016

1 Increasing Access to Early Education

The cross-sector CAN working on this goal has initiated a community-wide campaign on the importance of formal early childhood education. The objectives are to broadly communicate the link between early education and future success, and to pave the way for families to enroll their children in the growing number of programs and centers across the zone.

EARLY EDUCATION ENROLLMENT

2011 - 2013 (3-Year Averages)



Source: Keeping Track Online, Citizens' Committee for Children

KEY ACTIVITIES TO DATE:

Hosted a focus group of early childhood and child welfare practitioners to identify the barriers families face and the structural challenges with which providers are wrestling

Surveyed families in the zone to understand the perceptions and attitudes about early childhood programs

Created shared communications materials (e.g., flyers and posters) and leveraged community events to facilitate collaboration among providers and publicly demonstrate the shared commitment to the effort

WHAT WE ARE WORKING ON IN 2016:

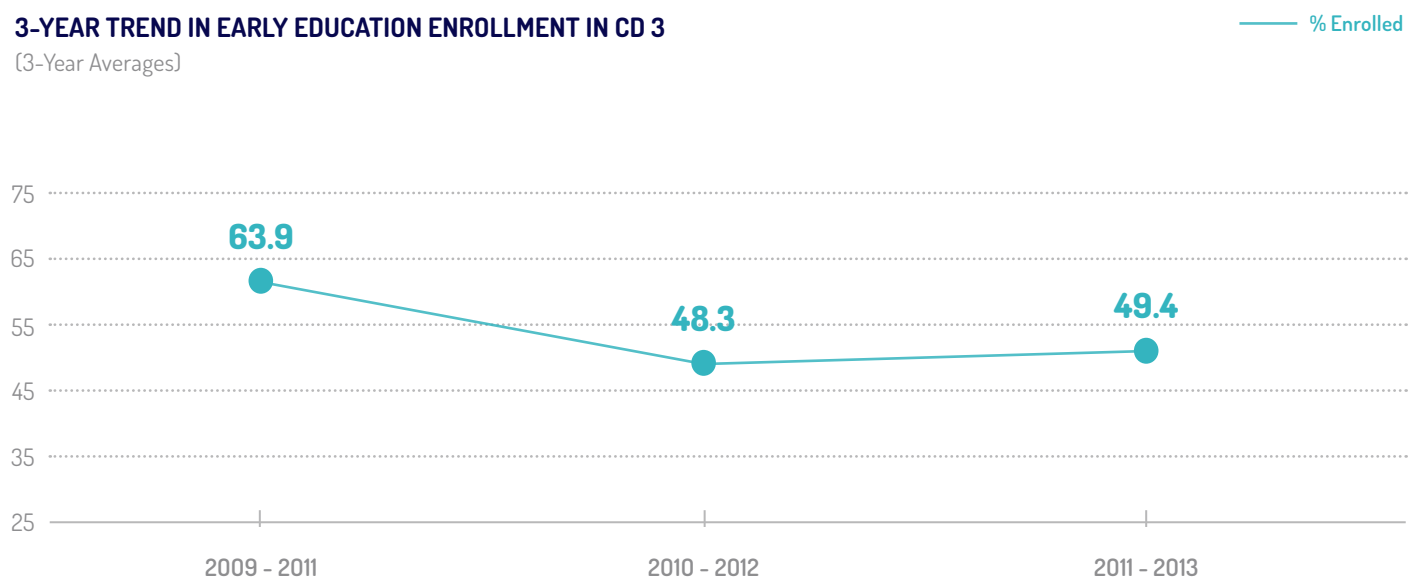
- Exploring ways to share outreach opportunities for providers in the zone to engage children and families
- Considering how to coordinate enrollment and waitlist information among providers to ensure all available slots are utilized

2 Early Years Collaborative

SBRT is excited to partner with the NYC Children's Cabinet on the Early Years Collaborative (EYC) – an initiative that builds capacity to improve outcomes for young children in two communities – Brownsville and the South Bronx. SBRT was selected as the Community Convener for the South Bronx and is leveraging its relationships with providers in the zone in support of school readiness. Aligned with the SBRT theory of action, the EYC is training teams of early childhood practitioners in a proven method of continuous improvement to implement small-scale changes that lead to ambitious aims that could not be achieved by any individual organization working alone.

3-YEAR TREND IN EARLY EDUCATION ENROLLMENT IN CD 3

(3-Year Averages)



Source: Keeping Track Online, Citizens' Committee for Children

KEY ACTIVITIES TO DATE:

In partnership with key staff from the Administration for Children's Services and Department of Health and Mental Hygiene, planned the initiative and recruited local community-based organization partners

Convened early childhood experts to develop and refine a diagram of primary and secondary drivers that lead to school readiness for all South Bronx children

Hosted a day-long professional development session led by the Institute for Healthcare Improvement to learn the Plan, Do, Study, Act (PDSA) method and establish improvement aims

WHAT WE ARE WORKING ON IN 2016:

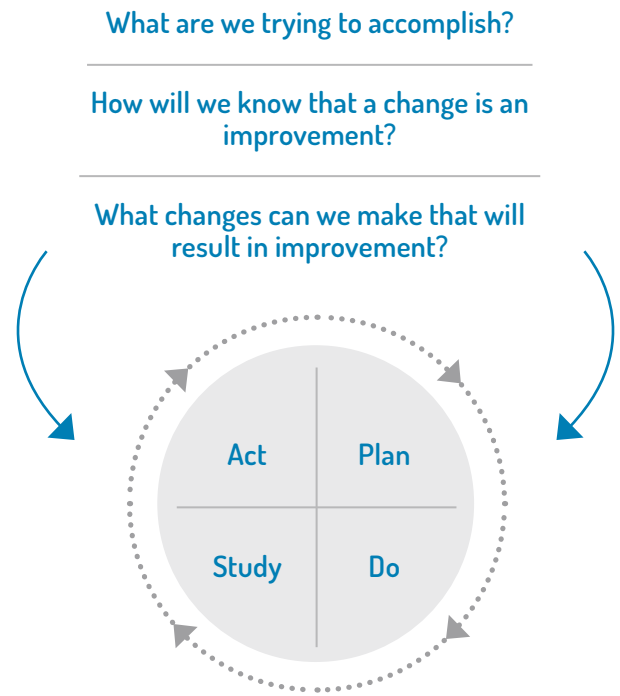
- Supporting more than a dozen improvement teams throughout the zone as they implement improvement cycles via monthly coaching calls and resource sharing
- Connecting improvement teams to cross-sector partners in the zone who can provide comprehensive supports for children and families, in support of their aims
- Interviewing elementary school partners in the zone to define measures of kindergarten readiness
- Identifying and communicating structural challenges providers face to the Children's Cabinet to inform policy changes citywide

“Plan, Do, Study, Act” Framework

The Early Years Collaborative is using a “Plan, Do, Study, Act” framework for continuous improvement:

This approach is helping us to define:

- Shared, measurable aims – What are we trying to accomplish and by when?
- Measures of the aims– How will we know we are making progress towards the aims?
- Strategies for achieving the aims– What changes can we make that will result in progress towards the aims?



Source: Associates in Process Improvement

3 New Early Literacy Programming at Impact Hubs

Impact Hubs are the physical sites throughout the SBRT zone where data-driven planning, comprehensive services, and interventions take place – places like community schools, community centers, and affordable housing developments. Recognizing how critical parent-child reading is for a child’s developing language skills, SBRT’s Impact Hub partners are adding meaningful literacy-focused activities for young children and their parents.

