



MBKN

MY BROTHER'S
KEEPER NEWARK



*Driving Systemic Change
for Boys & Young Men
of Color in Newark*
**THROUGH COLLABORATION,
COORDINATION, & PARTNERSHIP**

TO OUR PARTNERS IN CHANGE

Special thanks to the Victoria Foundation for commissioning this report as well as to our other funders and partners.



The MCJ Amelior Foundation



Thank you!



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SIX KEY MILESTONES OF SUCCESS

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Message from the CEO



Robert Clark
Chief Executive Officer
Newark Opportunity
Youth Network

We Were Eight Years in Power: An American Tragedy

is a collection of essays by Ta-Nehisi Coates that opens with the writer and journalist reflecting on his traumatic experiences in

the American classroom. He confesses how being regarded as a perpetual problem left him doubting his abilities and potential.

Coates writes, “In the classrooms of my youth, I was forever a “conduct” problem, forever in need of “improvement,” forever failing to “work up to potential.” I wondered then if something was wrong with me, if there was some sort of brain damage that compelled me to color outside the lines.”

As I read his story, I am reminded of the deep wounds left when our education system fails to see the promise in every student — and why it’s so important to build systems that empower educators and agents of change to connect with the humanity of the young people they serve.

After 125 years of asking Black America to shoulder the weight of W. E. B. Du Bois’ seminal question “How does it feel to be a problem?,” our nation is overdue for a paradigm shift. A persistent framing of black students as problems to be fixed rather than a promise to be nurtured has distorted opportunities for generations. Educators, administrators and agents of change are successfully engineering more expansive, empathetic ways to engage young learners.

At the Newark Opportunity Youth Network (OYN), our mission requires us to envision and build a world where all students have the tools to solve challenges facing their communities, unencumbered by distortions that diminish their humanity. Therefore, I cherish the opportunity to draw upon 25 years of observing and addressing systems failures as a means of improving outcomes for opportunity youth in communities facing similar challenges.

We are grateful for the bold leadership of President Obama and the MBK Alliance, specifically for the design of the six key milestones that structure our report. Envisioning the complete life cycle of our youth, they constitute a welcomed paradigmatic shift, investing foundationally in equitable education but also taking care to prioritize gainful employment and safety from violent crime throughout one’s adulthood. These milestones offer us invaluable roadmaps for dismantling barriers facing boys and young men of color and they move us closer to ensuring all individuals, regardless of race, have the chance to realize their full humanity and promise.

My deepest gratitude extends to the partners who stand beside us in the learning journey that is My Brother’s Keeper. Thank you Mayor Ras Baraka, Superintendent Roger León, Charter community leaders, Essex County Executive Joseph N. DiVincenzo, Jr., and Senator Teresa Ruiz for recognizing Newark as fertile ground for collective cultivation. I also extend great thanks to our committed parents; your trust is the bedrock upon which we are able to build brighter futures for our children. Together, let us continue to shift the narrative from “the problem” to a paradigm of shared promise.

Introduction



Mark Comesañas
Executive Director
My Brother's Keeper Newark

Newark

was recently one of four cities across the country identified as a My Brother's Keeper (MBK) Model Community by President Barack Obama. While there is much for us to celebrate as a community

on the heels of this announcement, there is also much left to be done. And it is in this spirit of celebration and aspiration that we share this report titled: *Driving Systemic Change for Boys & Young Men of Color in Newark Through Collaboration, Coordination, & Partnerships*. The Newark Opportunity Youth Network (OYN), and specifically the My Brother's Keeper-Newark (MBKN) initiative, offer this report to our neighbors throughout the great city of Newark and the state of New Jersey with several goals in mind. Specifically, we hope this report will:

- **Initiate the asking of specific questions designed to help us better understand the needs of our young people, and specifically boys and young men of color.** It has been said that data often raises more questions than it answers. And I think you will find that this is overwhelmingly true of the data sets shared within this report. As you review the report it is possible you will find affirmation for things you already knew were true, may be surprised by other data sets, or may not be sure exactly how to feel about some of what is presented. But we do hope everyone will lean into asking questions of the data sets herein and share those questions with us as we look to refine the story of how our boys and young men of color are doing.

- **Foster continued collaboration, coordination, and partnership from stakeholders throughout the city.** The city currently has the capacity for robust and thriving ecosystems across education, health & wellness, workforce development, and public safety. This capacity stems from strong philanthropic support from organizations, a long and storied history of advocacy from grass roots organizations and individuals, and other stakeholders who saw it as their responsibility to ensure all Black and Brown people were able to transcend circumstance for themselves, their families, and ultimately our community. Our hope is that this report will build upon this foundation and move us closer towards ensuring positive outcomes for all of our young people.
- **Support in the setting of community goals that can guide our collective work over the next 5+ years.** It is difficult to measure progress or claim success when we're not 100% sure where we are or where we are trying to go. We hope this report will provide some baseline data for thinking about where we would like to be in the next 1, 3, 5 years and beyond. In setting these outcomes across the milestones we can better ensure alignment toward common goals for our boys and young men of color.

As a community we have had our successes, but must also ensure we are charting a path forward towards continual improvement. We believe that the 6 MBK Key Life Milestones (see next page) provide a framework for thinking about how we continue to support our young men, and all young people across our city.

SYNOPSIS

KEY LIFE MILESTONES

1. Entering School ready to learn



Entering school ready to learn is an important first step in youth's path to success both academically and beyond.

2. Reading at a 3rd grade level



Reading at grade level by the third grade is a key indicator of success later in life and may lead to challenges academically if not met.

3. Graduating from High School



Graduating from high school is an essential milestone that lays the foundation for college and career readiness.

4. Completing Post-secondary Education or Training



Completing post-secondary education or training brings youth steps closer to qualifying for the jobs and careers they desire.

5. Successfully Employed



Reaching successful employment allows for youth to not only achieve their goals but also support their families and communities — an achievement worth striving toward.

6. Remaining Safe from Violent Crime



Remaining safe from violent crime is an achievement all youth should have. And those that have already experienced the criminal justice system should receive the education, training and treatment needed to receive a second chance.



MILESTONE 1: Entering School Ready to Learn

77%

of all eligible 3-4 year old boys of color were enrolled in Newark pre-K programs in 2021-2022.

- An estimated **4,024** boys of color aged 3-4 were eligible for Pre-K in 2021-2022.
- **3,110** boys of color were enrolled in Newark Pre-K programs in 2021-2022.
- Boys of color represent **94%** of the total male enrollment.

Source: NJDOE.

Note: State-funded preschool is provided in Newark public schools, community-based child care centers, Head Start, and charter schools.

"I feel like having that connection with students could actually make you better as a person because you will have somebody to talk to."

Newark Young Person

"It was important for me to put the boys in school at 3 because I wanted them to be around other kids and to learn the importance of the classroom and to help them build structure."

Newark Parent

MILESTONE 1: Entering School Ready to Learn



“It was important for him to be in school at 3 years old because I think that’s the best age to start them. And finding the right school is important because you need to know they are getting the best education.”

Newark Parent

- **Enrollment trends:**

The share of Black boys enrolled in pre-K compared to overall male enrollment has steadily declined over the past few years, from 47% in 2017-18, to 42% in 2021-2022. In that time period, the share of Hispanic or Latino male students has grown from 44% to 50%. The overall eligible populations have not shifted dramatically enough to account for this trend.

- **Performance and assessment:**

On the Teaching Strategies GOLD assessment, the majority of pre-K students met or exceeded the benchmarks across key domains in 2020-2021 (87% Social Emotional; 83% Physical; 86% Language; 87% Cognitive; 90% Literacy; and 87% Mathematics).¹

- **Chronic absenteeism:**

On average in 2020-21, 13% of pre-K students were chronically absent. This was a significant decrease (nearly 10%) from 19-20, as a result of intentional engagement strategies deployed by OEC.

Source: Newark Board of Education’s Office of Early Childhood, “Newark Pre-K Program, Annual Report 20-21” (Note: 20-21 NPS pre-K enrollment in 20-21 was 4,199 students across 84 sites. 93% of those enrolled were students of color.

¹ The Newark Public Schools Office of Early Childhood Education uses Teaching Strategies GOLD® to assess students based on 36 objectives in the Domains of Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and the Arts. This formative assessment tool allows teachers to gather information about each child in order to plan instruction and ensure that children are making progress.

GOLD® has been designed and externally validated for use as a formative, developmental, authentic, and criterion-referenced assessment. GOLD® includes progressions of growth, development, and learning that describe a sequence of stages and behavioral anchors that children are generally expected to demonstrate at a given age/grade. (<https://teachingstrategies.com/product/gold/>).

MILESTONE 1: Entering School Ready to Learn

TABLE 1.A

Race/Ethnicity of Newark Male Students enrolled in Preschool

	2017-18	2020-21	2021-22
American Indian or Alaska Native	1%	1%	1%
Asian	<1%	1%	<1%
Black or African American	47%	44%	42%
Hispanic or Latino	44%	48%	50%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%
Two or More Races	<1%	<1%	<1%
White	7%	7%	6%

Data includes charter schools.

