Disparity Report Update 2021

The City of New York
Mayor Bill de Blasio

Center for Innovation
through Data Intelligence

DISPARITY REPORT UPDATE 2021

ABOUT THE CENTER FOR INNOVATION THROUGH DATA INTELLIGENCE (CIDI)

CIDI is a research and policy center located in the Office of the Mayor of the City of New York under the auspice of the Deputy Mayor for Health and Human Services. As part of the Office of the Mayor, CIDI conducts citywide interagency research to identify areas of service need in the City. The vision of CIDI is to make data come alive to inspire change. To learn more about CIDI, please visit www.nyc.gov/cidi.

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LETTER FROM CIDI

Dear Reader,

The Center for Innovation through Data Intelligence (CIDI) released the first Disparity Report in 2016 in partnership with the Young Men's Initiative (YMI), a city-wide program designed to enhance the well-being of young men of color. The 2016 report was the first time New York City quantified many of the disparities experienced by young men and women of color. People from across the social services sector, including those who work in city agencies, nonprofit organizations, advocacy groups, research institutions, and elected officials responded to the report as a call to action.

Many events since 2016 have heightened awareness of implicit bias in individuals and structural racism in our institutions. A series of high-profile deaths during police encounters prompted many people to join the Black Lives Matter movement and other efforts to address racial injustice. The disparate impact of the COVID-19 pandemic on communities of color raised public awareness of racial inequities in health, healthcare, education, and other aspects of social and economic life. Young people of all backgrounds are seeking to build a more just society for themselves and future generations.

Mayor de Blasio and his administration are committed to an equity agenda, an accountability system to undo racism, and address the negative historical, societal, and cultural forces impacting the well-being of people of color. Throughout Mayor de Blasio's administration, government staff have implemented initiatives to address the root causes of structural racism. These initiatives include universal pre-kindergarten; promoting fair wages in union negotiations; ending stop and frisk; and mandating employment training, practices, and policies that promote equity for all.

This report uses data from government agencies to generate many important indicators that can contribute to conversations and actions aimed at undoing racism, build a culture of accountability and transparency, and foster equitable change. While no set of numbers can capture the complexity of the lives led by New Yorkers, these indicators are an important tool for government agencies, community partners, and the public to measure progress on our collective efforts to address racial disparities. The updated Disparity Report shows significant accomplishments as well as highlighting how much more work there is to do for New York City to become a place where every young person has an equal chance to meet their potential.

We would like to acknowledge the commitment of Mayor Bill de Blasio, Deputy Mayor Melanie Hartzog, and Deputy Mayor J. Phillip Thompson to prioritize policies that promote equity throughout our City. In developing this report, we have benefited from the work of many stakeholders and staff, specifically Agency Partner Kim Suttell and CIDI staff Eileen Johns, Jacob Berman, Erin Eastwood and Nebahat Noyan. Thank you. Additionally, a special thanks to the Director of the Young Men's Initiative, Jordan Stockdale, and his staff.

Sincerely,

Maryanne Schretzman

Executive Director, Center for Innovation through Data Intelligence

October 2021

LETTER FROM YMI

It is with mixed feelings that I present to you an updated Disparity Report. Mixed with the knowledge of the many ways we, our city, have changed in that past five years; proud of the many improved outcomes for young people of color; but dismayed, even sad, about the work still to be done—which you will see in persisting rates of disparities.

It is a wonderful problem now to acknowledge that there is not enough space in this report to list and explain all the initiatives, policies, and programs YMI has been part of since 2011 working toward equal conditions of well-being for all young people, and to provide proper recognition to the efforts of all City agencies on behalf of young people. In this update to the Disparity Report we are deliberately only highlighting a few such initiatives to provide more detail. Each example illustrates the importance of inter-agency and community collaborations, and demonstrates how one small change in a regulation or policy can have a big impact on young lives.

For myself, I am most excited about the changes taking place at the Department of Education (DOE) and in school safety more broadly. One, because it is an agency that young people are most exposed to and, two, because DOE leadership truly worked with community members to develop their policy changes. Many of the changes related to school safety resulted from the Mayor's Leadership Team on School Climate and Discipline – a one year taskforce comprised of educators, unions, advocates, parents and students. The taskforce worked collaboratively to develop policy recommendations that dramatically reduced arrests, summonses and suspensions in NYC schools. Change normally happens step by step, but sometimes strong, large coalitions add a few leaps.

Changes in youth justice have also proved promising, and yet racial disparities have remained ever present. For instance, misdemeanor arrests of black male youth ages 11 to 17 declined by 88 percent during this administration. That's many fewer young people experiencing the harshness of the criminal justice system, and we should protect the policies and programs that allowed for that change. At the same time, despite these major declines, racial disparities in youth arrests remain completely unacceptable, and we must continue to root out the causes of this injustice.

In 2020, we were called into action to address the disproportionate struggle with COVID-19 that we saw in young people of color and their families in accessing on-line school, in feeding themselves and staying housed, and in just staying alive. We also witnessed a barrage of videos depicting state violence against unarmed individuals – largely black and brown. In response, communities began organizing and engaging young people and their families in a growing, national movement to proclaim and demand an end to racial injustice. How these actions will change long-term outcomes for young people we cannot yet report on, but I am hopeful.

The Disparity Report is a tool. The purpose of this tool is to showcase data in a very clear and easily digestible manner and to thus raise the salience of these issues. The tool itself does not get the job done. We must wield it. I hope you find the Disparity Report beneficial and that you use it to act and organize.

Jordan Stockdale

Executive Director, The Young Men's Initiative, Office of the Mayor

October 2021

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EXECUTIVE SUMMARY

The 2016 Disparity Report sought to display city-wide trends in racial disparities for youth and young adults across New York City. CIDI, in collaboration with the NYC Young Men's Initiative (YMI), produced this Disparity Report Update with a new methodology but with the intent of the original report intact: to integrate data from multiple life stages and experiences into one tool for government agencies, community partners, and the public to address racial disparities. By showing the impact of recent efforts to address racial inequities, this Disparity Report Update provides a foundation for further discussion and action.

All indicators are disaggregated by four racial/ethnic groups (White, Black, Hispanic, Asian) and by two genders (male and female). These categories were selected in large part because they are categories available across many agency datasets. CIDI acknowledges that multi-racial and non-binary young people are not represented, nor are the full range of racial and ethnic identities. Still, the categories allow readers to focus on significant disparities experienced by large groups of youth in NYC.

This Disparity Report Update includes information across four domains: Education, Economic Security, Health and Well-Being, and Youth Justice. With few exceptions, the indicators are the same as the 2016 Disparity Report, but with new data that extends the analysis from 2013 to 2020. These indicators are not a complete list of all the ways disparities exist, but they cover many significant areas where disparities have a major impact on young people.

Methodology

Data for each indicator are presented in three ways: an Outcome Rate, a Comparison Index and, in an appendix, a Disproportionality Table.

The **Outcome Rate** is how many times the outcome occurred for every 1,000 young people in one racial/ethnic/gender group, shown over time in a bar graph. Change in outcome rates is described as a percent: the difference of the most recent rate minus the rate from 2013, divided by the rate from 2013.

The **Comparison Index** is a ratio of the Outcome Rate for one racial/ethnic category over the Outcome Rate for all the other racial/ethnic categories, shown over time in a line graph. If the graph lines in the Comparison Index converge over time, disparity is decreasing (outcomes are happening at a similar rate for all racial/ethnic categories). If lines move apart over time, disparity is increasing.