KEY ACTIVITIES TO DATE:

At the Phipps Houses Crotona Park West development, created a Family Reading Room to provide access to books; a safe, literacy-rich environment; and parent education programming for families with young children

The Morrisania branch of the New York Public Library became an SBRT Impact Hub and is offering supplemental literacy kits, partnership with universal pre-K, and homeless shelters as well as workshops for families

WHAT WE ARE WORKING ON IN 2016:

- Pilot Impact Hubs in early childhood education sites, including comprehensive services and interventions



GOAL 3

All Succeed in School

Success in school is obviously important in preparing children for a bright future. SBRT’s geographic region includes 60 schools and numerous community organizations that serve students from kindergarten through high school. There are many programs and services being provided throughout that continuum and SBRT is focused on improving practice across all schools in the following priority areas:

2016 Focus:

EARLY GRADE LITERACY

Students who are behind in their English language skills by the end of third grade are likely to experience difficulty keeping up academically in later grades across the curriculum. After third grade, all subjects (English, math, science, social studies, etc.) require students to read and write well in order to be successful.

CORE INDICATOR

Proficiency in English Language Arts standards by 3rd grade*

MIDDLE SCHOOL NUMERACY

Algebra, which students typically study by the end of middle school, is a prerequisite for high school math courses like geometry and calculus. It is also a strong predictor of how prepared a student will be for higher education and success in the workforce.

CORE INDICATOR

Proficiency in mathematics standards by 8th grade

EARLY SUCCESS IN HIGH SCHOOL

Students who have a solid start to high school are more likely to graduate in four years, and conversely, first-year students who fail one or more classes are at high risk of eventually dropping out. Ninth grade academic performance ends up being a better predictor of graduation than eighth grade test scores.

CORE INDICATOR

Credit accumulation in first year of high school

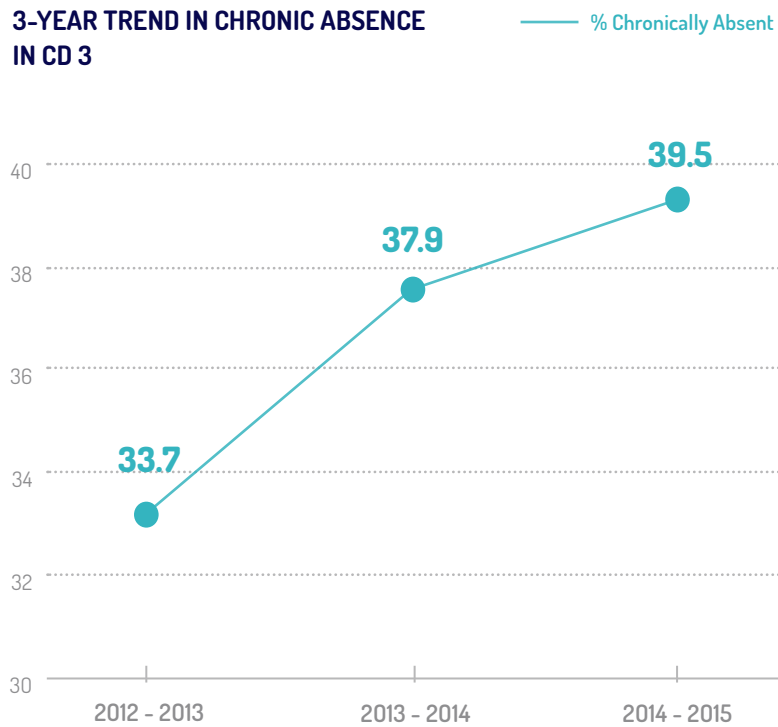
Contributing Indicator: Chronic absence*

*priority in 2016

1 Attendance Improvement

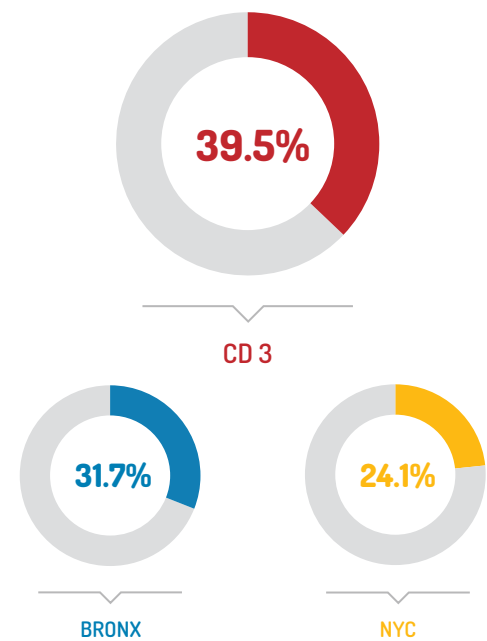
The CAN focused on the All Succeed in School goal recognized right away that we would not see meaningful academic improvement unless we first addressed the high rates of chronic absence in the South Bronx. Over a third of our students are chronically absent – that is, they miss at least a month or more of school annually for any reason. Our data analysis confirmed our assumption that many high schoolers are missing tremendous amounts of instruction and additionally revealed that our youngest students are also frequently absent.

3-YEAR TREND IN CHRONIC ABSENCE IN CD 3



CHRONIC ABSENCE 2014 - 2015

% Chronically Absent



Source: NYC Department of Education

Please note: Bronx and NYC data may not necessarily include charter schools; CD 3 data include both charter and district schools

KEY ACTIVITIES TO DATE:

In partnership with the NYC Department of Education, hosted a Chronic Absence Summit in July 2015 for all zone schools and their community partners to understand the issue, analyze data and plan for the 2015-2016 school year

Joined the national Attendance Awareness Month movement in September 2015. Bronx Borough President Rubén Díaz, Jr. issued a proclamation commemorating the event

Established a learning community of 17 "All In" school-community partnerships that are receiving ongoing professional development and other support. This cohort met in November 2015 and in January 2016 to craft plans and discuss best practices

Curated and disseminated a Chronic Absence Toolkit

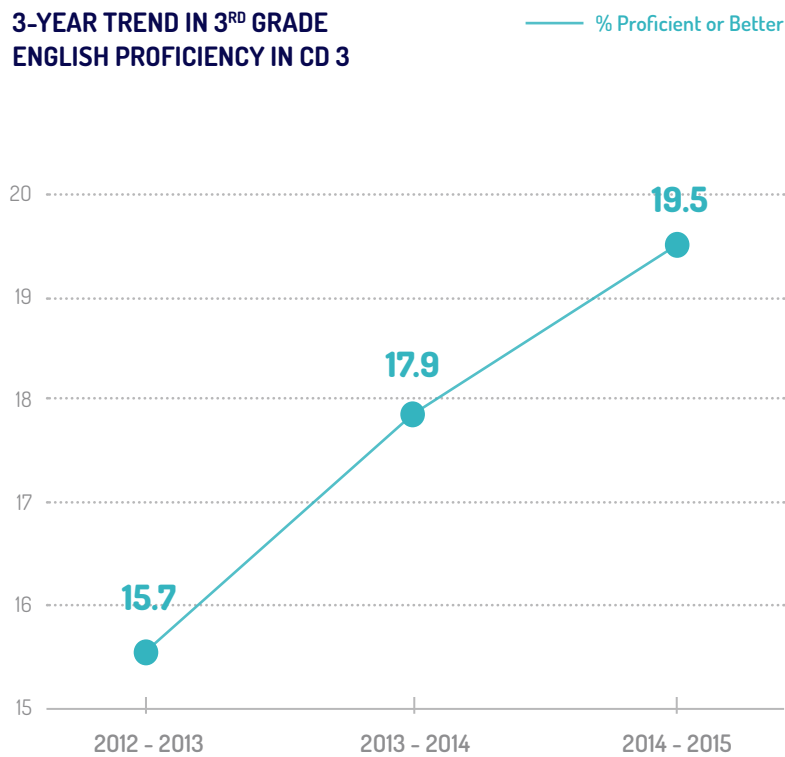
WHAT WE ARE WORKING ON IN 2016:

