Newark GradNation Summit: Expanding Educational Pathways for Disconnected Youth
Presentation Outline

• Overview of NCLC and GradNation Campaign

• Snapshot of NPS High School Cohort (2011)

• Emerging Themes from Qualitative Data

• Conclusions
Newark City of Learning Collaborative (NCLC)

- Grad Nation Summit is convened under the auspices of the Newark City of Learning Collaborative (NCLC)
  - The NCLC is a multi-sector citywide network
  - Goal is to increase the percentage of residents with postsecondary degrees, certificates and high quality credentials to **25% by 2025**
  - Translates to over 51,000 postsecondary degree holders in the City of Newark by 2025
Conceptual Framework

9th – 12th

Postsecondary

Strategy 1: High school – career

25% of residents with postsecondary degree, certificate and credential

Targeted populations

Strategy 2: Re-engaging and retain (disconnected youth/adult learners)

Economic Development

Strategy 3: Attract and retain
Reaching the goal: 25% by 2025

Addressing critical data:

- 4,000 high school leavers
- 15.1% of Newark resident have less than a 9th grade education*
- 14.2% have some level of secondary education, but did not complete (this does not factor whether they received a GED)*

Almost 30% of Newark residents have less than a high school degree

- 17% of Newark residents hold associates degree or higher

*Percent of 25+ Population (Estimates 2008-2012)
Shared Agenda

1. Build awareness of the broader issues

2. Encourage and support the needs of targeted population (disconnected youth)

3. Align educational systems, programs and services

4. Support college readiness initiatives

5. Bridge education to the workforce
“Snapshot of a NPS Cohort”
### Overview of 2011 Ninth Grade Cohort of Students Enrolled in Newark Public Schools

#### Student Enrollment

- **Male Enrollment**
  - Black – 770 (28%)
  - Hispanic – 475 (17%)
  - White – 125 (21%)

- **Female Enrollment**
  - Black – 777 (29%)
  - Hispanic – 401 (15%)
  - White – 116 (4%)

- **NPS Students Enrolled in 9th Grade in fall of 2011**
  - 2,695

#### Free Lunch Status

- **Receive Free Lunch**
  - 71% of all students
  - 70% of Black males
  - 72% of Hispanic males
  - 56% White males

#### 8th NJASK Scores

- **8th Grade NJASK Scores**
  - 45% of all students are Partially Proficient in Reading and 61% in Math
  - 60% and 73% Black Males
  - 43% and 56% Hispanic Males
  - 20% and 28% White Males

#### Learning Disability

- **Specific Learning Disability**
  - 12% of all students
  - 15% of Black males
  - 15% of Hispanic males
  - 11% of White males

#### Graduation Rates

- **Spring 2014 Graduation Rates**
  - 1,507 Students or 56% of Students Graduated Four Years Later in spring 2014
  - 47% of Black males
  - 50% of Hispanic males
  - 65% of White males
  - 60% of Black females
  - 70% of White females
  - 64% of Hispanic females

  For Students that did not complete school in four years
  - 9% of Students Moved to another public school outside district
  - 8% of Students are Projected to Graduate in the Spring of 2015
  - 3% Transferred to Alternative adult education
  - 12% Dropout-Reason unknown

#### Specific Learning Disability

- **12% of all Students**
  - 10% of Black females
  - 8% of Hispanic females
  - 8% of White males

- **Spring 2014 Graduation Rates**
  - 1,507 Students or 56% of Students Graduated Four Years Later in spring 2014
    - 47% of Black males
    - 50% of Hispanic males
    - 65% of White males
    - 60% of Black females
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<td>2.</td>
<td>School leavers were enrolled in leading community based organizations’ educational programs from around the city</td>
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<td>3.</td>
<td>Our ultimate goal is to survey over 200 school leavers in Newark to better understand the challenges they face and existing gaps in services</td>
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8th Grade NJASK Reading Score

- Advanced
- Proficient
- Partially

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<tr>
<th>Group</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially</th>
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<tr>
<td>Black Male (596)</td>
<td>2%</td>
<td>37%</td>
<td>61%</td>
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<tr>
<td>Hispanic Male (381)</td>
<td>3%</td>
<td>53%</td>
<td>43%</td>
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<tr>
<td>White Male (94)</td>
<td>4%</td>
<td>75%</td>
<td>20%</td>
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<tr>
<td>Black Female (583)</td>
<td>4%</td>
<td>50%</td>
<td>45%</td>
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<tr>
<td>Hispanic Female (324)</td>
<td>3%</td>
<td>62%</td>
<td>34%</td>
</tr>
<tr>
<td>White Female (97)</td>
<td>16%</td>
<td>68%</td>
<td>15%</td>
</tr>
<tr>
<td>All Students (2,096)</td>
<td>4%</td>
<td>50%</td>
<td>45%</td>
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Out-of-School Suspension, by Race/Ethnicity & Gender, 2009 Cohort of Students

- **Males**
  - Black males: 32%
  - Hispanic males: 13%
  - White males: 11%

- **Females**
  - Black females: 22%
  - Hispanic females: 13%
  - White females: 9%

**Counts:**
- Black males: 770
- Hispanic males: 475
- White males: 125
- Black females: 777
- Hispanic females: 401
- White females: 116
NPS Student Outcomes, 2009 Cohort of Students (n=2681)

Graduated: 1,507
Did Not Graduate: 951
Projected for 2015 Graduation: 223
Why Do Students Leave NPS, 2009 Cohort of Students

- Leavers Due to Social Challenges: 409
- Moved or Transferred: 534
- Entered State Treatment Educational Program: 4
- Death: 2
Breakdown of Issues School Leavers Face, 2009 Cohort of Students (n= 409)

- Incarceration: 24
- Physical, mental, emotional disability: 2
- Dissatisfied w/ School: 43
- Economic: 10
- Married or pregnant: 4
- Reason unknown: 326
Last Known Zip Code of NPS School Leavers, 2009 Cohort of Students
Themes From Qualitative Data

• Increasing Graduation Rates
  • Additional academic support programs
  • Individualized student attention
  • Creating internal safe zones

• Building Community Support
  • Increased support services
  • Increasing awareness to support services

• Reasons for Leaving School
  • Academic Struggles
  • Peer to peer distractions
  • Family/personal challenges
  • Lack of mentorship/guidance
Next Steps

• Gather additional quantitative and qualitative data
• Spring Baseline Summary Report
• GIS Map of CBOs organizations that target this population
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