The **Disproportionality Table** calculates the proportion of each racial/ethnic category within an outcome and how much that group is represented in the whole population.

Summary of Findings

- *Outcome rates improved in each domain.* Virtually every indicator across each racial/ethnic/gender group shows improved outcome rates in the latest data when compared to outcome rates in 2013. These improvements pre-dated the pandemic and largely were sustained through the pandemic.
- *Disparity rates show few changes.* For most indicators, disparity rates stayed at or near the same as measured by the Comparison Index. Notable improvements came primarily in the Education domain. In the Youth Justice domain, disparity increased dramatically in several indicators.
- *Large disparities remain.* Consistent and substantial racial disparity remains across all 28 indicators. Black and Hispanic youth are consistently more likely to experience negative outcomes than their White and Asian peers. While the relative ranks of Black and Hispanic youth vary, rates of negative outcomes for both groups are far higher than for White and Asian youth. The experience of Black youth in the Youth Justice domain is especially disparate, including when compared to Hispanic Youth.

INTRODUCTION

The Disparity Report Update is the result of a continuing collaboration between the Center for Innovation through Data Intelligence (CIDI), a research and policy center for the Deputy Mayor for Health and Human Services, and the Young Men's Initiative (YMI), a city-wide program designed specifically to enhance the well-being of young men of color, which operates under the Deputy Mayor for Strategic Policy Initiatives.

In 2016, CIDI and YMI produced the Disparity Report, inspired by, and built from, a series of previous collaborative data reports examining outcomes for young men of color. At that time, CIDI realized the report can and should be a lens through which to describe racial disparities among young men as well as young women in four areas: Education, Economic Security, Health and Well-Being, and Youth Justice. There was no existing resource specifically integrating racial disparity data about all young New Yorkers and their interactions across NYC agencies into one tool for government agencies and community partners to use, especially one that was designed to make the data accessible.

The Disparity Report was well-received by academics and policy makers and was used as a call to action. Mayor de Blasio's administration's support propelled many new policies designed to address disparity.

This report focuses exclusively on measures that impact young people. Although the indicators addressed in this report are not an exhaustive list of all potential areas in which disparities exist, taken together, they are a manageable subset that represents the many ways in which disparities can impact the lives of young people.

2020: A New Consensus on the Impact of Structural Racism and Inequities

Since the Disparity Report was released in 2016, much has changed. Events have led to an awareness and a generally accepted understanding, especially among NYC social policy makers, that implicit bias in individuals and structural barriers in institutions create and sustain racial disparities. The COVID-19 pandemic helped solidify this emerging consensus in NYC. The pandemic demonstrated the stark differences in how the illness impacted New Yorkers by race and ethnicity as predominantly Black and Hispanic communities suffered higher rates of illness, hospitalization, and death.[1]

Biological or personal traits could not account for these disparities. Instead, an array of dynamics—economic, social, institutional, and interpersonal—that routinely disadvantage New York City's Black, Hispanic, and Asian communities contributed to the pandemic's disparate impact. The racial segmentation of the labor market, for example, with Black and Hispanic people disproportionately concentrated in frontline essential worker positions, contributed to the spread of the virus in these communities. Many Black and Hispanic essential workers took care of sick New Yorkers, increasing their exposure and their community's exposure to the virus. At the same time, wealthier and Whiter communities saw many of their residents relocate outside NYC or stay safely in their residences while working remotely.

The national reckoning on racial injustice in the criminal justice system following the deaths of George Floyd and other Black men and women heightened awareness of racial disparity and structural racism. The

[1] See D. Phuong Do, and Reanne Frank. "Unequal burdens: assessing the determinants of elevated COVID-19 case and death rates in New York City's racial/ethnic minority neighborhoods." *Journal of Epidemiology and Community Health* 2021;75:321-326; DR Williams, LA Cooper. "COVID-19 and health equity: a new kind of 'herd immunity'". *Journal of the American Medical Association*. 2020;323:2478–80. doi: 10.1001/jama.2020.8051; and Rashawn Ray. "Why are Blacks dying at higher rates from COVID-19?" Brookings Institution, 2020. Available at https://www.brookings.edu/blog/fixgov/2020/04/09/why-are-blacks-dying-at-higher-rates-from-covid-19.

demonstrations following Floyd's death gave young people of color in particular a new voice in national conversations. In New York City, demonstrations were not limited to protests concerning policing, but spread to marches against racism and bias in child welfare, healthcare, and more. In some ways, this Update can be read as a companion piece to the most common headlines of 2020, and to reinforce that these disparities are not new but have been with us for many years.

What is the same from the 2016 report?

The Disparity Report Update maintains a singular focus on racial equity. All indicators are disaggregated by racial/ethnic group (White, Black, Hispanic, Asian) and by gender. This purposeful approach stresses the significant consequences of structural racism and discrimination that are often missed in aggregated measures of progress.

All indicators are disaggregated by four racial/ethnic groups (White, Black, Hispanic, Asian) and by gender. These categories were selected in large part because they are categories available across many agency datasets. Many of these databases are operated by state entities or must conform to state and federal guidelines that limit New York City's ability to incorporate categories that may better match a range of identities. CIDI acknowledges that multi-racial and non-binary young people are not represented, nor are the full range of racial and ethnic identities, and that there are vast differences within racial and ethnic groups. Using these same categories, despite their limitations, allows for the consistent measurement of disparities over long periods.

This report again describes outcomes in indicators across four domains: Education, Economic Security, Health and Well-Being, and Youth Justice. The effects of racism are not limited to one area of life; instead, they permeate across multiple settings. Furthermore, many of the indicators are related and the cumulative impact of these experiences creates even greater disparities in outcomes. With few exceptions, the indicators are the same as the 2016 Disparity Report. These indicators are not a complete list of measures of disparities, but they cover many significant substantial areas where disparities have a major impact on young people.

What is new in the Disparity Report Update?

Though the indicators are mostly the same as the original Disparity Report, the data are new. Most indicators now have outcome data from 2013 up to 2020, though for some the most recent data available are from 2018 or 2019. The methodology is also revised and more appropriate. The stated purpose of the 2016 Disparity Report was to stress the consequences of structural racism—dynamics that routinely advantage Whites— which in some ways reinforced notions of difference. The disparity measured in the 2016 report calculated the difference in outcomes for young people by race/ethnicity compared to White youth. This could be interpreted that what happens to White youth is expected to be the norm, centering experiences on White youth. In this update, instead of using White as a reference point for comparison—for example, *how much more likely is the outcome to happen to a Black male than to a White male?*—the reference point is all other groups—as in, *how much more likely is the outcome to happen to a Black male than to males from all other racial/ethnic categories combined?*

In this update, all indicators are summarized with a **Disproportionality Table**, calculating the proportion the racial/ethnic category represents in an outcome and how much that group is represented in the whole population.

Data, questions, and actions

The How to Read the Disparity Report section provides more guidance on reading the charts and accompanying narratives. For example, in any year, a Comparison Index score of 1.0, or with no disparity between racial/ethnic categories, may or may not signify overall well-being. Groups may be doing equally well or equally poorly on that indicator. Outcome Rates and Comparison Indices should be examined in tandem to fully understand changes over time. Promoting data literacy and making sure these data are used to drive change is an important part of the Disparity Report Update. This report follows up on the Social Indicators and Equity Report (SIER), established by Executive Order 45[2], and the accompanying website www.equity.nyc.gov.