- Support "All In" partnerships as they implement their plans, with particular emphasis on analyzing data, building effective attendance teams, and creating a culture of attendance in schools and at home
- Celebrate improvement and share successful practices via regular convenings, toolkits, and social media

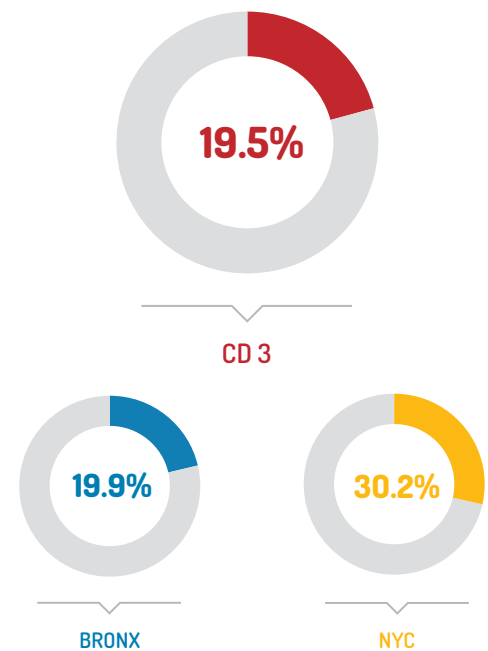
2 Bright Spots: Third-Grade Reading

With the chronic absence work underway, the CAN is also focusing time and attention on understanding the factors and practices that lead to successful early literacy, as measured by proficiency in English Language Arts by third grade. It is a critical year to build literacy skills because in third grade, the curriculum shifts from “learning to read” to “reading to learn.” Third-grade ELA scores are low across New York City, but students in our zone are generally performing below the citywide average. That said, there are some schools that are demonstrating progress and success in this area, and we aim to share their lessons across the region.

3-YEAR TREND IN 3RD GRADE ENGLISH PROFICIENCY IN CD 3



3RD GRADE ENGLISH PROFICIENCY 2014 - 2015
% Proficient or Better



Source: NYC Department of Education
Please note: Bronx and NYC data may not necessarily include charter schools; CD 3 data include both charter and district schools

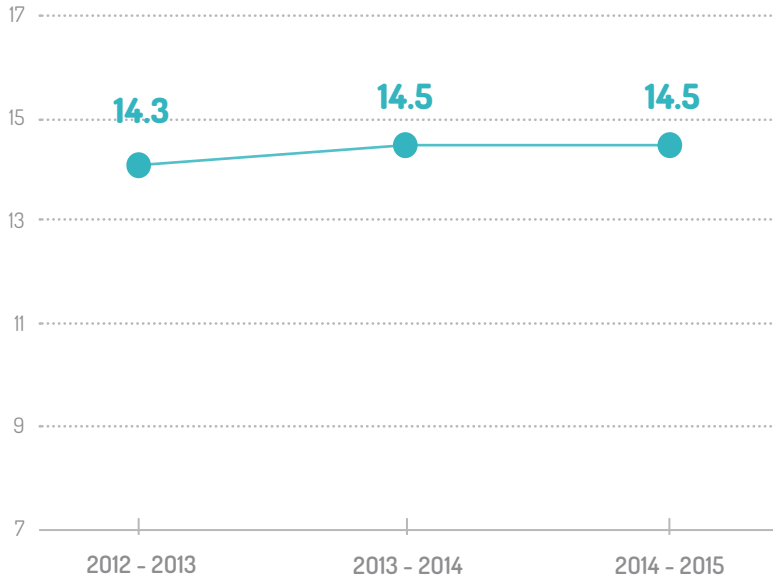
WHAT WE ARE WORKING ON IN 2016:

- Interviewing school personnel, partner staff, and families to document effective practices
- Developing a toolkit, public service announcement, and other tools to communicate with the broader community
- Planning a Bright Spot Forum to recognize successful and improving schools

Contributing Indicators

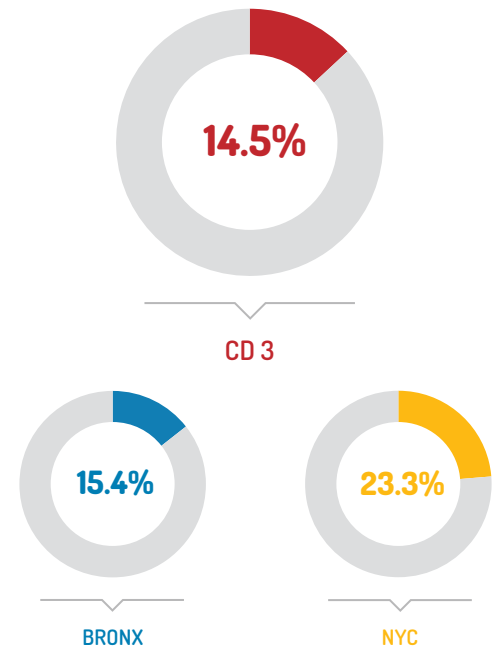
3-YEAR TREND IN 8TH GRADE MATH PROFICIENCY IN CD 3

— % Proficient or Better



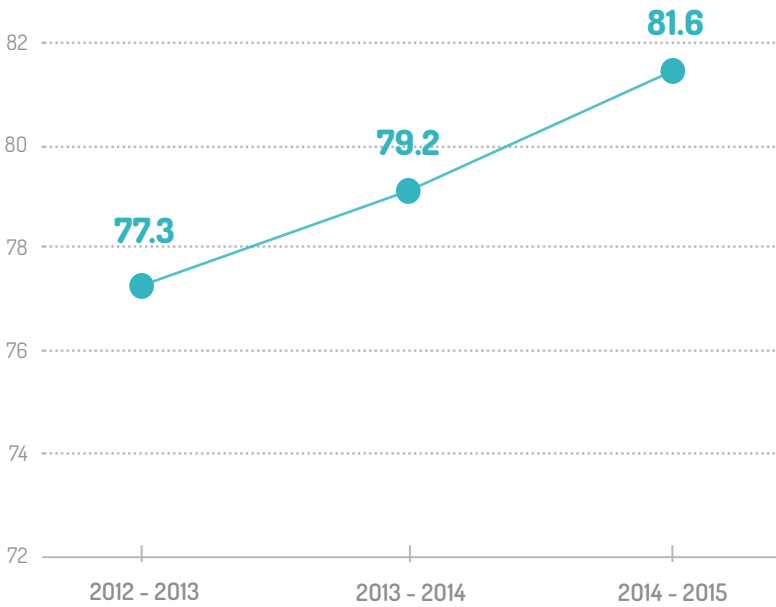
8TH GRADE MATH PROFICIENCY 2014 - 2015

% Proficient or Better



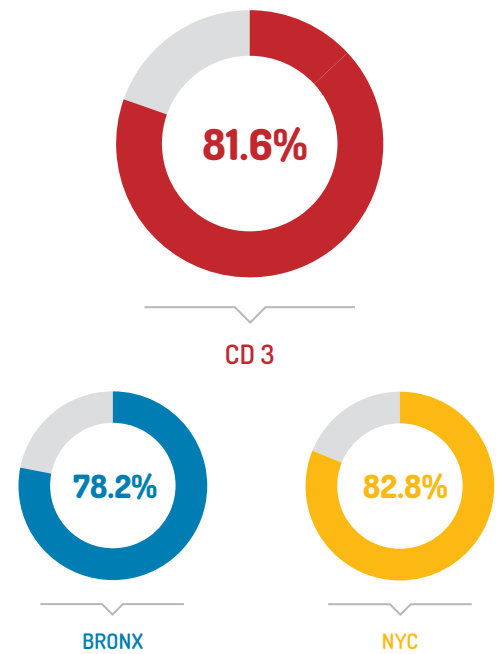
3-YEAR TREND IN 9TH GRADE CREDIT ACCUMULATION IN CD 3

— % On Track (10+ Credits)



9TH GRADE CREDIT ACCUMULATION 2014 - 2015

% On Track (10+ Credits)



Source: NYC Department of Education
Please note: Bronx and NYC data may not necessarily include charter schools; CD 3 data include both charter and district schools



GOAL 4

All Contribute Positively to the Community

An essential part of transforming the South Bronx into a community of infinite opportunity is ensuring that all of our stakeholders make meaningful contributions to the community and participate fully in civic life. Those who live and work in the South Bronx should be actively engaged both in supporting one another through volunteerism and also in shaping and informing policies that impact the community.