TABLE 1.B

Registered Family Child Care Providers

	2018	2019	2020	2021	2022	% Change 18-22
Newark	83	43	92	88	86	4
Essex	226	184	171	181	189	-16
New Jersey	1,639	1,478	1,430	1,275	1,199	-27



Source: NJDOE; NJ Department of Children and Families.

Evidence-Based Practices for **MILESTONE 1:**

Below are some evidenced based practices to support our efforts towards improving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Maternal, Infant, and Early Childhood Home Visiting

Universal Evidence based home visiting programs support pregnant women and families by helping parents of children from birth to age five tap into resources and develop the skills they need to raise children who are physically, socially, and emotionally healthy and ready to learn.

PRACTICE 2: Healthy Start

Healthy Start is a federal program designed to improve health outcomes for mothers and babies in communities with high rates of infant mortality and pregnancy complications. Healthy Start projects provide services including health education and screenings, case management, and prenatal and postpartum care to help ensure moms and babies have access to needed medical care and other community services to give their baby a Healthy Start in life.

PRACTICE 3: Early Head Start

Early Head Start provides early, continuous, intensive, and comprehensive child development and family support services to low-income infants and toddlers and their families, and to pregnant women and their families. As infants and toddlers grow and change, and as family needs evolve, diverse program options can support them over time.

PRACTICE 4: Head Start

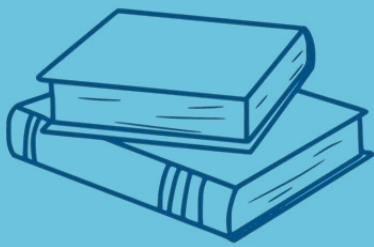
Head Start promotes the school readiness of young children from low income families through agencies in their local community, with a focus on encouraging the role of parents as their child's first and most important teachers. In addition to education services, programs provide children and their families with health, nutrition, social, and other services, all of which are responsive to each child and family's ethnic, cultural, and linguistic heritage.

PRACTICE 5: High-Quality Pre-Kindergarten

A large and long standing body of evidence shows that children who attend high-quality pre-kindergarten programs have more advanced language and math skills, enter kindergarten knowing how "school" works, are less likely to be held back, and are more likely to graduate from high school. High Quality programs are characterized by well-educated teachers with low staff turnover, competitive teacher salaries, low teacher-child ratios and small class sizes, research-based curriculum aligned to K-12 standards, engaged families, and focus on the whole child and family.

PRACTICE 6: Dual Generation Programs

Dual generation programs enhance children's development by enrolling parents in education or job training at the same time that they enroll their children in high-quality child care. The most promising programs combine three elements: they build strong connections between components for children and adults; they ensure that children and their parents receive services of equal duration and intensity; and they incorporate recent advances in both education and workforce development.



MILESTONE 2: Reading at Grade Level by Third Grade

On average, **23%** of third grade boys of color across Newark were reading on grade-level

as measured by scoring 'met or exceeded expectations' (scoring Level 4 or 5) on the 2021-2022 English Language Arts section of the New Jersey Student Learning Assessment (NJSLA).

Data includes Newark Public School district and charter schools.

"I just want my son to be prepared to be a black boy in America."

Newark Parent

TABLE 2.A

Newark Public Schools 3rd Grade ELA NJSLA, Male Students Scoring Level 4 or 5 (met or exceeded expectations)

	%	2017-18 # total valid test takers	%	2021-22 # total valid test takers
All Male Students	25%	1,364	15%	1,190
Male of Color Students	34%	1,276	14%	1,115
Asian Male Students	36%	11	36%	14
Black or African American Male Students	17%	562	10%	418
Hispanic or Latino Male Students	30%	703	16%	683
White Male Students	36%	88	20%	75

Does not include charter school data.

Source: NJDOE.

The New Jersey Student Learning Assessment is administered in the Spring of each year. The English Language Arts section of the assessment tests students on their reading and writing skills. Scoring a 4 on the exam means that students have met expectations and a score of 5 indicates that students have exceeded expectations.

MILESTONE 2: Reading at Grade Level by Third Grade



TABLE 2.B

Newark Public Schools 8th Grade ELA NJSLA, % Male Students Scoring Level 4 or 5 (met or exceeded expectations)

	2017-18	2021-22
All Male Students	30%	26%
Male of Color students	28%	25%
Asian Male Students	67%	**
Black or African American Male Students	21%	19%
Hispanic or Latino Male Students	35%	30%
White Male Students	51%	36%

***Indicates that data are suppressed. Does not include charter school data.*

This breakdown varies quite a bit across demographic groups and school type:

Newark Charter Schools (2021-2022)

- Black or African Male students: **34%** (of 596 total valid test takers)
- Hispanic or Latino Male students: **43%** (of 155 total valid test takers)

**Please note that Asian male student and White male student data were suppressed.*



Source: NJDOE, School Performance Reports (2021-2022). NJDOE.

“Reading is important because if you can't read then you won't be able to read the stop sign and get hit by a car.”

Newark Young Person

TABLE 2.C

Percentage of NPS Male 3rd Graders who were Chronically Absent

	%
2017-18	26%
2021-22	30%

Source: NJDOE.

According to the New Jersey Department of Education, a student is considered to be chronically absent if he or she has been absent for 10% or more of the days enrolled in the school year.

Does not include charter school data.



Evidence-Based Practices for **MILESTONE 2:**

Below are some evidenced based practices to support our efforts towards improving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Universal Screening

Screenings are conducted to identify students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

PRACTICE 2: Progress Monitoring

To implement student progress monitoring, the teacher determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The teacher then measures the student's academic progress regularly (weekly, biweekly, monthly) using brief measures.

PRACTICE 3: Collaboration Between Special Education and General Education

Collaboration is a style of interaction between teachers voluntarily engaged in shared decision making as they work toward a common goal. When teachers work together, they share their expertise, their resources, and their support for the students. Collaboration requires that special educators become more adept in content knowledge and curriculum development, and that general educators understand their role in implementing IEP goals and objectives – that is, how to accommodate all students, including students with disabilities, within the general education classroom.



MILESTONE 3: Graduating from High School

In 2021-2022, the average four-year
adjusted graduation rate
among all young men in
Newark Public Schools was

82%

The rate
for young
Black men
was

78%

and

83%

for Hispanic/Latino
young men.



*Data represents graduates of high
schools within Newark Public Schools.*

Does not include charter school data.

Source: NJDOE.

MILESTONE 3: Graduating from High School

In Newark Public Schools, the four-year adjusted graduation rate **increased by about 9%** from 2018-2022 for all young men.

Across six Newark charter schools that serve high school students, there is more variance in graduation rates, but a general upward trajectory since 2018.

TABLE 3.A

Four-Year Adjusted Cohort Graduation Rate for NPS Male Students

	2018	2021	2022
American Indian or Alaskan Native	*	*	*
Asian, Native Hawaiian, or Pacific Islander*	100%	*	90%
Black or African American	72%	72%	78%
Hispanic	71%	76%	83%
Two or More Races	*	N/A	*
White	79%	86%	92%
ALL male students	72%	75%	82%

Note: In 2018, Asian and Native Hawaiian or Pacific Islander were listed separately.
An * indicates that data are suppressed to protect student privacy.
Does not include charter school data.

A cohort is a group of students who enter 9th grade during the same school year. In New Jersey, all first-time 9th graders are assigned to a cohort. During high school, the cohort is adjusted each year to add verified transfers in and subtract verified transfers out. The adjusted

cohort is the group of students who remain in the cohort after these adjustments are made. Any students who drop out during high school and any students who are still enrolled remain in the adjusted cohort for graduation rate calculations. (NJDOE)



The percentage of male high schoolers who are chronically absent has significantly decreased in recent years.

In 2017-18, 47% of male high school students were chronically absent; as of 2021-22, this percentage was 28%.

Note: Please see the appendix for individual school-level data.
Source: NJDOE.

MILESTONE 3: Graduating from High School

TABLE 3.B

Four-Year Adjusted Graduation Rates for Male English Language Learners

	2021							2022						
	All Male Students	American Indian or Alaska Native	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	Two or More Races	White	All Male Students	American Indian or Alaska Native	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	Two or More Races	White
NPS Districtwide	76%	N/A	N/A	88%	73%	N/A	84%	79%	N/A	*	95%	76%	N/A	93%
New Jersey Average	68%	*	86%	80%	62%	70%	89%	67%	*	86%	87%	62%	91%	82%

Note: In 2018, Asian and Native Hawaiian or Pacific Islander were listed separately.
 An * indicates that data are suppressed to protect student privacy.
 Does not include charter school data.