The Disparity Report Update is a source book and tool for government agencies, community partners, and the public. Examining the outcomes presented here often prompts more questions than conclusions: What else can we measure? How can we measure it? What else can we learn about the outcomes? What is impacting the outcomes? And perhaps most important, what actions can New Yorkers take to make the city a place where every young person has an equal chance to meet their potential? The Summary of Findings in this report notes some of the major changes that have taken place since 2013.

To the question of actions, The Disparity Report Update includes Policy Change Highlights, short descriptions of policy and program changes initiated by city agencies and the Disparity Work Group members to address the disparities seen in the data.

The purpose of the indicator data is to illuminate the disparities in a way that makes them easier to discuss among colleagues, community members, and the young people who are represented in the data. The purpose of the Policy Change Highlights is to demonstrate how change can happen. The Disparity Report Update serves as a common reference for New York City to consciously and explicitly address the disparities that young men and women of color experience.

[2] https://www1.nyc.gov/assets/home/downloads/pdf/executive-orders/2019/eo-45.pdf

METHODOLOGY: DISPARITY INDICATORS

Indicators were strategically selected to align with the work of the Young Men's Initiative (YMI) based on the literature on racial disparities, age-appropriateness, and the availability of NYC agency data. Through comprehensive discussions with government agencies, CIDI identified indicators that relied upon data that (1) New York City agencies and/or other government entities trusted as consistent and reliable; (2) were the same or similar to publicly available datasets; and (3) could be updated regularly.

The indicators cover a range of developmental stages and experiences that, taken together, show the challenges that many young people need to overcome in their teen and early adult years. These several domains were selected because the literature indicates that the effects of racism permeate across multiple settings and throughout the life course and that outcomes in these domains play an essential role in the development of young people. By disaggregating the indicators by racial/ethnic groups, the Disparity Report Update provides a snapshot of the effects of structural racism across multiple settings and during the formative years of young people ranging from birth through age 24. More or different indicators could have been selected. By curating a briefer list, CIDI sought to increase the accessibility of information on a complex topic.

Domain: Education

Grades 6-8: Chronic Absenteeism
Grades 9-12: Chronic Absenteeism
Grades 3-8: NY State Assessment Results for English
Grades 3-8: NY State Assessment Results for Math
High School Graduation Results
College Readiness Index
Post-Secondary Enrollment Rate
Grades 6-8: Student Discipline, single suspension
Grades 6-8: Student Discipline, multiple suspensions
Grades 9-12 Student Discipline, multiple suspensions

Domain: Economic Stability

US Census Poverty Measure
NYC Poverty Measure
Youth Unemployment
Youth Disconnection

Domain: Health and Well-Being

Teen Pregnancies
Teen Births

Indicated Abuse/Neglect Findings for ages 0-13
Indicated Abuse/Neglect Findings for ages 14-17

Domain: Youth Justice

Misdemeanor Arrests for ages 11-17
Felony Arrests for ages 11-17

Misdemeanor Arrests for ages 18-24
Misdemeanor Convictions
Felony Arrests for ages 18-24
Felony Convictions
Admissions to Jail

METHODOLOGY: KEY MEASUREMENT CALCULATIONS

Outcome Rates Calculations

The **Outcome Rate** is how many times the indicator event occurred for every 1,000 young people in that racial/ethnic and gender category in a given year. By using a rate rather than the overall count, comparisons can be made among racial/ethnic categories even if the total numbers in each category are different. The formula below shows how the outcome rate is calculated for **High School Suspensions for male students**.

OUTCOME RATE FORMULA
for One Racial/Ethnic Category

$$\frac{\text{Total Suspensions for One Racial/Ethnic Category}}{\text{Total Population for One Racial/Ethnic Category}} \times 1{,}000 = \text{Outcome Rate per 1,000}$$

ASIAN OUTCOME RATE

$$\frac{397}{27{,}643} \times 1{,}000 = 14$$

BLACK OUTCOME RATE

$$\frac{2{,}615}{39{,}407} \times 1{,}000 = 66$$

HISPANIC OUTCOME RATE

$$\frac{2{,}376}{61{,}937} \times 1{,}000 = 38$$

WHITE OUTCOME RATE

$$\frac{659}{22{,}115} \times 1{,}000 = 30$$

In this example, the total number of suspensions for Black and Hispanic high school students were similar (2,615 compared to 2,376) but there were many fewer total Black students (39,407) than there were total Hispanic students (61,937), so the rates are quite different (66 per 1,000 compared to 38 per 1,000).

Comparison Index Calculations

The **Comparison Index** is the ratio of the outcome rate for one category of youth compared to the outcome rate for all other categories combined. The Comparison Index is a measure of disparity that indicates how often outcomes are experienced by one racial/ethnic category in comparison to their peers in other racial/ethnic categories. The formulas below show how the comparison index is calculated for **High School Suspensions**.

1 First, calculate the outcome rate for all other racial/ethnic categories combined.

OUTCOME RATE FORMULA
for All Other Racial/Ethnic Category

$$\frac{\text{Total Suspensions for All Other Racial/Ethnic Categories}}{\text{Total Population for All Other Racial/Ethnic Categories}} \times 1{,}000 = \text{Outcome Rate per 1,000}$$

ASIAN for All Other Racial/Ethnic Categories

$$\frac{5{,}650}{123{,}459} \times 1{,}000 = 46$$

BLACK for All Other Racial/Ethnic Categories

$$\frac{3{,}432}{111{,}695} \times 1{,}000 = 31$$

HISPANIC for All Other Racial/Ethnic Categories

$$\frac{3{,}671}{89{,}165} \times 1{,}000 = 41$$

WHITE for All Other Racial/Ethnic Categories

$$\frac{5{,}388}{128{,}987} \times 1{,}000 = 42$$

The total number of suspensions for all other racial/ethnic categories for the Asian student comparison index is the sum of suspension counts for Black (2,615), Hispanic (2,376), and White (659) students. That is 5,650. Divide that by the sum of the total populations of Black + Hispanic + White students. The comparison outcome rate for the comparison index for each racial/ethnic category always comprises the sums of the three other categories.

2 Then divide the outcome rate for the single racial/ethnic category by the outcome rate for all other categories.

COMPARISON INDEX FORMULA

$$\frac{\text{Outcome Rate for Suspensions for One Racial/Ethnic Category}}{\text{Outcome Rate for Suspensions for All Other Racial/Ethnic Categories}} = \text{Comparison Index}$$

ASIAN

$$\frac{14}{46} = 0.3$$

BLACK

$$\frac{66}{31} = 2.2$$

HISPANIC

$$\frac{38}{41} = 0.9$$

WHITE

$$\frac{30}{42} = 0.7$$

There were 14 suspensions per 1,000 for Asian high school students and 46 suspensions per 1,000 for all other racial/ethnic categories. Divide 14 by 46 for the result 0.3, which is the Comparison Index. The outcome rate of suspensions for Asian students is 30% of the rate for all other racial/ethnic categories combined.

The outcome rate for Black students was 66 and the outcome rate for all other racial/ethnic categories was 31. For this example, 66 divided by 31 is 2.2, which is the Comparison Index. The outcome rate of suspensions for Black students is more than twice the rate for all other racial/ethnic categories combined.

SUMMARY OF FINDINGS

The findings in this report paint a mixed picture. Major improvements in Outcome Rates occurred but were usually accompanied by stubbornly consistent Comparison Index scores for most indicators, and persistently negative disparities for Black and Hispanic youth when compared to their peers. This section discusses these general patterns and then examines each of the four domains.