2016 Focus:

VOTER TURNOUT

Low voter turnout is usually attributed to political disengagement and the belief that voting will do little to affect public policy or change the day-to-day experiences of people's lives. SBRT is interested in increasing the voter turnout of all CD 3 residents, and is especially focused on making it a habit among its youngest voters. Young people who take part in elections early in their lives are more likely to carry this behavior through adulthood.

CORE INDICATOR

Voter Turnout

KEY ACTIVITIES TO DATE:

Partnered with the Center for Bronx Nonprofits to host a panel discussion in December 2015 on increasing voter engagement in the South Bronx

Representatives from Community Votes, Generation Citizen, the New York Immigration Coalition, and the NYC Campaign Finance Board provided concrete suggestions on how to promote civic engagement generally and voting in the 2016 elections specifically

GOAL SNAPSHOT



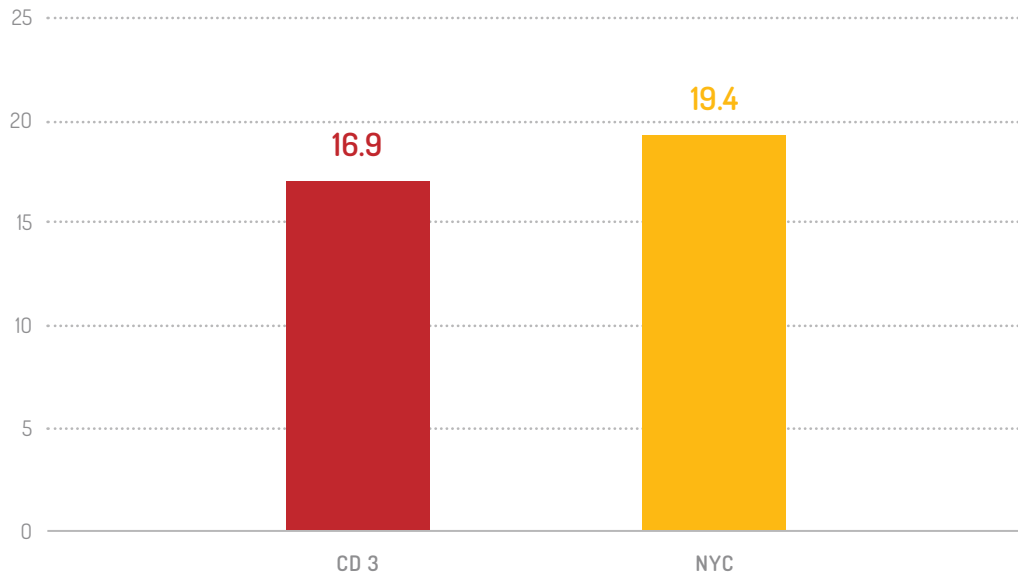
HIGHER PERCENTAGE
OF VOTERS WHO VOTED AT
LEAST ONCE IN THE THREE
YEARS PRIOR



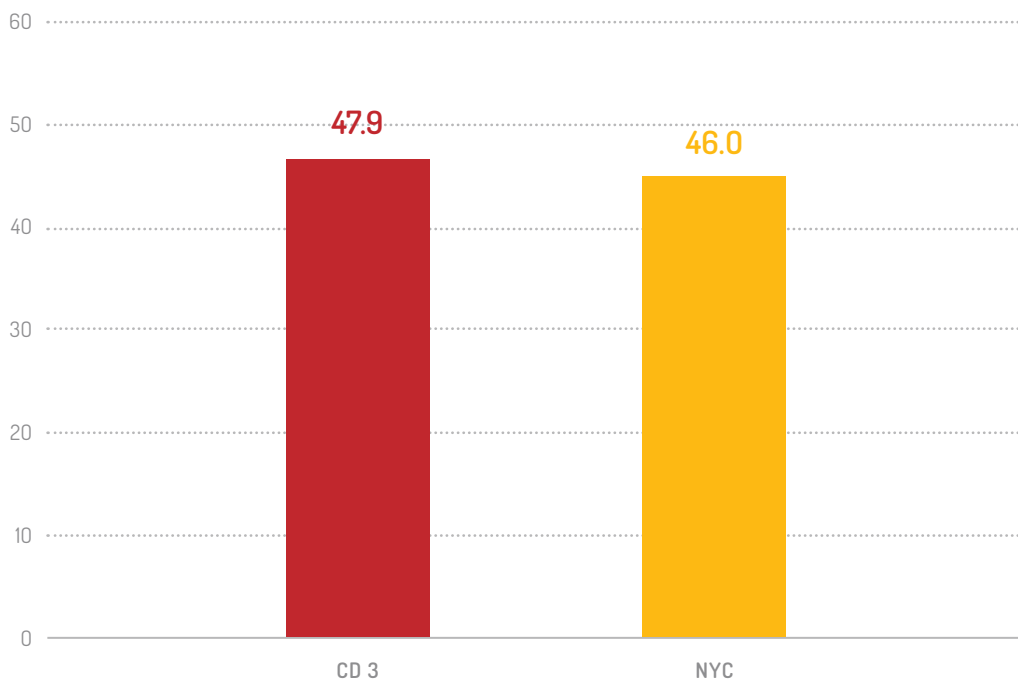
LOWER TURNOUT
THAN CITY AVERAGE

This goal is not currently a priority for SBRT

% OF ELIGIBLE VOTERS - VOTER TURNOUT IN 2014



% OF ELIGIBLE VOTERS WHO VOTED AT LEAST ONCE IN THE LAST 3 YEARS



Source: DATA2GO.NYC



GOAL 5

All Graduate High School Ready for College and Career

The importance of completing high school cannot be overstated. Graduates earn considerably more over their lifetimes than those without a high school diploma and are generally more likely to succeed in college, career, and life. While high school graduation rates have increased steadily across the country and in New York City in recent years, it is critical that we additionally ensure our youth graduate with the skills, attitudes and resources to succeed in college and the workforce. SBRT is working on ensuring:

2016 Focus:

ON-TIME GRADUATION

This measure tracks the number of students who earn a local or Regents diploma by August of their fourth year in high school. This does not include those who earned a special education diploma or GED.

CORE INDICATOR

Four-year High School Graduation

FAFSA COMPLETION

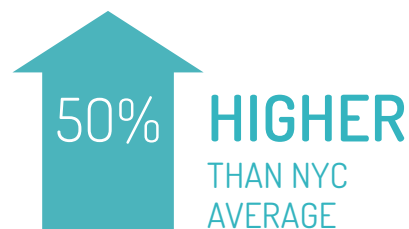
The Free Application for Federal Student Aid, or FAFSA, is a standard form completed by students every year to determine eligibility for financial aid. FAFSA completion is also a strong predictor of college enrollment and persistence.

CORE INDICATOR

FAFSA Completion*

GOAL SNAPSHOT

CD 3 has a 50% higher chronic absence rate in high school than the NYC average.