TABLE 3.C

Four-Year Adjusted Graduation Rates for Male Students with Disabilities

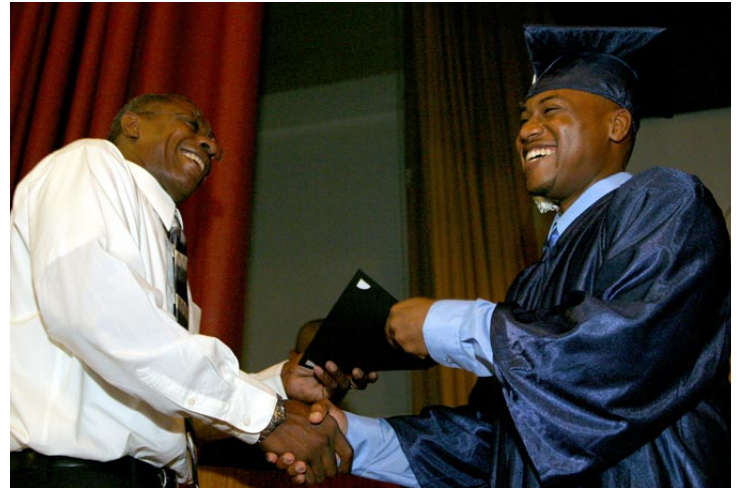
	2021							2022						
	All Male Students	American Indian or Alaska Native	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	Two or More Races	White	All Male Students	American Indian or Alaska Native	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	Two or More Races	White
NPS Districtwide	58%	N	*	54%	64%	N	67%	70%	*	*	65%	76%	*	83%
New Jersey Average	78%	79%	75%	70%	75%	78%	83%	79%	80%	76%	73%	77%	80%	83%

Note: In 2018, Asian and Native Hawaiian or Pacific Islander were listed separately.
 An * indicates that data are suppressed to protect student privacy.
 Does not include charter school data.

MILESTONE 3: Graduating from High School

"When I think about my oldest son and what's important in high school, I think about his grades and what's being taught in school. High school prepares you for the real world. It molds you."

Newark Parent



"So what really opened me up to education was this one day I was in school and this teacher gave me an assignment. And I did it and she looked at it and she was basically like... I got all the questions right out of everybody in the class, and that I'm smart, and that I could really better myself. And then I really thought that I was like... Well, now I feel I'm smart, I'm a smart young man, you know what I'm saying? I was glad that she told me that because if she didn't, I would've probably thought I was dumb or something. But yeah, that's what opened me up to getting better at education and things of that nature."

Newark Young Person



Evidence-Based Practices for **MILESTONE 3:**

Below are some evidenced based practices to support our efforts in moving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Positive Behavioral Intervention and Supports (PBIS)

PBIS is an approach that advances work on improving school-wide discipline, including strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, PBIS focuses on developing a continuum of positive behavior support for all students within a school. It is implemented in areas including classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective learning environments.

PRACTICE 2: Early Warning Systems (EWS)

EWS is a strategy that uses readily available school data to identify students who are at risk of dropping out, allowing educators to intervene early. Schools can use information from an EWS to support students who are at risk of dropping out with both school-wide strategies and targeted interventions. Districts and schools can use early warning system data to examine school level patterns in the current school year and over time, in order to address systemic issues that may be impeding a student's ability to graduate.

PRACTICE 3: Multi-tiered Systems of Academic and Behavioral Support

A Multi-Tiered System of Supports (MTSS) is a framework designed to respond to the needs of all students within a system which integrates, but is not limited to, tiered behavior (e.g., Positive Behavioral Interventions and Supports) and academic (e.g., Response to Intervention) supports. MTSS is a whole-school, data-driven, prevention-based framework for improving learning outcomes for all students through a layered continuum of evidence-based practices and systems.

PRACTICE 4: Expanded Learning Time (ELT)/Expanded Learning Opportunities (ELO)

Expanded learning time (ELT) is a strategy employed by schools to redesign their school days and / or years in order to provide students, particularly in low income communities, with substantially more and better learning time. ELT is often a core element of school improvement or turnaround efforts, such that other practices such as teacher collaboration, data-driven instruction, and integrated enrichment can be more effectively implemented. Expanded learning opportunities (ELOs) provide out of school time for educational enrichment and support.



MILESTONE 4: Completing Post- Secondary Education or Training



By the **age of 24**, about **25%** of young men of color in Newark have completed post-secondary education (Associate, Bachelor, or Master degree).

Another **15%** acquire one or more years of college credit but **no degree**.



Source: ACS 5-Year Estimates Public Use Microdata Sample (2021).

MILESTONE 4: Completing Post-Secondary Education or Training

Highest level of educational attainment by age 24

Obtained Associate, Bachelor or Master degree by the time they are 24

- **24%** of all young men of color
- **14%** of young men identifying as Black
- **9%** of young men identifying as Spanish/Hispanic/Latino

Obtained some college, but less than one year by the time they are 24

- **19%** of all young men of color
- **7%** of young men identifying as Black
- **31%** of young men identifying as Spanish/Hispanic/Latino

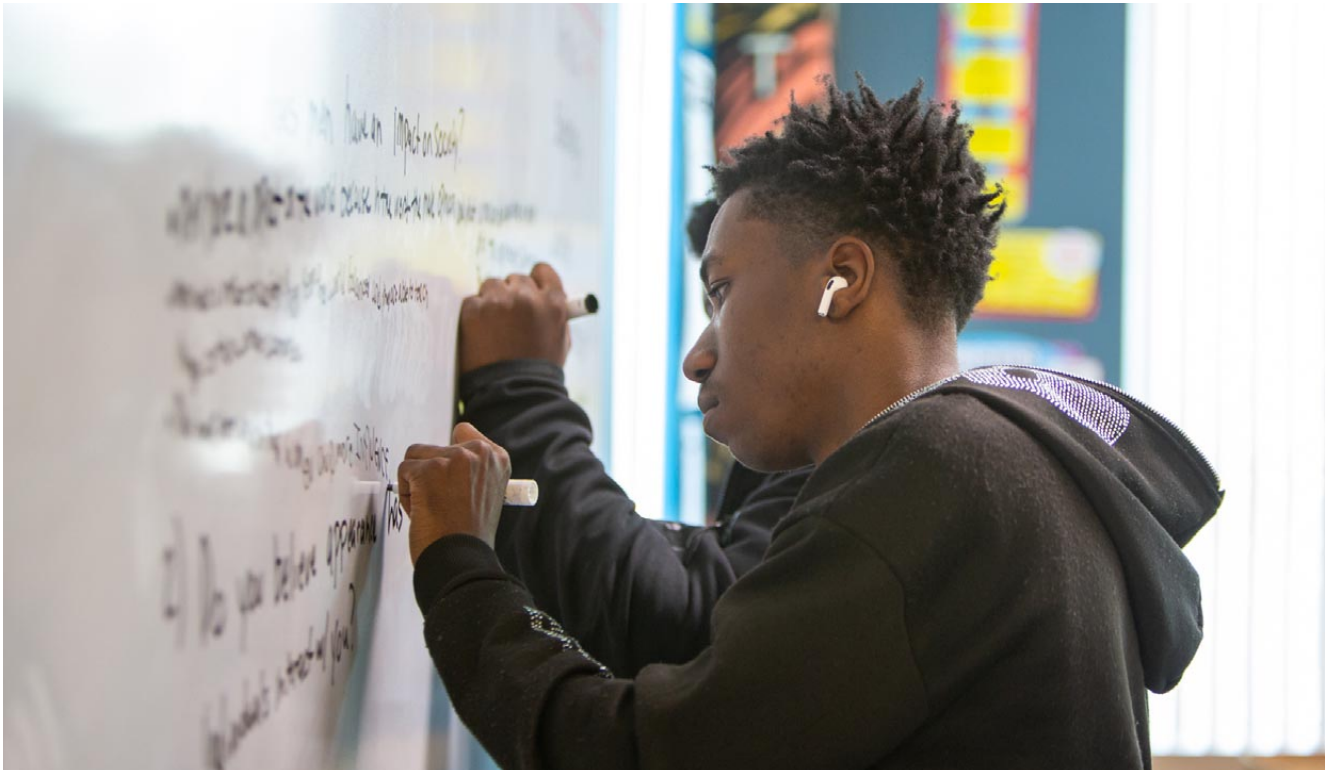
Obtained 1 or more years of college credit by the time they are 24, but no degree

- **15%** of all young men of color
- **28%** of young men identifying as Black
- **29%** of young men identifying as Spanish/Hispanic/Latino

High School diploma by the time they are 24

- **34%** of all young men of color
- **36%** of young men identifying as Black
- **29%** of young men identifying as Spanish/Hispanic/Latino

Please see Appendix for more detailed data.



Source: ACS 5-Year Estimates Public Use Microdata Sample (2021).

MILESTONE 4: Completing Post-Secondary Education or Training



TABLE 4.A

Newark Public Schools: Career and Technical Education (CTE) Male Concentrators and Completers by Race/Ethnicity

	2017-18	2020-21	2021-22
Black Males	94	130	181
Hispanic Males	80	145	239
White Males	13	14	31
Total Males	211	333	491
Total	452	722	994

Does not include charter school data.

- The number of male concentrator and completers in NPS CTE programs has drastically increased since 2018, **more than doubling for most demographic groups.**

Career and Technical Education (CTE) Concentrators and Completers: Students who have completed two or more courses in a single approved CTE program and/or completed the entire CTE program.

Source: NJDOE.