Outcome rates. Virtually every indicator across each racial/ethnic/gender group shows improved outcome rates in the latest data when compared to outcome rates in 2013. Many improvements were steady and substantial, and some were stunning: 100 percent or greater increases when a higher rate meant a better outcome and 75 percent or greater decreases when a lower rate meant a better outcome. These improvements pre-dated the pandemic; comparing 2013 Outcome Rates to the most recent Outcomes Rates available prior to the pandemic shows a pattern of improvement. In most cases, improvements were sustained or increased in 2020 despite the onset of the pandemic.

Table 1 below shows patterns of change in Outcome Rates across the 28 indicators examined. Hispanic youth experienced improvements of 30 percent or more on 15 of the 28 indicators, more than any other group. Black youth experienced improvements of 30 percent or more on 13 of the 28 indicators. White and Asian youth also scored significant gains, experiencing gains of 30 percent or more on 12 and 11 indicators respectively. No group experienced substantial negative changes in Outcome Rates. These numbers represent major accomplishments by youth, their families and communities, and for everyone working to improve the lives of young people.

Table 1. Change in Outcome Rates (28 indicators)

(Most Recent Rate minus 2013 Rate) divided by 2013 Rate	Asian	Black	Hispanic	White
An improvement of 30% or more	11	13	15	12
An improvement of 11-29%	7	10	9	10
An improvement of 10% or less, or no change	6	4	3	6
Did not improve (change in the negative direction)	4	1	1	0

Changes in Disparity. The Outcome Rate gains, however, did not lead to reductions in *disparities* between different racial/ethnic groups on most of the 28 indicators. On only three indicators (ELA and math test scores and youth mortality) did disparities as measured by the Comparison Index markedly decline. The Comparison Index for misdemeanor convictions for Black females also fell, but the same trend was not apparent among Black males. For Black males, the Comparison Index scores indicate an increase in disparity on several Youth Justice indicators. Overall, Comparison Index scores changed little in most of the other metrics, indicating that the level of disparity remained relatively unchanged.

The primary reason for this finding is that even though the raw gains in the Outcome Rates by Black and Hispanic youth were larger than for White and Asian youth, the proportional changes were often similar. Felony arrests of Black males ages 11-17, for example, dropped from 41 to 25 arrests per thousand from 2013 to 2020, a nominal decrease of 16 arrests per thousand and a 40 percent decline. Felony arrests of Asian males ages 11-17 dropped from about 6 to 2 arrests per thousand, a nominal decline of only four arrests per thousand but a percent decline of 69 percent. So even with dramatic reductions in Black male felony arrests ages 11-17, the Comparison Index for Black males *increased* from 4.7 to 6.9.

Large disparities remain. Despite improvement in Outcome Rates, the pattern of racial/ethnic disparities remains. Black youth and to a lesser extent Hispanic youth experience persistent and large disparities in outcomes. Table 2 shows the magnitude of the Comparison Index scores for indicators where a higher Comparison Index score is less desirable. On ten of these 23 indicators, Black youth are *at least* twice as likely as all other youth to experience negative outcomes. For an additional ten of the indicators, Black youth are 30 to 90 percent more likely to experience the outcome. In all instances, by comparison, White and Asian youth are less likely to experience each negative outcome than their collective peers.

Table 2: Magnitude of Comparison Index (23 indicators)

	Asian	Black	Hispanic	White
Comparison Index at 2.0 or more occurs at a rate at least twice that of all other peers	0	10	1	0
Comparison Index at 1.3 to 1.9	0	10	8	0
Comparison Index at 1.1 or 1.2	0	3	3	0
Comparison Index at 1.0 or less occurs less or at about the same rate as for all other peers	23	0	11	23

DOMAIN SUMMARIES

Education

The aggregate rate of change among indicators where a desired outcome occurs more often (e.g., score proficient in exams, graduate high school), from 2013 to the most recent year of data, was an overall improvement of 75% for Black or Hispanic students, and 31% and 25% for White and Asian students, respectively. The Comparison Index (disparity) among these measures was the narrowest (least disparate) as rates of change were larger for Black and Hispanic students.

The aggregate rate of change for indicators where the desired outcome happens less often (e.g., school absenteeism, suspension), from 2013 to the most recent year of data, was an overall decrease by 7% for Black students, 9% for Hispanic students, 14% for White students, and 3% for Asian students. Here disparities remain as rates of change were larger for White students.

Some gains are stunning. In 2013, for example, 161 of every thousand Black males and 225 of every thousand Black females met CUNY readiness standards. By 2020, the readiness rate for Black males increased to 414 of every thousand, and to 570 of every thousand Black females, representing 157 percent and 153 percent improvements, respectively, in eight years. Hispanic males and females scored 128 percent and 145 percent improvements, respectively, on the same metric over the same time frame. Even though requirements for CUNY readiness relaxed in 2015, making the standard more accessible for all students, the rates of meeting standards doubled only for Black and Hispanic students, not White and Asian students. Similarly, the Outcome Rate for meeting the NY State proficiency standard for English increased by more than 100 percent for both Black and Hispanic males. Black and Hispanic females experienced slightly smaller but still impressive improvements. These dramatic improvements show that major gains are possible in relatively short periods.

Economic Security

Overall, rates of poverty, unemployment, and youth disconnection (defined as unemployed and not in school) decreased. From 2013 to the most recent year of data, Outcome Rates across racial/ethnic/gender categories decreased in the range of 7% to 37% and there were no racial/ethnic/gender categories with worse outcomes in the most recent data when compared to 2013. Across these indicators, Black or Hispanic young people were more likely to be poor, unemployed, or disconnected than their peers at 1.2 to 1.5 times the rate of their peers.

The Comparison Index scores for poverty, for both the US Bureau of the Census and New York City definition of that measure, changed little over the seven year period from 2013 to 2019. For White youth, the Comparison Index scores across the Economic Security domain indicators range from 0.5 to 0.6, meaning White youth are about half as likely to be poor, unemployed, or disconnected. Conversely, Black youth were twice as likely as other youth to be unemployed. Asian youth, despite high Outcome Rates in the Education Domain indicators, were only slightly more likely to be employed than their peers in other groups.

Health and Well-Being

The Health and Well-Being Domain has the fewest indicators but each showed positive trends in Outcome Rates. Youth mortality showed improvements in both Outcome Rates and Comparison Index scores. Continuing a national, state, and local trend, teen pregnancies and births declined markedly for all groups. These changes bode well for the future. Studies show that delaying the onset of parenting allows youth to attend more years of school, increase their skills, and have better economic outcomes.

The largest nominal changes in teen pregnancies from 2013 to 2018 occurred among Black female youth, which dropped from 80 pregnancies per thousand to 42 pregnancies per thousand, a nominal decline of 38 pregnancies per thousand and a 48 percent decline in the Black female teen pregnancy rate. Hispanic females also had large nominal and percentage declines in teen pregnancy rates. The Outcome Rate for Hispanic female youth dropped from 68 teen pregnancies per thousand to 39 teen pregnancies per thousand Hispanic female youth, a nominal change of 29 fewer teen pregnancies per thousand and a 43 percent decline in the Hispanic female teen pregnancy rate. Asian female youth experienced the largest relative decline, with the Outcome Rate dropping from slightly above 15 teen pregnancies per thousand Asian females to just over 7 teen pregnancies per thousand, a 52 percent decline. Similar though somewhat smaller changes occurred in teen births.