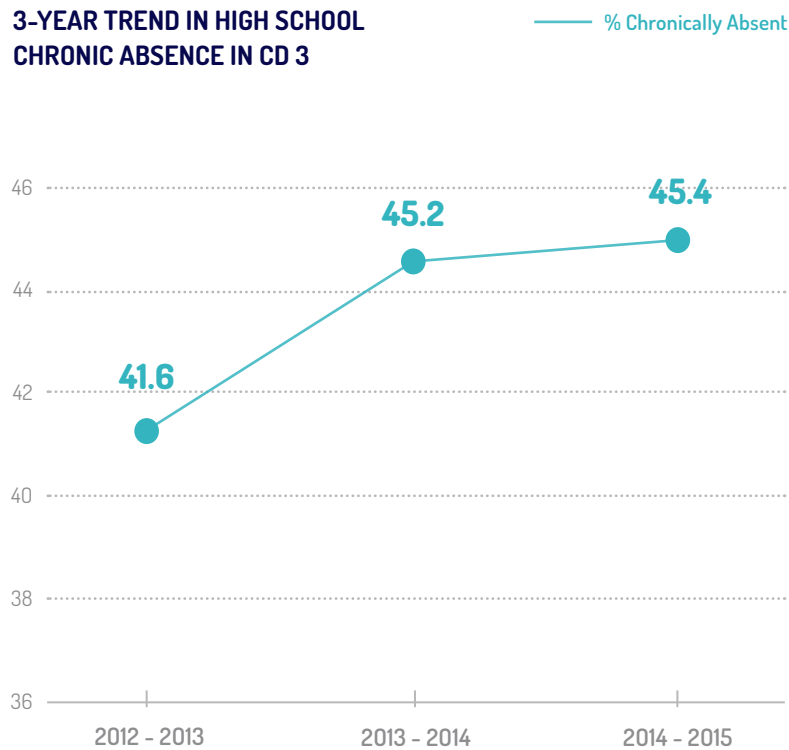
Contributing Indicators: Credit Accumulation, College Readiness*, and Chronic Absence*

*priority in 2016

1 Attendance Improvement

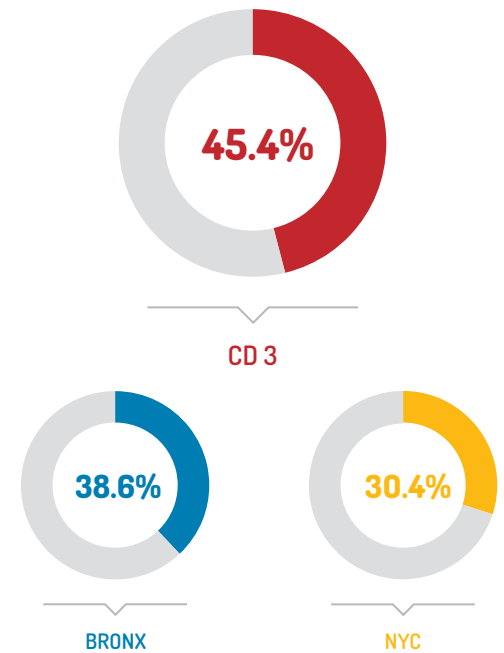
Due to the high rates of chronic absence at all school levels and particularly in high school, the CAN for this goal is participating in the Attendance Improvement work described earlier on page 20.

3-YEAR TREND IN HIGH SCHOOL CHRONIC ABSENCE IN CD 3



HIGH SCHOOL CHRONIC ABSENCE 2014 - 2015

% Chronically Absent



Source: NYC Department of Education

Please note: Bronx and NYC data may not necessarily include charter schools; CD 3 data include both charter and district schools

WHAT WE ARE WORKING ON IN 2016:

Bright Spots: College Readiness

The NYC Department of Education tracks every school's College Readiness Index, the percent of students who earn a Regents diploma in four years and meet CUNY's academic standards for college readiness (i.e., those who will not require remediation). The CAN is carrying out the following:

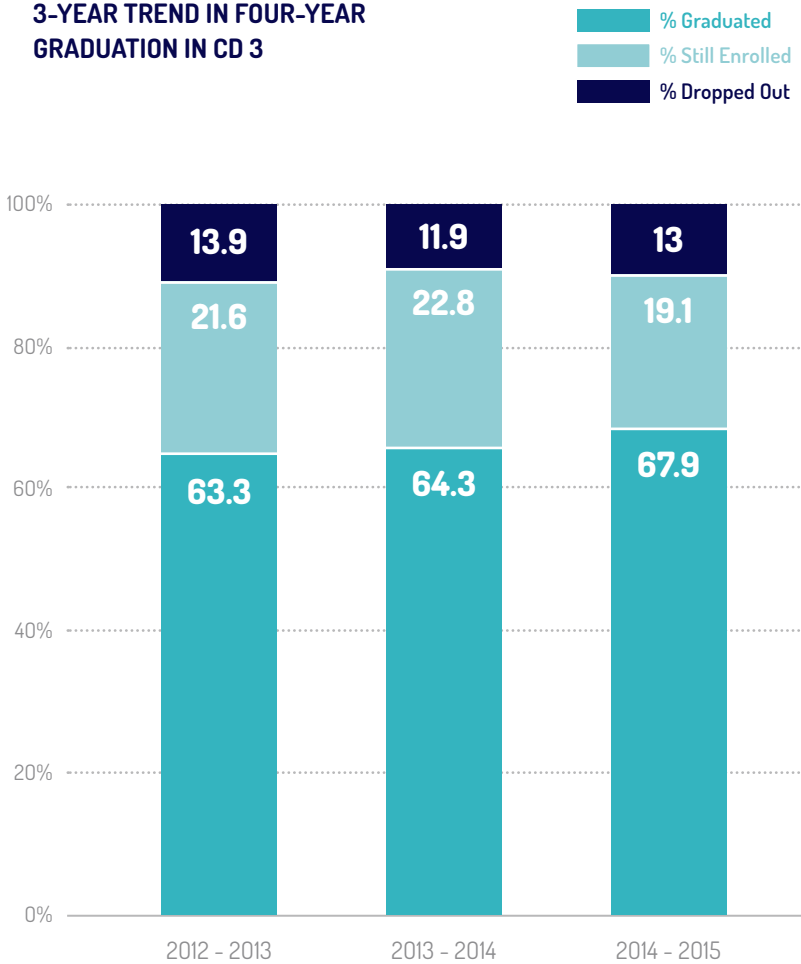
- Reviewing the data of each high school in the zone and exemplary schools outside of the zone with similar populations
- Identifying community partners with success providing college and career readiness programs
- Interviewing school and partner staff to document practices that lead to results
- Developing a toolkit to share the information broadly
- Planning a Bright Spot Forum to recognize exemplary leaders/practices and attract attention to the issue

FAFSA Completion Campaign

The CAN has prioritized FAFSA completion in 2016 in order to encourage and support students, families, school staff, and partners to increase the total number of submitted applications and improve the percentage of applications completed correctly and on time. Components of this effort include:

- Strengthening our data by getting 100% of our high schools to add themselves to the FAFSA registry
- Connecting community partners with demonstrated success on FAFSA completion to schools in the SBRT zone
- Participating in Proof Point Day, a national campaign that highlights first-generation college-goers and graduates, and encourages FAFSA completion