MILESTONE 4: Completing Post-Secondary Education or Training

TABLE 4.B

Percentage of NPS Male Graduates Enrolled in 2-year Post-Secondary Institutions by Race/Ethnicity

	2018	2021	2022
Asian	<10%	*	6.7%
Black or African American	8.2%	10.0%	8.4%
Hispanic or Latino	13.2%	11.2%	13.0%
White	17.0%	10.2%	9.3%

*An * indicates that data are suppressed.
Does not include charter school data.*

TABLE 4.C

Percentage of NPS Male Graduates Enrolled in 4-year Post-Secondary Institutions by Race/Ethnicity

	2018	2021	2022
Asian	81.8%	*	60.0%
Black or African American	30.7%	23.6%	28.8%
Hispanic or Latino	28.9%	23.5%	24.1%
White	24.5%	34.7%	40.0%

*An * indicates that data are suppressed.
Does not include charter school data.*

MILESTONE 4: Completing Post-Secondary Education or Training



“Everything is constantly evolving and changing. Without skills and a focus on something you’re lost. Our sons are starting the race at a disadvantage.”

Newark Parent

“I’m in high school, and I’m just like, ‘Dang, my friend, he’s already in college already.’ And so that motivated me to get on top of my stuff. So I met with my recruiters, I meet with them all the time. We had conversations and that motivated me.”

Newark Young Person

Evidence-Based Practices for **MILESTONE 4:**

Below are some evidenced based practices to support our efforts in moving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Early College High Schools

Early college high schools replace remediation with engaging instruction and individualized supports to prepare all students – and particularly those traditionally underserved – for college and careers. Early College Designs are based on the bold idea that academic rigor, combined with the opportunity to save time and money toward a post-secondary credential, are powerful motivators for students to work hard and meet intellectual challenges.

PRACTICE 2: Accelerated Study Programs

Accelerated study programs are designed to increase graduation rates by helping motivated students earn their degrees as quickly as possible. These programs provide peer support, financial assistance, and intensive counseling and advisement. Participants are more likely to stay in school, earn credit, and graduate within three years.

PRACTICE 3: GED Bridge Programs

Those who obtain GEDs don't typically move on to college or training programs. GED bridge programs offer intensive career contextualized instruction that aims to better prepare students to not only pass the GED exam, but pursue additional education and development opportunities.

PRACTICE 4: Improving Access to Financial Aid Information

This comprehensive strategy involves improving access to information about financial aid and enhanced student advisement linked to the workforce.



MILESTONE 5: Successfully Employed



An estimated
22% of males
ages 16-24 were
living in households
with incomes
**below the
poverty level**
in the past 12 months.

Sometimes referred to as
disconnected or idle youth,
this refers to youth who are
not enrolled in schools nor in the
labor force. In Newark, an estimated

7.6% of males between
the ages of 16-19 were not enrolled
in school or in the labor force

according to American Community
Survey 5-year estimates.

Source: Census Bureau American Community Survey 5-year estimates (2021).



57% of Newark males of color between the ages of 20-24 were employed at the time of the survey while **32%** were not in the labor force. Disparities are apparent when broken down by race as **48%** of Black or African American males were employed during this time.

33% of Newark males of color between the ages of 20-24 were making between **\$10,000 - \$30,000** at the time of the American Community Survey and **24%** of males of color in the same age group were making **under \$10,000.**

MILESTONE 5: Successfully Employed

TABLE 5.A

Males Ages 16-24 in Households with Incomes Below the Poverty Level in the Past 12 Months, 2017-2021

	All Males Ages 16-24	Black or African American	Hispanic or Latino	White
Newark	22.1%	22.3%	22.4%	18.0%
Essex	16.6%	18.8%	20.0%	12.6%
New Jersey	11.1%	15.3%	15.4%	8.8%

In 2021, the federal poverty guidelines for a household of 3 people was \$21,960.

TABLE 5.B

Youth Ages 16-19 Not Enrolled in School and Not in the Labor Force by Race/Ethnicity, 2017-2021

	Total	Black or African American	Hispanic (of any race)	White, non-Hispanic
Newark	7.9%	7.6%	11.3%	<1%
Essex	5.8%	6.7%	8.8%	2.8%
New Jersey	4.2%	6.7%	6.1%	2.9%



“My biggest fear is that I gave life to a son just to watch him grow from birth to death. We tell our children, ‘You can be whatever you want, go to school and get an education so you can get a job.’ Then we have to watch our sons face disappointment and watch the hope be drained from them just because of the color of their skin.”

Newark Parent

Source: Census Bureau American Community Survey 5-year estimates (2021).

MILESTONE 5: Successfully Employed

TABLE 5.C

Youth Ages 16-19 Not Enrolled in School and Not in the Labor Force by Gender, 2017-2021

	Males		Females	
	%	#	%	#
Newark	7.6%	630	8.2%	700
Essex	5.9%	1284	5.8%	1223
New Jersey	4.6%	11092	3.7%	8309

“What motivates me is really just, I feel like what I'm trying to work on now is ‘do the actions’, instead of ‘say the action.’ And what I mean by that is I really want something more impactful happening for the community, especially the urban community.”

Newark Young Person



Source: Census Bureau American Community Survey 5-year estimates (2021).

MILESTONE 5: Successfully Employed

TABLE 5.D

Employment Status of Males ages 16-19 years living in Newark by Percentage, 2017-2021

	Total	Total Males of Color	Asian	Black or African American	Some Other Race	Two or More Races	White
Civilian employed	19%	19%	12%	15%	33%	16%	18%
Unemployed	9%	10%	0%	12%	6%	9%	6%
Armed Forces, employed	0%	0%	0%	0%	0%	0%	0%
Not in Labor Force	72%	71%	88%	72%	61%	75%	76%

TABLE 5.E

Employment Status of Males ages 20-24 years living in Newark by Percentage, 2017-2021

	Total	Total Males of Color	Asian	Black or African American	Some Other Race	Two or More Races	White
Civilian employed	56%	57%	68%	48%	79%	57%	53%
Unemployed	10%	11%	0%	13%	5%	11%	10%
Armed Forces, employed	0%	0%	0%	0%	0%	0%	0%
Not in Labor Force	34%	32%	32%	38%	16%	32%	37%

TABLE 5.F

Total Person's Income of Males ages 20-24 years living in Newark by Percentage, 2017-2021

	Total	Total Males of Color	Asian	Black or African American	Some Other Race	Two or More Races	White
Under \$10,000	22%	24%	16%	24%	23%	27%	17%
\$10,000 – \$30,000	32%	33%	32%	25%	48%	46%	31%
> \$30,000 – \$50,000	10%	9%	4%	9%	13%	3%	11%
> \$50,000	3%	2%	26%	0%	1%	0%	5%
None	34%	33%	22%	42%	15%	24%	36%

Source: ACS 5-Year Estimates Public Use Microdata Sample (2021).

Evidence-Based Practices for **MILESTONE 5:**

Below are some evidenced based practices to support our efforts in moving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Apprenticeship and Pre-Apprenticeship Programs

Apprenticeship programs involve on-the-job training coupled with related classroom-based training for students. Apprenticeships also are called dual training programs because participants receive training both in the workplace and at school. Registered apprenticeship programs – in which employers pay apprentices wages, while in industry-developed technical training, often in conjunction with unions and training institutions – are particularly effective, resulting in an average of around \$300,000 more in lifetime earnings than counterparts who do not complete apprenticeships. Pre-apprenticeship programs provide job training and education to young people and help prepare participants for successful participation in apprenticeship programs.

PRACTICE 2: Sectoral Training

High-quality sectoral job training programs help workers and employers build the country's fiscal future. Initial findings from a rigorous, random assignment evaluation of sectoral strategies indicate that roughly two years after completing their sectoral training, participants were more likely to be employed and to be working longer than their control group counterparts. Members of this group, on average, worked more hours each month, received a higher hourly wage, and earned about \$4,500 per year more than those in the control group. Participants who received the training were also more likely to obtain jobs that offered work related benefits, such as employer-paid health insurance, vacation, and sick leave. Sectoral employment programs are promising because of their potential to help not only workers but also industries that are facing critical skills gaps, such as healthcare, advanced manufacturing, and information technology.

PRACTICE 3: Community-based Public Agency / Non-profit Partner Programs

Community-based programs that partner public agencies with non-profits (e.g., YouthBuild) allow young people ages 16 to 24 to work full-time toward high school equivalency credentials or diplomas, while learning job skills by building affordable housing for homeless and low-income people in their communities. Emphasis is placed on leadership development, community service, and the creation of a positive mini-community of adults and youth committed to each other's success. Students may earn AmeriCorps education awards through their homebuilding and other community service. At exit, they are often placed in college, jobs, or both.



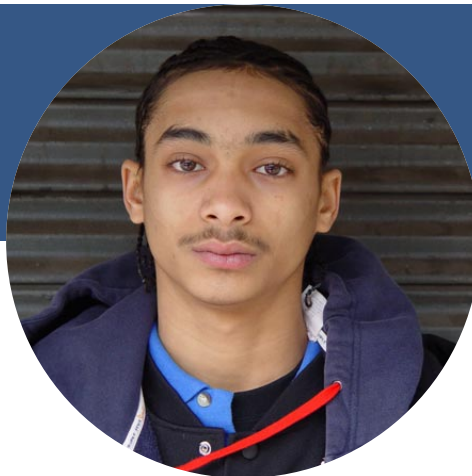
MILESTONE 6: Remaining Safe from Violent Crime

In the last decade, the city of Newark has seen a reduction of **55%** in homicides, going from 112 in 2013, to 50 in 2022.