Youth mortality Outcome Rates also declined and the Comparison Index scores also showed a lessening of disparity. Among females, White youth had the highest mortality rate and Comparison Index score. Among males, the Comparison Index for Black youth declined from 1.9 to 1.5, but Black male youth continued to have the highest mortality rate of any group.

Rates of indicated findings in investigations of child abuse or neglect fell from 2013 to 2020 but this improvement occurred entirely during the pandemic year of 2020. Excluding 2020, rates of indicated child abuse/neglect remained constant, as did Comparison Index scores. Black children ages 0-13 are 2.7 times more likely to experience an indicated finding of abuse/neglect than their peers.

Youth Justice

Across the eight indicators in the Youth Justice Domain, the rate of arrests, detention, and convictions all fell and often fell precipitously from 2013 to 2020. These dramatic changes do not appear to be the result of the pandemic or skewed by measurement differences caused by the increase in the age of criminal responsibility from 16 years old to 18 years old. Instead, declining justice system involvement among NYC youth is a consistent, long term trend. In the aggregate, Outcome Rates dropped by 72 percent during the period from 2013 to 2020.

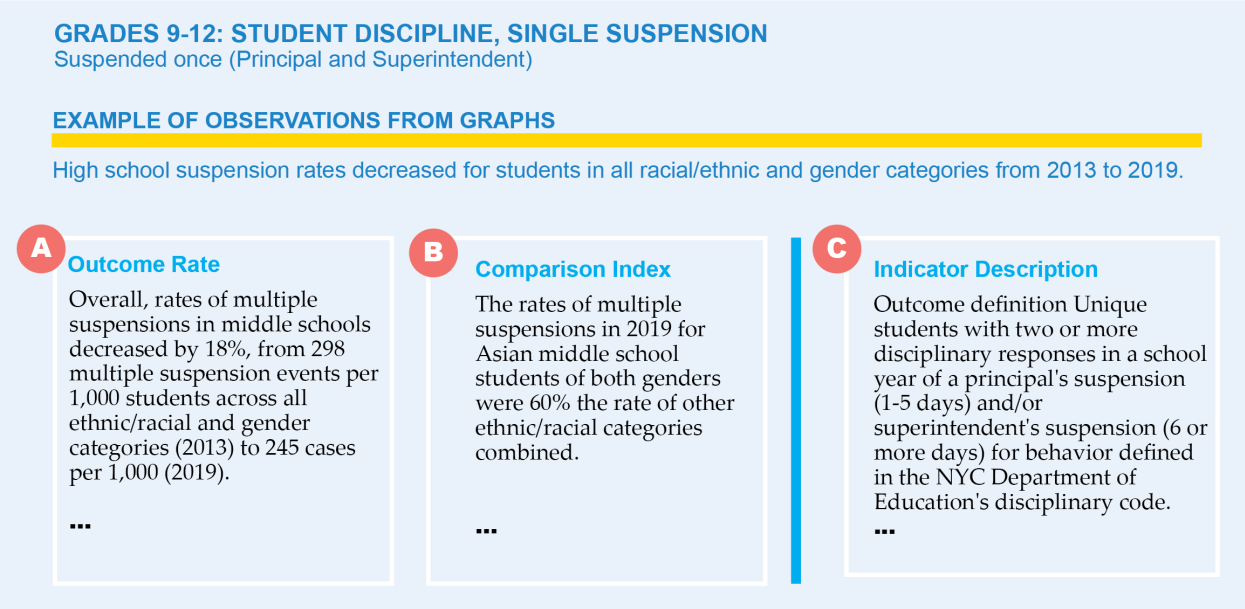
Decreases occurred for all racial/ethnic/gender categories on all indicators, apart from slight increases in detention rates for Asian and White female youth. Some changes were especially dramatic. Misdemeanor arrests for Black male youth aged 11 to 17 years fell from 65 per thousand to eight per thousand, an 88 percent decline. Misdemeanor convictions for Hispanic males fell from 17 per thousand to two per thousand, also a decline of 88 percent.

These striking improvements in Outcome Rates, however, did not translate into similar changes in disparity among racial/ethnic/gender groups in the Youth Justice indicators. Indeed, the Comparison Index rose for Black male youth in many instances. As previously mentioned, Black males ages 11-17 had a felony arrest Comparison Index of 6.9 in 2020. This is a sobering statistic: young Black males ages 11-17 are nearly seven times as likely to be arrested for a felony as their male peers in other racial/ethnic groups.

Indeed, the disproportionate involvement of Black male youth in the justice system stands out as the single greatest area of disparity in the Disparity Report Update. Hispanic male youth, who often have Outcome Rates similar to Black male youth in other domains, had Comparison Index scores at or near 1.0 for each of the Youth Justice indicators. Black male youth had Comparison Index scores that were much higher in each indicator. White and Asian males usually had Comparison Index scores below .5, meaning they were half as likely to experience justice system involvement than their peers.

HOW TO READ INDICATOR GRAPHS AND NARRATIVES

SAMPLE INDICATOR NARRATIVE



This report is designed to present complex information in simple graphs format. The examples from the 'Outcome Rate' and 'Comparison Index' (A&B above) are used to illustrate the data presented in the graphs. The examples are presented to assist readers in understanding the graphs.

A Bar Graphs (Outcome Rates)

The bar graphs represent the Outcome Rates by year for the categories of White, Asian, Black and Hispanic youth; most indicators have a different graph for males and females. The outcome rate indicates the frequency of the outcome per every 1,000 young people in that group, in each year.

Each color represents a different race/ethnicity. Examining the height of the bars is one way to understand the change in the frequency of that outcome over time and how an outcome differently impacts each group.

For most indicators, a shorter bar on the bar graph represents better outcomes. These graphs, including the example of suspensions, include the symbol ↓. Within the Education domain there are five indicators where a taller bar on the bar graph represents better outcomes. These graphs will include the symbol ↑.

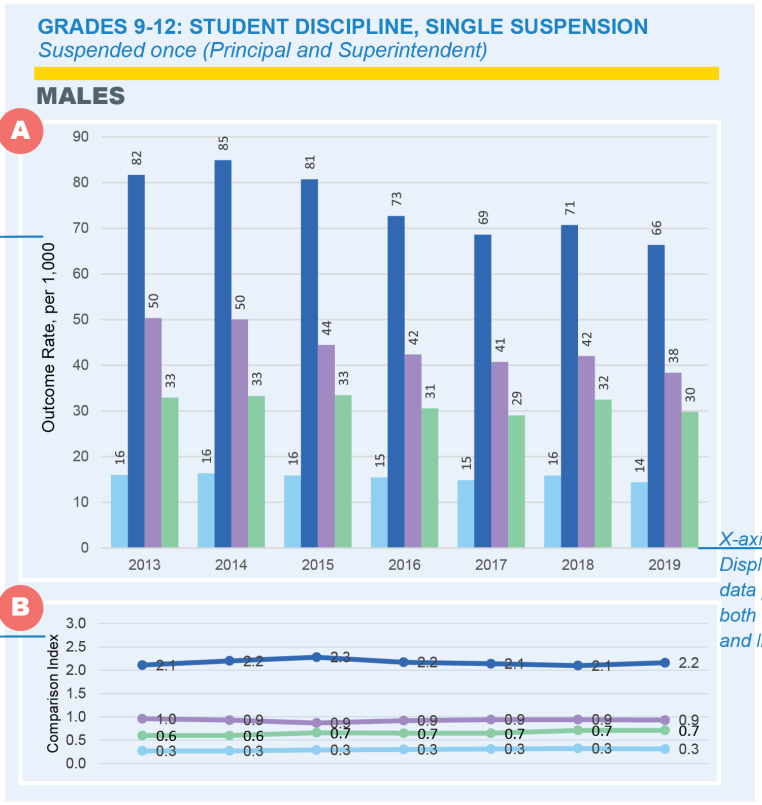
Outcome Rate examples provide selected examples from the bar graph data. In these examples, whether the rate increased or decreased from 2013 is often described as percent change. Percentage change is calculated by subtracting the outcome of the most recent year from the outcome of 2013 and then dividing the result by the outcome of 2013.