3-YEAR TREND IN FOUR-YEAR GRADUATION IN CD 3



FOUR-YEAR GRADUATION 2014 - 2015

CD 3*

13.0%

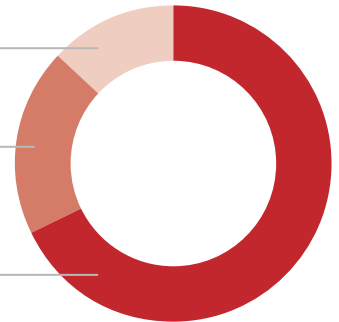
DROPPED OUT

19.1%

STILL ENROLLED

67.9%

GRADUATED



BRONX

13.1%

DROPPED OUT

22.7%

STILL ENROLLED

61.8%

GRADUATED

NYC

9.0%

DROPPED OUT

18.7%

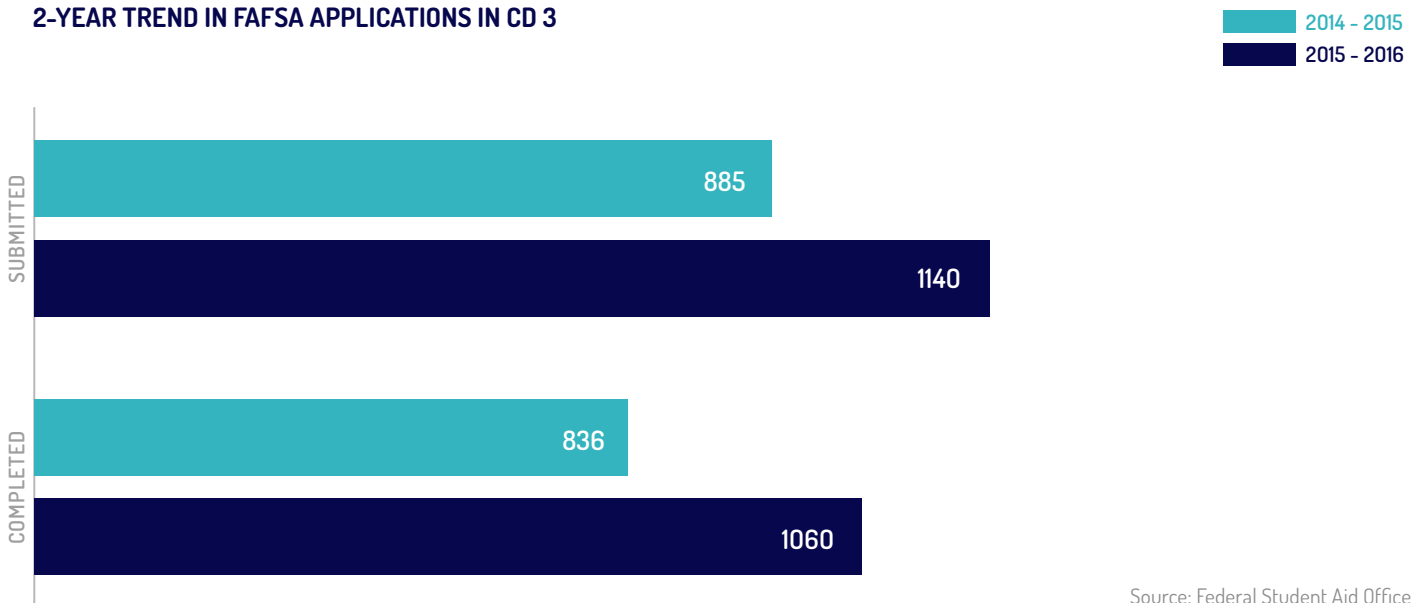
STILL ENROLLED

70.5%

GRADUATED

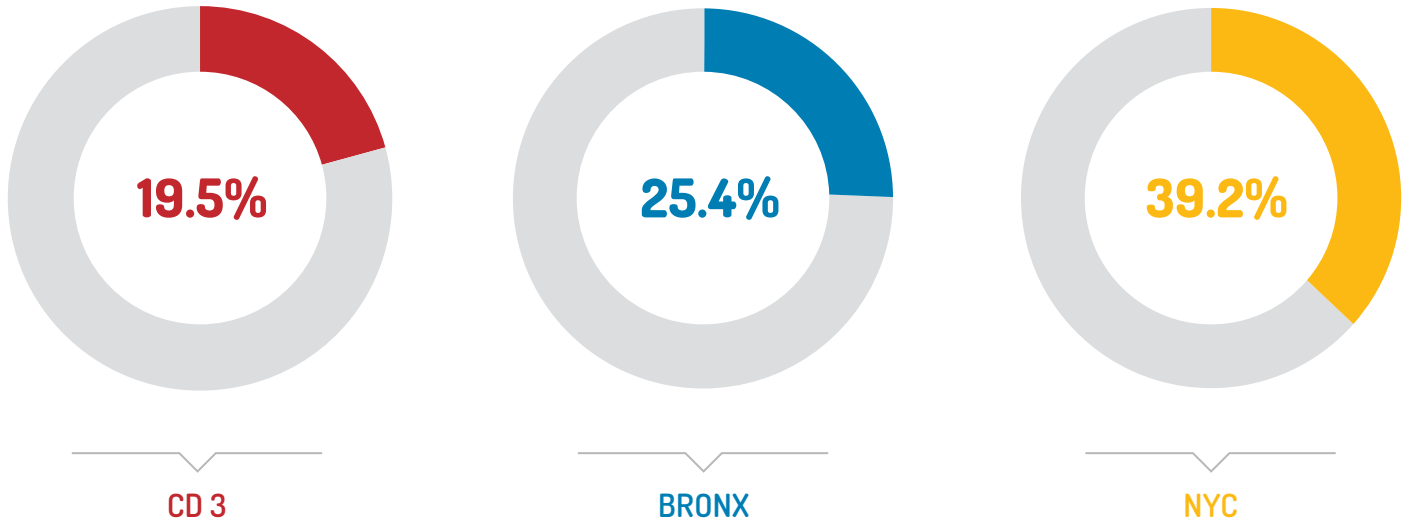
Source: NYC Department of Education

2-YEAR TREND IN FAFSA APPLICATIONS IN CD 3



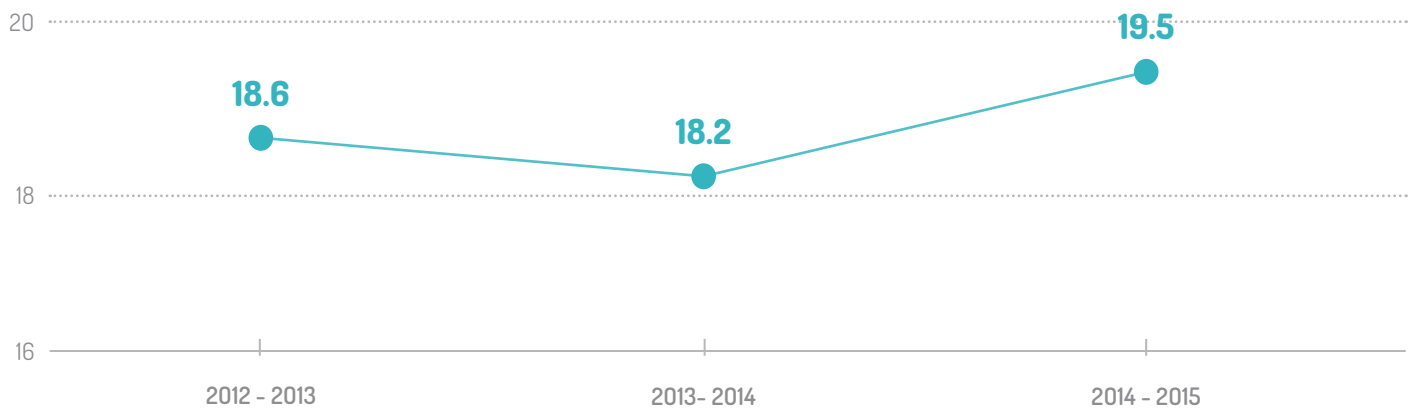
Source: Federal Student Aid Office

COLLEGE READINESS INDEX 2014 - 2015



3-YEAR TREND IN COLLEGE READINESS IN CD 3

College Readiness Index



Source: NYC Department of Education
Please note: Bronx and NYC data may not necessarily include charter schools; CD 3 data include both charter and district schools



GOAL 6

All Attain a Post-Secondary Degree/Credential

Many have observed the increasing value of post-secondary degrees and credentials and the growing inadequacy of a high school education in the twenty first century job market. In addition to the positive long-term economic impact of a two-year or four-year college degree or certificate, post-secondary credentials are linked to improved health and social outcomes. The Lumina Foundation reports that while the number of Americans with degrees has increased slightly over the last few years, African Americans and Latinos still lag behind.