This is a 60-year low for the city.

Number of Homicides in Newark Per Year:

2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
112	95	106	94	72	69	52	54	60	50



“Not a lot of urban kids have a chance to have the opportunity to do something they never thought they could do before.”

Newark Young Person

“School readiness is more than just getting the child prepared for school. It’s providing a safe space for learning.”

Newark Parent

MILESTONE 6: Remaining Safe from Violent Crime

TABLE 6.A

Crime Count — Calendar Year — Citywide, 2021 vs. 2022

Violent Crimes	2021	2022	% Change
Homicide	60	50	-17%
Robbery	472	494	5%
Aggravated Assault	1,293	1,168	-10%
Totals	1,825	1,712	-7%

Property Crimes	2021	2022	% Change
Burglary	573	551	-4%
Theft from Auto	1,082	1,139	5%
Theft	831	779	-6%
Auto Theft	1,988	1,999	1%
Totals	4,474	4,468	0%

Produced by Newark Public Safety Collaborative analysts with Newark Police Department data.

Please see the Newark Public Safety department's website for more in-depth crime statistics and public safety data and information: <https://www.newarkpublicsafety.org/npd/crime-statistics/>



Source: Newark Police Department.

MILESTONE 6: Remaining Safe from Violent Crime

What are Part I and Part II offenses? Part I offenses include criminal homicide, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson. All other crimes are considered to be Part II offenses.

Since 2018 the majority of arrests for both male juveniles under 18 and males ages 18-24 are categorized as Part II.

TABLE 6.B

Arrests of Newark Male Juveniles Under Age 18, 2018-2022

	2018		2021		2022	
	#	%	#	%	#	%
All Arrests	282	100%	264	100%	258	100%
Black	245	87%	248	94%	239	93%
White	<10	3%	<10	1%	<10	2%
Hispanic	29	10%	13	5%	12	5%
Other	n/a	n/a	n/a	n/a	<10	<1%

Since 2018, Black juveniles have consistently made up the vast majority of Part I and Part II arrests for Newark males under 18.

TABLE 6.C

Arrests of Newark Male Juveniles Under Age 18, 2018-2022

	2018		2021		2022	
	#	%	#	%	#	%
Part I Arrests	43	100%	46	100%	28	100%
Black	37	86%	43	93%	25	89%
White	<10	2%	n/a	n/a	n/a	n/a
Hispanic	<10	12%	<10	7%	<10	11%
Other	n/a	n/a	n/a	n/a	n/a	n/a
Part II Arrests	239	100%	218	100%	230	100%
Black	208	87%	205	94%	214	93%
White	<10	3%	<10	1%	<10	3%
Hispanic	24	10%	10	5%	<10	4%
Other	n/a	n/a	n/a	n/a	<10	<1%

Source: Newark Police Department.

MILESTONE 6: Remaining Safe from Violent Crime

Compared to juveniles, Black males in the 18-24 age range represent a slightly lower percentage of the overall total Part I and Part II arrests.

The number of total arrests has fluctuated quite a bit from 2018 to 2022, but notable over that time is a significant decrease in Black males' share of Part I (more serious) arrests.

TABLE 6.D

Arrests of Newark Male Juveniles Ages 18-24, 2018-2022

	2018		2021		2022	
	#	%	#	%	#	%
All Arrests	1,862	100%	838	100%	791	100%
Black	1,549	83%	685	82%	627	79%
White	99	5%	25	3%	41	5%
Hispanic	206	11%	128	15%	121	15%
Other	<10	<1%	n/a	n/a	<10	<1%

TABLE 6.E

Arrests of Newark Male Juveniles Ages 18-24, 2018-2022

	2018		2021		2022	
	#	%	#	%	#	%
Part I Arrests	127	100%	191	100%	109	100%
Black	102	80%	150	79%	77	71%
White	<10	5%	<10	4%	<10	5%
Hispanic	19	15%	34	18%	26	24%
Other	n/a	n/a	n/a	n/a	<10	1%
Part II Arrests	1,735	100%	647	100%	682	100%
Black	1,447	83%	535	83%	550	81%
White	93	5%	18	3%	36	5%
Hispanic	187	11%	94	15%	95	14%
Other	<10	<1%	n/a	n/a	<10	<1%

Source: Newark Police Department.

MILESTONE 6: Remaining Safe from Violent Crime

Remanded means that the juvenile was sent to the Essex County Juvenile Detention Center. He/she was not released to parents. Once they are "REMANDED" to the facility they are either referred to alternative programs such as Home Detention or GPS or they are held until their next court date which is approximately two to three weeks after detention.

TABLE 6.F

Total Juvenile Arrests by Charge and Gender (January through mid-October 2023)

Charge	Number of Arrests	% of Total Arrests	% Male	% Female
Receiving Stolen Property (Auto)	101	30%	88%	12%
Unlawful Possession of a Weapon	52	15%	100%	—
Warrant	45	13%	98%	2%
Burglary	26	8%	92%	8%
Aggravated Assault	24	7%	83%	17%
Robbery	21	6%	90%	10%
Joyriding	14	4%	79%	21%
Other	54	91%	89%	11%

Source: Newark Police Department, Youth Strategies Section.

TABLE 6.G

Processing Disposition Status of Juvenile Arrests (January – mid-October 2023)

Processing Disposition	% of Total Arrests
Already in custody	1%
Released	34%
Remanded	66%

Source: Newark Police Department, Youth Strategies Section.

Evidence-Based Practices for **MILESTONE 6:**

Below are some evidenced based practices to support our efforts in moving outcomes for young men as an MBK Model Community. This is intended as an informational resource and not a prescription. Each idea and resource may not apply equally in every community and context as there is no one-size-fits-all solution to these complex issues. But the goal is to spark conversation around viable actions we can take as a community to support our young people.

PRACTICE 1: Group-based Violence Intervention

Group-based violence intervention focuses enforcement and social service resources on the small number of individuals most likely to commit violent crimes. First developed by the Boston Gun Project, it uses a focused deterrence strategy to directly communicate the consequences of violence to at-risk gang members. When implemented with fidelity, the intervention has generated between a 31 percent and 63 percent reduction in homicides in cities across the country, while contributing to a decrease in shots-fired calls and gun assaults.

PRACTICE 2: Justice Reinvestment

Justice reinvestment is a data-driven approach to improve public safety, examine corrections and related criminal justice spending, manage and allocate criminal justice populations in a more cost-effective manner, and reinvest savings in strategies that can hold individuals offenders accountable, decrease crime, and strengthen neighborhoods. Justice reinvestment provides technical assistance to states and localities as they collect and analyze data on drivers of criminal justice populations and costs, identify and implement changes to increase efficiencies, and measure both the fiscal and public safety impacts of those changes. Research has shown that justice reinvestment could save the nation billions of dollars over the next decade.

PRACTICE 3: Reducing Unnecessary Use of Detention

Local juvenile detention alternative initiatives operate across the country to keep low-risk juveniles out of detention and increase the adoption of more effective interventions. Since its launch, sites participating in juvenile detention alternative initiatives have reduced their average daily detention populations by 43 percent.

PRACTICE 4: Eliminate Disproportionate Minority Contact

The Models for Change program stresses local innovation to juvenile justice reform. The initiative supports a network of government and court officials, legal advocates, educators, community leaders, and families, focused on developing research-based tools and techniques to make juvenile justice more equitable, rational, and developmentally appropriate.

Data Definitions



The American Community Survey (ACS) is an ongoing survey that provides vital information on a yearly basis about our nation and its people. Information from the survey generates data that help inform how trillions of dollars in federal funds are distributed each year. Through the ACS, we know more about jobs and occupations, educational attainment, and much more. (Cite: Census.gov)

Public Use Microdata Areas (PUMAs) are non-overlapping, statistical geographic areas that partition each state or equivalent entity into contiguous geographic areas of at least 100,000 people. They cover the entirety of the United States, the Commonwealth of Puerto Rico, Guam, and the U.S. Virgin Islands. Census tracts and/or whole counties serve as the geographic foundation for PUMAs. This report leveraged the following two PUMAs: Essex County (Southeast)--Newark City (North & East) PUMA, New Jersey and Essex County (Southeast)--Newark City (Southwest) PUMA, New Jersey.

Public Use Microdata Sample (PUMS) data are a subsample of the full ACS records. The data files show a full range of population and housing unit responses collected on individual ACS questionnaires for a subsample of ACS housing units and group quarters persons. They enable data users to create custom estimates and tables that are not available through ACS pre-tabulated data products. The ACS PUMS files are a set of records from individual people or housing units, with disclosure protection enabled so that individuals or housing units cannot be identified. This report primarily leveraged the "ACS 5-year Estimates Public Use Microdata Sample" dataset.

New Jersey Department of Education (NJDOE),

Newark Board of Education, (NBOE)

American Community Survey (ACS)

Sources and Technical Notes:

MILESTONE 1:

Number of Eligible Boys Ages 3-4 Enrolled in Newark Preschool Programs, 2021-22: Calculated by using data provided by New Jersey Department of Education. Universe of Eligible 3-4 year olds derived by multiplying number of enrolled first graders by two.