B Line Graph (Comparison Index)

A second visualization for each indicator is the Comparison Index. Each point on each line represents the yearly Comparison Index for that group, (Asian, Black, Hispanic, and White) and the lines represent the change in the Comparison Rates over time.

On most indicators where there are different bar charts for males and females, there also will be different Comparison Index line graphs for males and females.

SAMPLE INDICATOR GRAPH



Y-axis: The scale of the Y-axis (i.e., where the rate per 1,000 is displayed) varies across indicators depending on the frequency of the outcome

X-axis: Displays the years of data presented for both the bar graph and line graph

Y-axis: The scale of the Y-axis (i.e., where the Comparison Index range is displayed) varies across indicators depending on the range of the disparity. Most are between 0 and 3

If the outcome rates were hypothetically the same for all racial/ethnic categories, the comparison index for each group would be 1.0. In cases where the Comparison Index is greater than 1.0, it indicates more occurrences of the outcome for that racial/ethnic category than for all other groups. In cases where the Comparison Index is less than 1.0, the outcome occurred less frequently for that group than for all other groups. The further the Comparison Index is from 1.0 in either direction, the greater the difference, or disparity.

Examining how the lines move together or move apart illustrates how disparity is changing. Comparison Index lines move together to indicate that the disparity between groups is decreasing. Lines move apart to indicate that the disparity is increasing, and there is a greater disparity in the outcome among those racial/ethnic categories over time.

For most indicators, a lower Comparison Index represents an outcome that is relatively better. In the high school suspensions example above, Asian students having a Comparison Index of 0.3 is relatively better than White students having a Comparison Index of 0.7. This means that in this indicator, Asian students have a comparatively lower rate of suspensions than their White peers.

C Source Data and Population Definitions and Limitations

Outcome rates represent the total outcome count divided by the total population. Source data from NYC government agencies often includes counts for both outcome and population. In cases where the total population was not available, an estimate of the population was drawn from the 5-year American Community Survey (ACS) conducted by the US Census. Five-year estimates are used to provide a more reliable distribution by age, gender and racial/ethnic category. For example, ACS data from 2019 is a compilation of survey data from 2014 to 2019.

Population sizes vary among the indicators. For each indicator, the scale of the population is provided. The calculation for this count provided is the average of the population by racial/ethnic category over the years represented in the chart, rounded down to 1,000.

In the analysis of indicator data, the rates of events are presented by mutually exclusive racial/ethnic categories. The White category only includes Non-Hispanic White youth, the Black category only includes non-Hispanic Black youth, and the Asian category only includes non-Hispanic Asian youth. The Hispanic category includes any young person identified as Hispanic, of any race.

As the Disparity Report is built largely from administrative data (data collected by NYC government agencies during or as part of the provision of services), there may be inconsistencies in how populations are categorized. City agencies generally define Hispanic populations across races. In any dataset, young people who are identified by a different race than those listed here or who reported in two or more races are not included. Since the original Disparity Report was released, NYC agencies have started to collect data using more than two gender categories, but not consistently enough to be included in this report. As a result, only male and female categories are reported here. CIDI acknowledges that the experiences of non-binary and multi-racial young people are not represented here, as well as the limited portrayal of the full range of racial and ethnic identities that fall within the categories of White, Black, Hispanic, and Asian.

Whenever possible, the source data used in this report is publicly available. When ad hoc datasets were provided by an agency, there generally is similar data that is publically available. See: **Appendix 2** for all data sources used in this report.

APPENDIX 1: DISPROPORTIONALITY

Disproportionality is another method frequently used to describe a condition when the percent of persons of a certain race or ethnicity representation differs substantially in the group's representation in the general population. Disproportionality compares the rate of outcome for a group in relation to how much that group is represented in the whole population. To distinguish it from the Outcome Rate (within one racial/ethnic category), the Disproportionality rates will be presented as percentages. **Appendix 1** includes a summary of all indicators in a **Disproportionality Table**.

Disproportionality and Disparity measures are often used interchangeably; however, they are different measures and serve different purposes. Disparity is always problematic since it occurs when the ratio of one racial or ethnic group in an outcome is not equal to the ratio of another racial or ethnic group who experience the same outcome. The measures of disproportionality requires thoughtful examinations of a holistic framing which includes an understanding of group needs, services and outcomes. In this report both disproportionality and disparity measures are used to provide a full picture.

INDICATORS BY DOMAINS

EDUCATION

Grades 6-8: Chronic Absenteeism
Grades 9-12: Chronic Absenteeism
Grades 3-8: NY State Assessment Results for English
Grades 3-8: NY State Assessment Results for Math
High School Graduation Results
College Readiness Index
Post-Secondary Enrollment Rate
Grades 6-8: Student Discipline, single suspension
Grades 6-8: Student Discipline, multiple suspensions
Grades 9-12: Student Discipline, single suspension
Grades 9-12 Student Discipline, multiple suspensions

ECONOMIC SECURITY

US Census Poverty Measure
NYC Poverty Measure
Youth Unemployment
Youth Disconnection

HEALTH AND WELL-BEING

Teen Pregnancies
Teen Births
Youth Mortality
Indicated Abuse/Neglect Findings for ages 0-13
Indicated Abuse/Neglect Findings for ages 14-17

YOUTH JUSTICE

Misdemeanor Arrests for ages 11-17
Felony Arrests for ages 11-17
Admissions to Juvenile Detention for ages 11-17
Misdemeanor Arrests for ages 18-24
Misdemeanor Convictions
Felony Arrests for ages 18-24
Felony Convictions
Admissions to Jail

EDUCATION
GRADES 6-8: CHRONIC ABSENTEEISM
Missing at least 10% of the school year

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

In middle school, chronic absenteeism decreased for White and Hispanic students and increased for Black and Asian students, from 2013 to 2019.

Outcome Rate

The rate of chronic absenteeism in middle school decreased the most for White students and increased for Black and Asian students (see chart):

M	2013	2019	
Asian	82	89	8%
Black	276	279	1%
Hispanic	268	259	-3%
White	170	152	-11%
ALL	226	215	-5%
F			
Asian	68	74	10%
Black	248	262	6%
Hispanic	252	240	-5%
White	152	129	-15%
ALL	207	196	-5%

Change in Outcome Rates (per 1,000) for Chronic Absenteeism in Middle School, 2013-2019

The rate of chronic absenteeism in middle school was lower for female students than male students:

- Female students had a 19.6% chronically absent rate, with 196 chronically absent students per 1,000 (2019).
- Male students had a 21.5% chronically absent rate, with 215 chronically absent students per 1,000 (2019).

Comparison Index

The rates of chronic absenteeism in middle school for Black and Hispanic male students were 1.4 times that of other ethnic/racial categories combined, with a comparison index for both of 1.4 in 2019.