2016 Focus:

POST-SECONDARY ENROLLMENT AND PERSISTENCE

SBRT continues to track rates of students' enrollment and persistence in a post-secondary program eighteen months after completing high school. A post-secondary program is defined by the NYC Department of Education as a two- or four-year college, vocational program, or public service.

CORE INDICATOR

Post-secondary enrollment and persistence

GOAL SNAPSHOT

While post-secondary persistence rates have improved slightly across NYC over the last three years, rates for high schools in CD 3 have decreased over the same period.



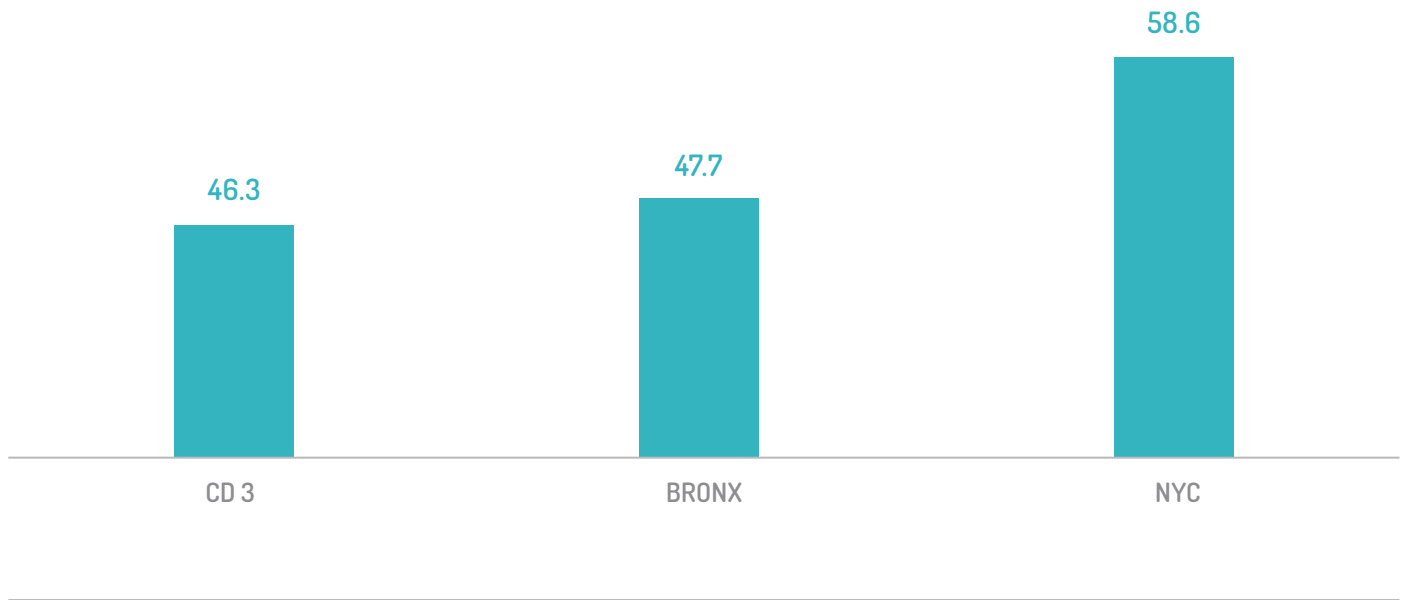
NYC
INCREASED
OVER THREE YEARS



CD 3
DECREASED
OVER THREE YEARS

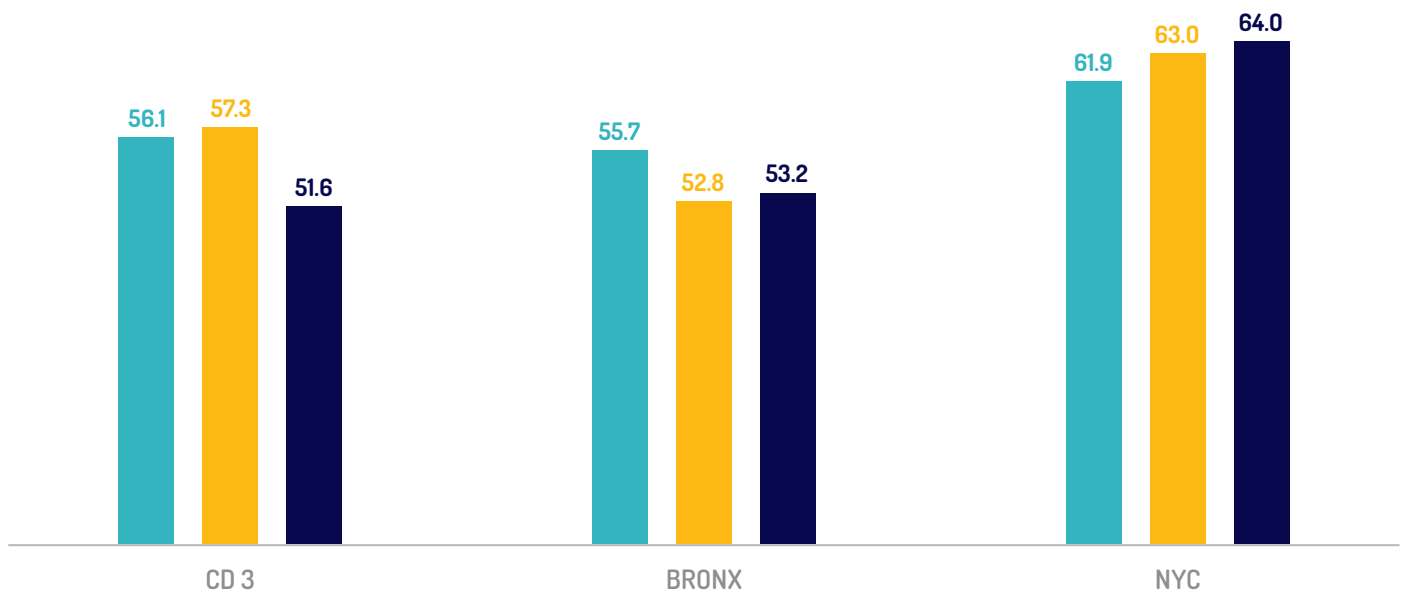
This goal is not currently a priority for SBRT, in part to avoid duplicating efforts being undertaken by the Bronx Corridors to College initiative at Hostos Community College, in which SBRT and several of its partners participate.

2014-2015 ENROLLMENT – 6 MONTHS AFTER HIGH SCHOOL



POST SECONDARY ENROLLMENT – 18 MONTHS AFTER HIGH SCHOOL

% of Graduates in a Post Secondary Program



Source: NYC Department of Education
Please note: Bronx and NYC Data may not necessarily include charter schools; CD 3 data include both charter and district schools



GOAL 7

All Begin a Career

At the end of the South Bronx Rising Together Roadmap is an important marker of a young person's launch to adulthood – employment. We recognize there are many ways to get on the path to self-sustainability, and that post-secondary education is an essential tool that may precede, coincide and/or follow a young person's career exploration and employment.