Race/Ethnicity of Newark Male Students enrolled in Preschool, 2017-18, 2020-21, and 2021-22: As reported by the NJ Department of Education through NJ SMART SID Management End-of-Year Snapshot.

Registered Family Child Care Providers, 2018-2022. As reported by the NJ Department of Children and Families. Data are as of June for each year. Family child care providers comply with state requirements, but operate as independent small businesses.

Percentage of Preschoolers who are Chronically Absent, 2020-21: As reported by Newark Board of Education Office of Early Childhood in its 2020-2021 Newark Pre-K Program Annual Report.

MILESTONE 2:

3rd grade NJSLA English Language Arts Results for Male Students by Race/Ethnicity, 2017-18 and 2021-22: As reported by the NJ Department of Education. The NJSLA was administered during the Spring of each respective school year. Percentage meeting or exceeding standards are those students scoring Level 4 or Level 5. Data suppressed in some instances to protect students' confidentiality.

8th grade NJSLA English Language Arts Results for Male Students by Race/Ethnicity, 2017-18 and 2021-22: As reported by the NJ Department of Education. The NJSLA was administered during the Spring of each respective school year. Percentage meeting or exceeding standards are those students scoring Level 4 or Level 5. Data suppressed in some instances to protect students' confidentiality.

Percentage of Male 3rd Graders who are Chronically Absent, 2017-18 and 2021-22: As reported by the NJ Department of Education. Chronic absenteeism refers to being absent for 10% or more of the days enrolled during the school year.



SOURCES AND TECHNICAL NOTES

Newark Public Schools K-12 Enrollment (2021-2022)

Grade Level	Total Grade Enrollment #	Total Male Students #	American Indian or Alaska Native Male Students %	Asian Male Students %	Black or African American Male Students %	Hispanic or Latino Male Students %	Native Hawaiian or Pacific Islander Male Students %	White Male Students %
Kindergarten	2,618	1,313	<1%	1.0%	31%	60%	<1%	8%
Grade 1	2,516	1,280	<1%	<1%	28%	62%	<1%	9%
Grade 2	2,638	1,361	<1%	<1%	32%	58%	<1%	9%
Grade 3	2,708	1,365	<1%	1.0%	33%	59%	<1%	7%
Grade 4	2,766	1,427	<1%	<1%	33%	60%	<1%	7%
Grade 5	2,687	1,384	<1%	<1%	32%	59%	<1%	8%
Grade 6	2,719	1,414	<1%	1.1%	33%	59%	<1%	6%
Grade 7	2,796	1,452	<1%	<1%	37%	57%	<1%	5%
Grade 8	3,031	1,547	<1%	<1%	39%	54%	<1%	7%
Grade 9	2,948	1,556	<1%	1.1%	40%	51%	<1%	8%
Grade 10	2,641	1,315	<1%	<1%	38%	52%	<1%	8%
Grade 11	2,338	1,197	<1%	1.0%	39%	52%	<1%	8%
Grade 12	2,417	1,259	<1%	1.1%	45%	47%	<1%	6%
TOTAL	34,823	17,870	<1%	<1%	35%	56%	<1%	7%

Newark Public Schools K-12 Male Student Enrollment by Grade and Race/Ethnicity, 2021-22: As reported by the NJ Department of Education through NJ SMART SID Management End-of-Year Snapshot.
Data does not include charter schools.



SOURCES AND TECHNICAL NOTES

Newark Public Schools 3rd Grade ELA NJSLA, Number of Valid Scores, Male Students

	2017-18	2021-22
All Male Students	1,376	1,199
Male Students of Color	1,276	1,115
Asian Male Students	11	14
Black or African American Male Students	562	418
Hispanic or Latino Male Students	703	683
White Male Students	88	75

*Note: data may not sum to totals because groups comprised of <10 are suppressed to protect confidentiality.
Data does not include charter schools.*

Newark Public Schools 8th Grade ELA NJSLA, Number of Valid Scores, Male Students

	2017-18	2021-22
All Male Students	1,337	1,365
Male Students of Color	1,244	1,259
Asian Male Students	12	**
Black or African American Male Students	607	537
Hispanic or Latino Male Students	625	722
White Male Students	87	96

*Note: data may not sum to totals because groups comprised of <10 are suppressed to protect confidentiality.
** indicates that data are suppressed.
Data does not include charter schools.*



SOURCES AND TECHNICAL NOTES

K-12 Enrollment for Newark Charter Schools, 2021-22

Grade Level	Total Grade Enrollment #	Total Male Students #	American Indian or Alaska Native Male Students %	Asian Male Students %	Black or African American Male Students %	Hispanic or Latino Male Students %	Native Hawaiian or Pacific Islander Male Students %	White Male Students %	Two or More Races Male Students %
Achieve Community Charter School	449	223	0%	0%	89%	8%	0%	0%	3%
Discovery Charter School	108	57	0%	2%	91%	5%	0%	2%	0%
Gray Charter School	350	164	0%	3%	28%	66%	0%	2%	0%
Great Oaks Legacy Charter School	1,594	820	0%	0%	51%	2%	0%	0%	0%
LEAD Charter School	283	135	0%	0%	73%	27%	0%	0%	0%
Link Community Charter School	318	152	0%	0%	91%	9%	0%	0%	<1%
Maria L. Varisco-Rogers Charter School	568	278	0%	2%	5%	93%	<1%	<1%	0%
Marion P. Thomas Charter School	1,249	612	<1%	0%	88%	11%	0%	<1%	<1%
New Horizons Community Charter School	422	195	<1%	0%	86%	14%	0%	0%	0%
Newark Educators Community Charter School	181	95	0%	0%	81%	19%	0%	0%	0%
North Star Academy Charter School	6,235	3,100	<1%	<1%	79%	18%	0%	2%	<1%
Peoples Preparatory Charter School	348	165	0%	0%	81%	19%	0%	0%	0%
Phillip's Academy Charter School	520	247	0%	1%	89%	9%	<1%	0%	0%
Robert Treat Academy Charter School	688	324	1%	1%	37%	59%	0%	<1%	2%
Roseville Community Charter School	263	138	0%	0%	53%	46%	0%	0%	<1%
TEAM Academy Charter School	5,512	2,700	0%	<1%	81%	14%	0%	<1%	5%

K-12 Enrollment for Newark Charter Schools, 2021-22: As reported by the NJ Department of Education through NJ SMART SID Management End-of-Year Snapshot.

Newark Public Schools Enrollment of Students who are Economically Disadvantaged by Percentage

	2017-18	2020-21	2021-22
American Indian or Alaska Native Male Students	<1%	<1%	<1%
Asian Male Students	1%	1%	1%
Black or African American Male Students	42%	39%	36%
Hispanic or Latino Male Students	50%	54%	57%
Native Hawaiian or Pacific Islander Male Students	<1%	<1%	<1%
Two or More Races Male Students	<1%	n/a	n/a
White Male Students	6%	6%	6%

Newark Public Schools Enrollment of Male Students who are Economically Disadvantaged by Race/Ethnicity by Percentage, 2017-18, 2020-21, and 2021-22: As reported by the NJ Department of Education through NJ SMART SID Management End-of-Year Snapshot. These numbers are for total enrollment from pre-K to 12th grade. Data does not include charter schools.

SOURCES AND TECHNICAL NOTES

Newark Charter Schools Enrollment of Students who are Economically Disadvantaged

School Name	Total Economically Disadvantaged Enrollment	Economically Disadvantaged Enrollment - Male Students	% American Indian or Alaska Native Male	% of Male Asian Students	% of Black Male Students	% of Hispanic or Latino Male Students	% Native Hawaiian or Pacific Islander Male Students	% Two or More Races Male Students	% of White Male Students
Achieve Community Charter School	424	214	0%	0%	88%	8%	0%	3%	0%
Discovery Charter School	71	38	0%	3%	92%	5%	0%	0%	0%
Gray Charter School	232	114	0%	2%	30%	67%	0%	2%	2%
Great Oaks Legacy Charter School	1,445	752	0%	0%	50%	2%	0%	0%	0%
LEAD Charter School	197	91	0%	0%	77%	23%	0%	0%	0%
Link Community Charter School	244	111	0%	0%	89%	10%	0%	<1%	0%
Maria L. Varisco-Rogers Charter School	513	253	0%	2%	4%	93%	<1%	<1%	<1%
Marion P. Thomas Charter School	882	423	0%	0%	90%	10%	0%	<1%	0%
New Horizons Community Charter School	405	184	<1%	0%	85%	14%	0%	0%	0%
Newark Educators Community Charter School	171	95	0%	0%	81%	19%	0%	0%	0%
North Star Academy Charter School	5,323	2,645	<1%	<1%	80%	18%	0%	<1%	2%
Peoples Preparatory Charter School	204	93	0%	0%	81%	19%	0%	0%	0%
Phillip's Academy Charter School	341	168	0%	<1%	89%	10%	<1%	0%	0%
Robert Treat Academy Charter School	508	242	<1%	1%	37%	61%	0%	<1%	0%
Roseville Community Charter School	254	135	0%	0%	53%	46%	0%	<1%	0%
TEAM Academy Charter School	4,913	2,410	0%	0%	81%	14%	0%	5%	<1%

Newark Charter Schools Enrollment of Male Students who are Economically Disadvantaged by Race/Ethnicity by Percentage, 2017-18, 2020-21, and 2021-22: As reported by the NJ Department of Education through NJ SMART SID Management End-of-Year Snapshot. These numbers are for total enrollment from pre-K to 12th grade.