The rates of chronic absenteeism in middle school in 2019 for Black and Hispanic female students were 1.5 times that of other ethnic/racial categories combined.

Asian students (male and female) had the lowest rates of chronic absenteeism in middle school in 2019, at 40% and 30%, respectively, the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Middle school students whose end-of-year attendance was less than 90%.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 6 through 8 who were enrolled at least 20 days that school year.

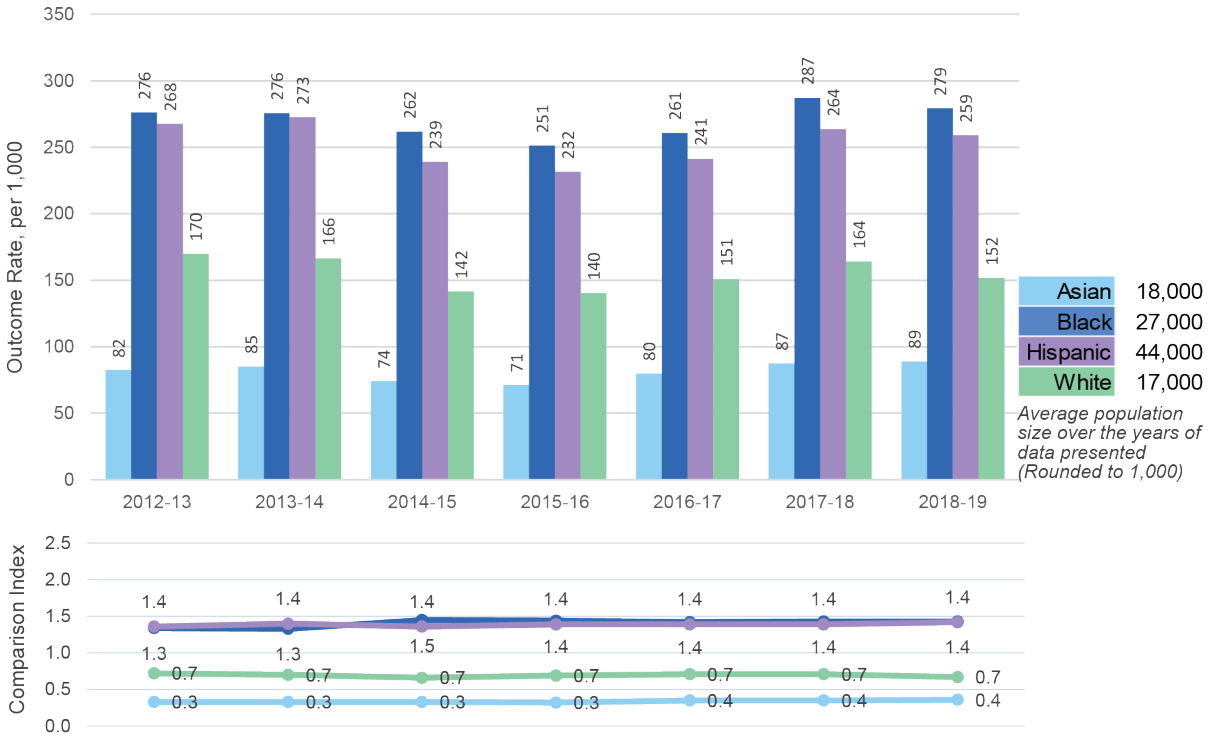
https://infohub.nyced.org/reports/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

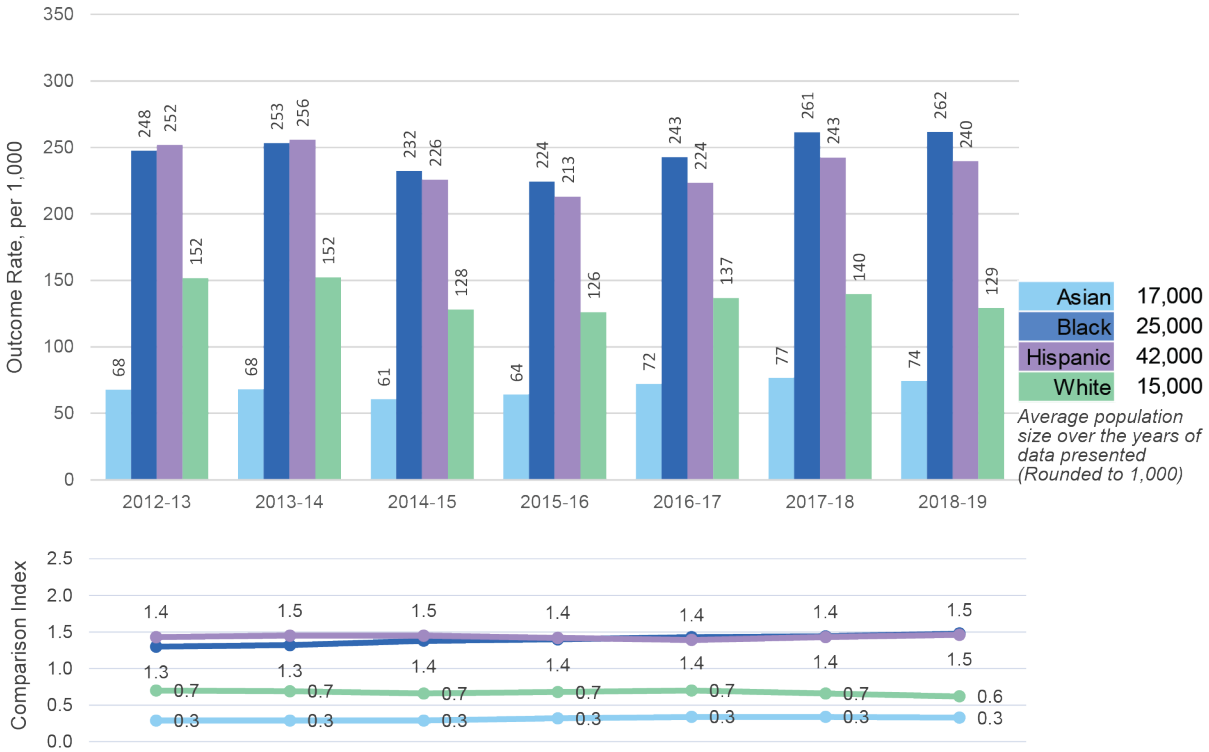
GRADES 6-8: CHRONIC ABSENTEEISM

Missing at least 10% of the school year ↓

MALES



FEMALES



EDUCATION

GRADES 9-12: CHRONIC ABSENTEEISM

Missing at least 10% of the school year

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

In high school,there has been a steady reduction in chronic absenteeism for all students from 2013 to 2019.

Outcome Rate

In high school, rates of chronic absenteeism decreased the most for White students:

- 12% for male students, from 286 chronically absent students per 1,000 (2013) to 251 cases per 1,000 (2019).
- 15% for female students, from 261 chronically absent students per 1,000 (2013) to 222 cases per 1,000 (2019).

The rate of chronic absenteeism for high school Hispanic female students decreased by 11%, from 455 chronically absent students per 1,000 (2013) to 405 cases per 1,000 (2019).

Comparison Index

Disparity in the rate of chronic absenteeism in high school was highest for female Hispanic students, with a comparison index of 1.5 in 2019, or a rate 1.5 times more than other ethnic/racial categories combined.

Male high school Hispanic student attendance was similarly disparate in 2019 at 1.4 times that of other ethnic/racial categories combined.