2016 Focus:

YOUTH EMPLOYMENT

The benefits of youth employment are well-documented. It not only provides young people opportunities for learning responsibility and to build and practice work habits, but also enables them to pursue academic and non-academic interests in different settings and with a broader network of youth and adults

CORE INDICATOR

Youth Unemployment*

GOAL SNAPSHOT

20% of New York City's young adult population is **neither in school nor working**

THIS INCLUDES:

38%

officially unemployed

37%

those not working for family-care reasons

24%

not in the labor force for other reasons, including discouragement

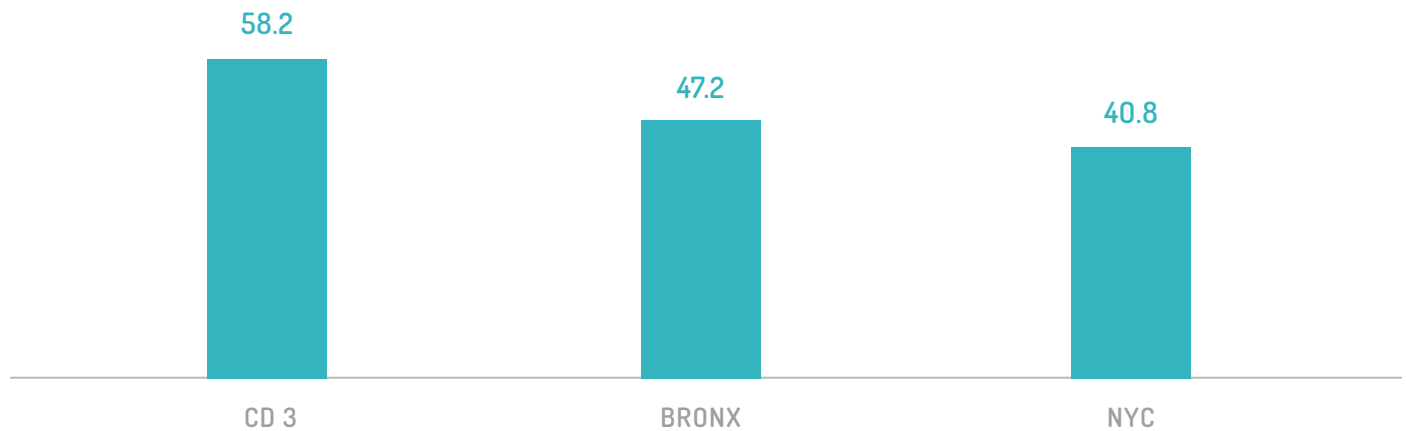
Source: JobsFirstNYC

*priority in 2016

1 Bridging Youth and Employers

The All Begin a Career Collaborative Action Network has implemented an effort to connect with a broad range of employers in order to understand the factors that do and do not lead to employing young people in the zone. Similarly, we have created opportunities to hear directly from youth about their experiences with seeking and securing employment. We are interested in mapping out the skills that make young people attractive to employers and determining the systems and improvements to systems that are needed for youth – both those in school and out of school – to get on a career path.

UNEMPLOYMENT 2013 AGES 16 - 19



Source: Keeping Track Online, Citizens' Committee for Children

KEY ACTIVITIES TO DATE:

Co-hosted with MLK SUNY ATTAIN Lab a job fair at Hostos Community College that attracted over 50 employers and 250 job seekers and included a series of career readiness workshops in the preceding weeks

Conducted guided interviews with employers to identify the attitudes, concerns and challenges they have regarding employing young people – especially youth of color

WHAT WE ARE WORKING ON IN 2016:

- Hosting a series of focus groups with diverse groups of young people that will deepen our understanding of their perspectives on employment and how best they can be supported
- Mapping and recruiting partners in and out of the zone that provide mentoring, which we believe to be a critical component of career readiness and exposure

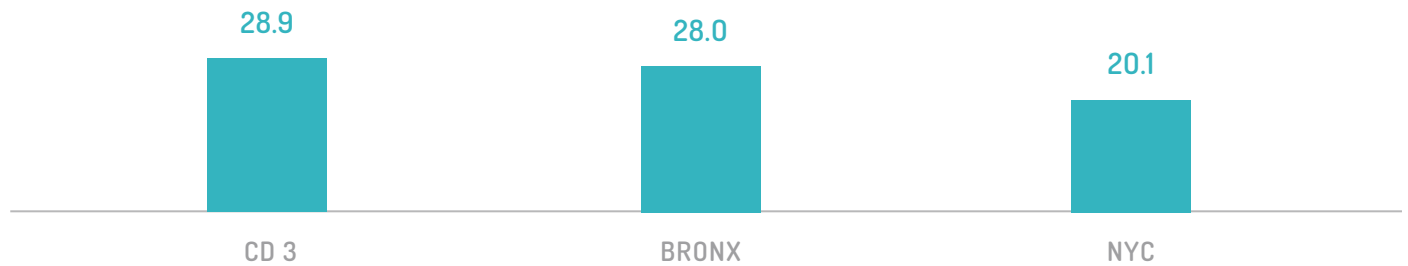
2 Summer Employment

New York City's Summer Youth Employment Program is the largest publicly-funded program of its kind in the country, and it employs close to 4,000 young people in the SBRT zone. The Collaborative Action Network is keenly aware of the importance of SYEP to the youth and families in our community – it is an important opportunity to expose young people to the world of work and careers, and for some participants, a critical stream of revenue that helps families make ends meet. We aim to identify practices that make the experience more meaningful for youth and employers.

3 SBRT-Aligned Partner Work

The Knowledge House partnering as the Bronx Digital Pipeline with Hostos Community College and Per Scholas to develop pathways into technology jobs for out-of-school and out-of-work young adults in the Bronx by leveraging technology tools and a collective impact approach to connect to existing training programs and the city-wide job opportunities available in the technology industry.

UNEMPLOYMENT 2013 AGES 20 - 24



Source: Keeping Track Online, Citizens' Committee for Children

WHAT WE ARE WORKING ON IN 2016:

- Partnering with SYEP contractors and placement organizations/sites to strengthen the experience of participants and support long-term employment outcomes, starting with a pilot in summer 2016.
- Creating a pipeline to additional employment opportunities through mentorship and our growing network of partners

Get Involved

We are excited about the progress we are making as a community, but to realize our shared vision of a South Bronx of infinite opportunity, **we need your help!**

Partner with us

If you are:

A parent/caregiver or resident in the community

- Volunteer at a local school, library, or service provider in activities such as reading, mentoring, or tutoring
- Serve on school- or community-based advisory or governance committees

A young person in the community

- Get involved in your school's or local community center's youth leadership activities

A service provider

- Join a Collaborative Action Network (email us at info@risingtogether.org)
- Make your site an SBRT Impact Hub, offering comprehensive supports to youth and families
- Inform SBRT of your successes and challenges and how we can support your goals

A member of the business community

- Hire our young people
- Partner with our schools and community partners to provide year-round learning experiences for our teens and young adults

A funder

- Ask your grantees in the community how their efforts are connected to goals and outcomes in this report
- Invest in programs/services in the community as well as in the capacity-building strategies (continuous improvement, shared measurement, communications, etc.) that ensure quality, results, and sustainability

To request copies of the SBRT Vision To Action Report:

Visit our website at risingtogether.org to download the PDF file

Send an email to info@risingtogether.org to request additional hard copies

Learn more

For more information on SBRT and to sign up for regular updates, see our website: risingtogether.org

Attend our quarterly Stakeholder Table Meetings to inform our work and network with others in the community

Connect with us

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- The many individuals that compose our **Collaborative Action Networks** for their energy, ideas, and dedication
- **Citizens' Committee for Children of New York, DATA2GO.NYC, JobsFirstNYC, NYC Department of Education, NYC Department of Health and Mental Hygiene, and US Department of Education** for the statistical information presented in this report



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