MILESTONE 3:

Four-year Adjusted Graduation Rates by Race/Ethnicity for Male Students, Newark District, 2017-18, 2020-21, and 2021-22:

As reported by the NJ Department of Education, 4-year Adjusted Cohort Graduation Rate data cross-tabulated by student group.

Four-year Adjusted Graduation Rates by Race/Ethnicity for Male English Language Learner Students, Newark Public School District and New Jersey, 2020-21, and 2021-22:

As reported by the NJ Department of Education, Four-Year Adjusted Cohort Graduation Rate data cross-tabulated by student group. Data suppressed in some instances to protect students' confidentiality.

Four-year Adjusted Graduation Rates by Race/Ethnicity for Male Students with Disabilities, Newark Public School District and New Jersey, 2020-21, and 2021-22:

As reported by the NJ Department of Education, Four-Year Adjusted Cohort Graduation Rate data cross-tabulated by student group. Data suppressed in some instances to protect students' confidentiality.

Five-year Adjusted Graduation Rates by Race/Ethnicity for Male Students, 2020-21 and 2021-22:

As reported by the NJ Department of Education, Five-Year Adjusted Cohort Graduation Rate Data cross-tabulated by student group. Data suppressed to protect students' confidentiality.

Newark Public District Chronic Absenteeism for Male High School Students by Race/Ethnicity, 2017-18 and 2021-22:

As reported by the NJ Department of Education. Chronic absenteeism refers to being absent for 10% or more of the days enrolled during the school year.

Four-Year Adjusted Graduation Rates by Race/Ethnicity for Male Students by High School, 2017-18, 2020-21, and 2021-22.

As reported by the NJ Department of Education, 4-year Adjusted Cohort Graduation Rate data cross-tabulated by student group.



SOURCES AND TECHNICAL NOTES

Four-Year Adjusted Graduation Rates by Race/Ethnicity for Male Students by High School

	2018				2021				2022			
	All Male Students	Black or African American	Hispanic	White	All Male Students	Black or African American	Hispanic	White	All Male Students	Black or African American	Hispanic	White
NPS Districtwide	72.3%	72.2%	71.0%	79.0%	75.1%	71.8%	75.8%	86.0%	81.5%	78.2%	83.4%	91.6%
American History High School	94.9%	96.7%	*	*	73.5%	80.8%	60.0%	*	74.7%	69.2%	80%	N
Arts High School	84.5%	83.3%	82.4%	*	75.6%	79.2%	64.3%	*	95.5%	96.2%	100%	*
Bard Early College High School	95.7%	93.8%	*	*	74.1%	72.2%	*	N	100%	100.0%	*	*
Barringer High School	61.6%	69.6%	59.2%	*	73.3%	72.6%	73.6%	*	75.5%	74.4%	76.5%	*
Central High School	45.7%	48.3%	44.6%	*	72.3%	72.6%	75.0%	*	78.8%	78.5%	83.3%	*
Eagle Academy For Young Men Of Newark	74.6%	76.0%	77.8%	*	69.8%	70.3%	*	N	78%	78.9%	*	N
East Side High School	75.7%	76.3%	74.6%	78.2%	79.2%	82.6%	76.8%	82.9%	89%	84.2%	87.9%	93.8%
Malcolm X Shabazz High School	69.6%	71.0%	*	*	46.8%	46.5%	*	*	60.3%	63.3%	*	N
Science Park High School	94.0%	95.0%	93.3%	100%	100.0%	100.0%	100.0%	100%	94%	93.3%	92.9%	*
Technology High School	91.9%	90.9%	93.0%	*	96.9%	90.9%	97.6%	100%	98.8%	100%	98.2%	*
University High School	94.2%	92.9%	*	*	91.4%	92.5%	*	N	97.4%	97.1%	*	N
Weequahic High School	61.7%	62.1%	*	*	69.2%	70.0%	*	N	67.6%	69.4%	*	*
West Side High School	61.8%	59.7%	83.3%	*	68.8%	69.9%	57.1%	*	72.6%	73.8%	68.4%	*
Newark Charter Schools												
Discovery Charter School	N	N	N	N	*	*	N	N	N	N	N	N
Great Oaks Legacy Charter School	57.1%	47.4%	*	*	N	100.0%	N	89.6%	88.6%	90.0%	*	N
Lead Charter School	20.0%	22.7%	*	*	*	*	14.3%	N	36.2%	36.4%	41.7%	*
Marion P. Thomas Charter School	86.2%	87.3%	*	*	86.9%	86.0%	*	N	94.4%	93.3%	*	*
North Star Academy Charter School	94.5%	95.5%	100%	*	85.2%	78.3%	87.1%	N	77.6%	80.4%	64.0%	*
Peoples Preparatory Charter School District	75.0%	73.7%	*	*	N	*	N	65.3%	70.3%	68.8%	*	N
Team Academy Charter School	82.5%	82.7%	*	*	91.3%	92.1%	84.6%	*	94.0%	93.0%	*	N
New Jersey Statewide Average	N/A				88.3%	81.1%	80.8%	93.6%	88.6%	82.3%	81.5%	93.5%

A * indicates that data is not displayed in order to protect student privacy. An "N" indicates that no data are available.

Four-Year Adjusted Graduation Rates by Race/Ethnicity for Male Students by High School, 2017-18, 2020-21, and 2021-22. As reported by the NJ Department of Education, 4-year Adjusted Cohort Graduation Rate data cross-tabulated by student group.

SOURCES AND TECHNICAL NOTES

Five-year Adjusted Graduation Rates by Race/Ethnicity for Male Students, 2020-21 and 2021-22:

	2020				2021			
	All Male Students	Black or African American	Hispanic	White	All Male Students	Black or African American	Hispanic	White
NPS Districtwide	79.5%	76.5%	81.8%	86.0%	78.7%	76.0%	79.5%	86.8%
American History High School	87.7%	89.7%	87.5%	*	73.5%	80.8%	60.0%	*
Arts High School	93.3%	94.3%	95.5%	*	77.8%	79.2%	71.4%	*
Bard Early College High School	100.0%	100.0%	*	*	88.0%	87.5%	*	N
Barringer High School	72.4%	66.7%	76.0%	*	78.1%	77.8%	78.3%	*
Central High School	75.0%	73.0%	90.9%	N	80.4%	79.1%	87.5%	N
Eagle Academy For Young Men Of Newark	91.7%	92.9%	*	*	89.5%	90.9%	*	N
East Side High School	85.5%	81.1%	86.7%	86.4%	81.3%	83.3%	79.6%	84.1%
Malcolm X Shabazz High School	65.6%	64.6%	80.0%	*	45.8%	45.3%	*	*
Science Park High School	98.6%	96.2%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Technology High School	100.0%	100.0%	100.0%	100.0%	98.5%	100.0%	97.6%	100.0%
University High School	97.8%	97.1%	100.0%	N	94.6%	96.1%	*	N
Weequahic High School	67.4%	67.1%	70.0%	N	69.1%	71.8%	*	*
West Side High School	76.1%	79.6%	57.9%	N	74.5%	74.5%	71.4%	*
Newark Charter Schools								
Great Oaks Legacy Charter School	100.0%	100.0%	*	N	89.6%	86.5%	100.0%	N
Lead Charter School	34.9%	42.0%	*	N	23.1%	26.5%	12.5%	N
Marion P. Thomas Charter School	95.9%	95.5%	*	N	93.3%	92.9%	*	N
North Star Academy Charter School	88.8%	86.1%	94.4%	N	90.4%	90.9%	90.2%	N
Peoples Preparatory Charter School	77.4%	77.1%	*	N	71.4%	72.5%	*	N
Team Academy Charter School	92.2%	92.8%	*	*	92.4%	92.1%	92.3%	*
New Jersey Statewide Average	90.9%	86.0%	84.3%	94.9%	90.6%	85.0%	84.3%	94.9%

A * indicates that data is not displayed in order to protect student privacy; an "N"; indicates that no data are available.

Five-year Adjusted Graduation Rates by Race/Ethnicity for Male Students, 2020-21 and 2021-22: As reported by the NJ Department of Education, Five-Year Adjusted Cohort Graduation Rate Data cross-tabulated by student group. Data suppressed to protect students' confidentiality.

MILESTONE 4:

Highest Level of Educational Attainment by Age 24 of Male Newark Residents:

As reported by the U.S Census Bureau American Community Survey 5-year estimates Public Use Microdata Sample using SCHL (educational attainment).

Percentage of NPS Male Graduates Enrolled in 2-year Post-secondary Institutions by Race/Ethnicity, 2017-18, 2020-21, and 2021-22:

As reported by the NJ Department of Education. These data reflect the percentage of graduates from each of the specified school years who were enrolled in post-secondary institutions by the fall following graduation.

Percentage of NPS Male Graduates Enrolled in 4-year Post-secondary Institutions by Race/Ethnicity, 2017-18, 2020-21, and 2021-22:

As reported by the NJ Department of Education. These data reflect the percentage of graduates from each of the specified school years who were enrolled in post-secondary institutions by the fall following graduation.

Newark Public School Male Concentrators and Completers by Race/Ethnicity, 2017-18, 2020-21, and 2021-22:

As reported by New Jersey Department of Education. Data reflects number of male students who are concentrators which means they have completed two or more courses in a single approved CTE program and completers which means they completed the entire CTE program.

Education Attainment of Young Men of Color by Age 24 in Newark

	# All 24-year old men of color	% All 24-year old men of color	# Black young men	% Black young men	# Spanish/ Hispanic/ Latino young men	% Spanish/ Hispanic/ Latino young men
Total	1379	—	611	—	629	—
No schooling completed	21	2%	21	3%	0	0%
Grade 6	16	1%	0	0%	16	3%
Grade 11	40	3%	40	7%	0	0%
12th grade – no diploma	20	1%	0	0%	0	0%
Regular high school diploma	465	34%	220	36%	180	29%
GED or alternative credential	29	2%	29	5%	0	0%
Some college, but less than 1 year	256	19%	45	7%	194	31%
1 or more years of college credit, no degree	206	15%	171	28%	182	29%
Associate’s degree	66	5%	36	6%	30	5%
Bachelor’s degree	120	9%	49	8%	24	4%
Master’s degree	140	10%	0	0%	3	0%

Source: ACS 5-Year Estimates Public Use Microdata Sample 2021

MILESTONE 5:

Youth Ages 16-19 Not Enrolled in School and Not in the Labor Force by Race/Ethnicity, 2017-2021: As reported by the U.S Census Bureau, American Community Survey chart s0902 using 5-year estimates.

Newark Employment of Males Ages 16-19 by Race/Ethnicity, 2017-2021: As reported by the U.S Census Bureau, American Community Survey 5-year estimates Public Use Microdata Sample using ESR (employment status).

Males ages 16-24 in Households with Incomes Below the Poverty Level in the Past 12 Months, 2017-2021: As reported by the U.S Census Bureau, American Community Survey charts B17001, B17001B, B17001I, and B17001A using 5-year estimates.

Youth Ages 16-19 Not Enrolled in School and Not in the Labor Force by Gender, 2017-2021: As reported by the U.S Census Bureau, American Community Survey chart B14005 using 5-year estimates.

Newark Employment of Males Ages 20-24 by Race/Ethnicity, 2017-2021: As reported by the U.S Census Bureau, American Community Survey 5-year estimates Public Use Microdata Sample using ESR (employment status).

Total Person's Income of Males Ages 20-24 living in Newark, 2017-2021: As reported by the U.S Census Bureau, American Community Survey 5-year estimates Public Use Microdata Sample using PINCP (total person's income).

2021 Poverty Guidelines. Accessed 11/20/2023. U.S Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation. Poverty guidelines are another version of the federal poverty measure. <https://aspe.hhs.gov/2021-poverty-guidelines>



Weeks Worked in the Past 12 Months for Males Ages 16-19 Living in Newark, 2017-2021

	Total %	Total Males of Color %	Asian %	Black or African American %	Some Other Race %	Two or More Races %	White %
50 to 52 weeks worked during past 12 months	10%	11%	12%	11%	13%	3%	8%
48 to 49 weeks worked during past 12 months	0%	0%	0%	1%	0%	0%	1%
40 to 47 weeks worked during past 12 months	1%	1%	0%	0%	2%	0%	3%
27 to 39 weeks worked during past 12 month	3%	3%	0%	4%	1%	0%	1%
14 to 26 weeks worked during past 12 months	2%	2%	0%	1%	5%	0%	11%
13 weeks or less worked during past 12 months	9%	9%	0%	6%	15%	15%	76%
N/A (less than 16 years old/did not work during the last 12 months)	75%	75%	88%	77%	63%	82%	82%

Weeks worked in the past 12 Months for Males ages 16-19 living in Newark, 2017-2021. As reported by the U.S Census Bureau, American Community Survey 5-year estimates Public Use Microdata Sample using WKW (weeks worked during past 12 months).

Weeks Worked in the Past 12 Months for Males Ages 20-24 Years Living in Newark, 2017-2021

	Total %	Total Males of Color %	Asian %	Black or African American %	Some Other Race %	Two or More Races %	White %
50 to 52 weeks worked	39%	40%	38%	31%	63%	47%	35%
48 to 49 weeks worked	1%	1%	0%	1%	0%	0%	3%
40 to 47 weeks worked	3%	2%	0%	3%	1%	2%	5%
27 to 39 weeks worked	6%	7%	27%	7%	7%	0%	4%
14 to 26 weeks worked	6%	6%	0%	4%	9%	9%	6%
13 weeks or less worked	9%	9%	12%	8%	4%	18%	10%
N/A (did not work during the past 12 months)	36%	36%	22%	46%	16%	24%	38%

Weeks worked in the past 12 Months for Males ages 20-24 years living in Newark, 2017-2021. As reported by the U.S Census Bureau, American Community Survey 5-year estimates Public Use Microdata Sample using WKW (weeks worked during past 12 months).

MILESTONE 6:

Arrests of Newark Male Juveniles Under Age 18, 2018-2022: Newark data as reported by the Newark Police Department.

Arrests of Newark Males Ages 18-24, 2018-2022: Newark data as reported by the Newark Police Department.

Part I and Part II Arrests of Newark Male Juveniles Under Age 18, 2018-2022: Newark data as reported by the Newark Police Department.

Part I and Part II Arrests of Newark Males Ages 18-24 , 2018-2022: Newark data as reported by the Newark Police Department. What are Stationhouse Adjustments? According to the Office of the Attorney General in the State of New Jersey. Accessed November 1, 2023. https://www.nj.gov/oag/dcj/agguide/directives/directives_2005/dir-2005-4-station-guide.pdf

What are Part I and Part II Offenses?

According to the New Jersey State Police Department,

Part I offenses are:

- Criminal Homicide/Manslaughter
- Rape
- Robbery
- Aggravated Assault
- Burglary
- Larceny-theft (exception of motor vehicle theft)
- Motor Vehicle Theft
- Arson

Part II offenses are:

- Other Assaults
- Forgery and Counterfeiting
- Fraud
- Embezzlement
- Stolen Property, Buying, Receiving, Possessing
- Vandalism
- Weapons: Carry, Possessing, etc
- Prostitution and Commercialized Vice
- Sex Offenses
- Drug Abuse Violations
- Gambling

- Offenses Against the Family and Children
- Driving Under the Influence
- Liquor Laws
- Drunkenness
- Disorderly Conduct
- Vagrancy
- All Other Offenses (Except Traffic)
- Suspicion
- Curfew and Loitering Laws (Under 18 years of age)
- Runaways (Under 18 years of age)

New Jersey State Police Uniform Crime Reporting Quick Guide. Accessed November 1, 2023. https://www.nj.gov/njsp/ucr/pdf/20170502_ucr_quick_refguide.pdf



KEY LIFE MILESTONES

**S
T
A
R
T**

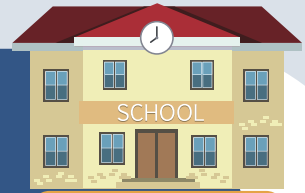
Are pregnant mothers receiving prenatal care early and often?



Is your child developing fine motor skills?



Is your child enrolled in an accredited Head Start Program at 3-4 years old?



**ENTERING SCHOOL
READY TO LEARN**

12345
6789

Do you know what grade level your child is reading at?

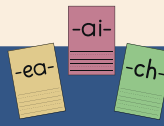
**READING AT GRADE
LEVEL BY 3RD GRADE**



Has your child been suspended or expelled from school?



Can your child sound out letters and words?



Does your child have books at home?



Do you know your child's high school graduation requirements?



Do you know how many credits your child has?



What does your child's attendance look like?



How many schools has your child attended?



**GRADUATING
FROM HIGH
SCHOOL**



**COMPLETING
POST-SECONDARY
EDUCATION
OR TRAINING**



What career interests do young men have?



How many post-secondary applications have they completed?



Does the young man know what skills are needed for the job?



Does the young man have a resume?



Have they practiced answering interview questions?



**SUCCESSFULLY
EMPLOYED**



Have you been exposed to violence in your:
• home?
• neighborhood?
• school?



**REMAINING SAFE
FROM VIOLENT CRIME**



For more information: www.mbknewark.org | info@mbknewark.org

Newark Opportunity

Youth Network

Newark Opportunity Youth Network launched in 2016 with a multi-pronged approach to improving outcomes for opportunity youth in our community — and across New Jersey. To execute this mission, our network consists of four key elements: **Education, Workforce Development, Policy Advocacy, and Systems Building.**

Every city and region is unique, but when this approach is localized to a particular community's needs, only then, can large-scale, sustainable impact for opportunity youth become possible.





Opportunity Youth Network (OYN)

@OYN_Newark | facebook.com/NewarkOYN | info@oyn-nj.org | newark-oyl.org

My Brother's Keeper Newark (MBKN)

@MBK_Newark | facebook.com/MBKNewark | info@mbknewark.org | mbknewark.org