The rates of chronic absenteeism in high school in 2019 for Black high school students (male and female) were 1.3 times that of other ethnic/racial categories combined.

These disparities in rates of chronic absenteeism in high school have been consistent (unchanged) over the years.

Indicator Description

Outcome definition: High school students whose end-of-year attendance was less than 90%.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 9 through 12 who were enrolled at least 20 days that school year.

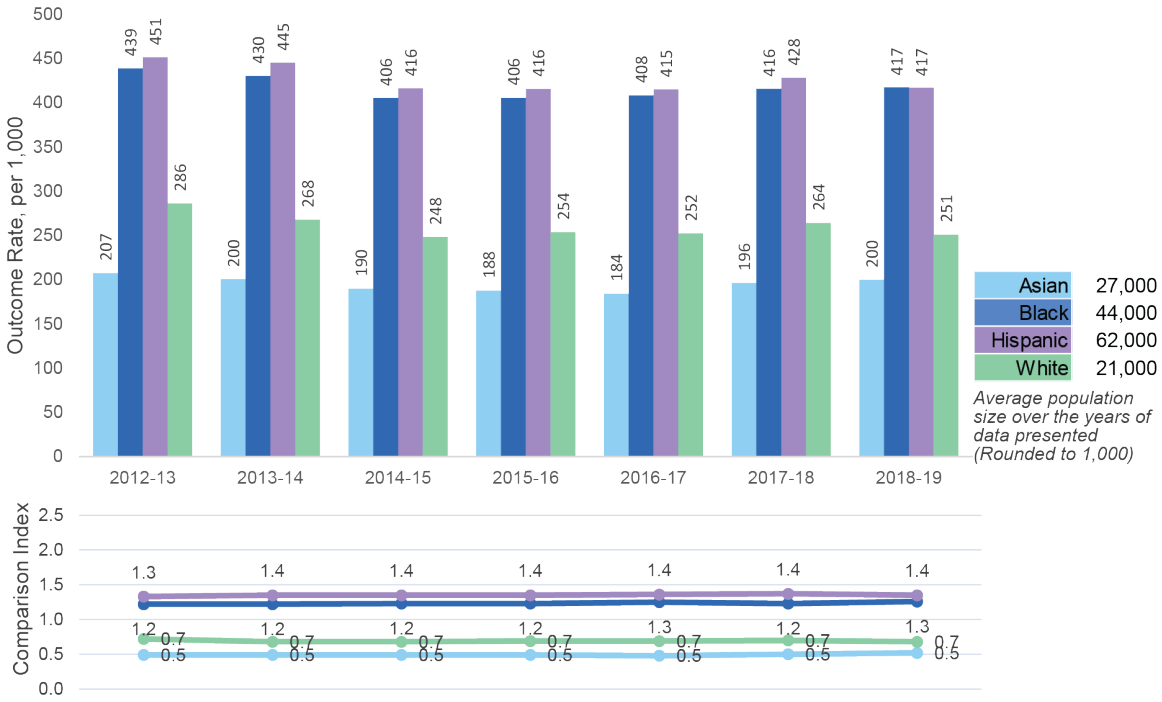
https://infohub.nyced.org/reports/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

GRADES 9-12: CHRONIC ABSENTEEISM

Missing at least 10% of the school year ↓

MALES



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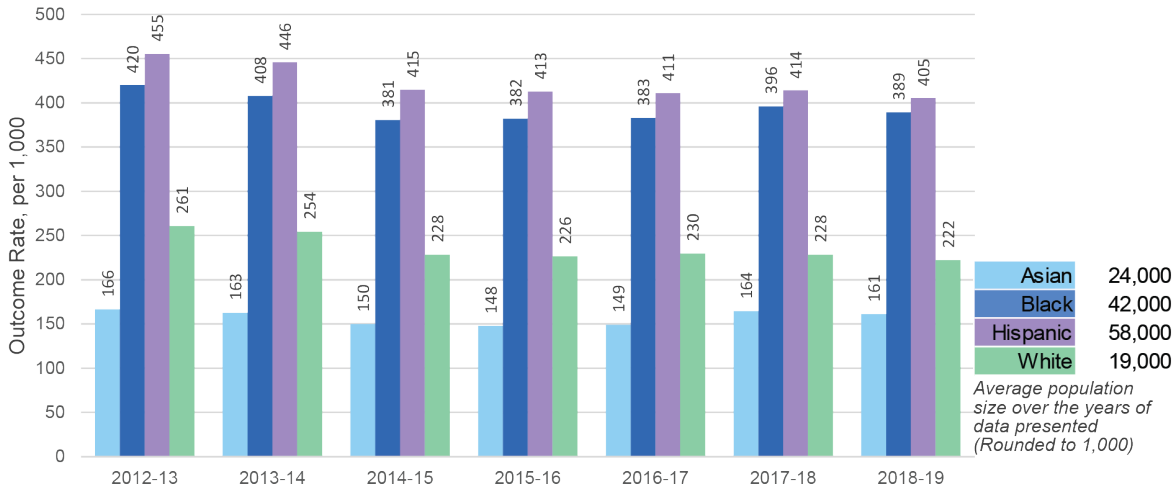
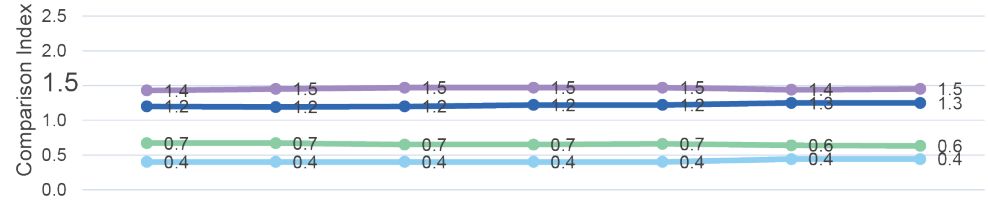




EDUCATION

GRADES 3-8: NY STATE ASSESSMENT RESULTS FOR ENGLISH

English proficiency standards met

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Students from most racial/ethnic and gender categories improved in meeting English standards from 2018 to 2019.

Outcome Rate

The largest increase in rates of meeting English standards was for Black male students, from 269 students meeting standards per 1,000 (2018) to 284 cases per 1,000 (2019)**, an increase of 5%.

There was a decrease in the rate of meeting English standards for White female students, from 731 students meeting standards per 1,000 (2018) to 725 cases per 1,000 (2019).**

Asian female students had the highest rate of meeting English standards, with 727 students meeting standards per 1,000 (2019).**

Female students across all racial/ethnic categories met English standards at a higher rate than male students.

Comparison Index

There was less disparity in the rate of meeting English standards among female students than among male students in 2019:

- Among males, the comparison index ranged from 0.6 to 1.7.
- Among females, the comparison index ranged from 0.7 to 1.5.

The rate of meeting English standards in 2019 for Hispanic female students was 70% the rate of other ethnic/racial categories combined. The rate for Black female students was 80%, with a comparison index of 0.8 in 2019.

The rates of meeting English standards for Black and Hispanic male students were each 60% the rate of other ethnic/racial categories combined in both 2018 and 2019.

Indicator Description

Outcome definition: Students in grades 3-8 scoring 3 or 4 on the exam (from a 1-4 scale). The NY State standard requires a score of 3 or 4 for proficiency in English Language Arts.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 3 through 8, who took the annually administered New York State standardized test in English Language Arts.

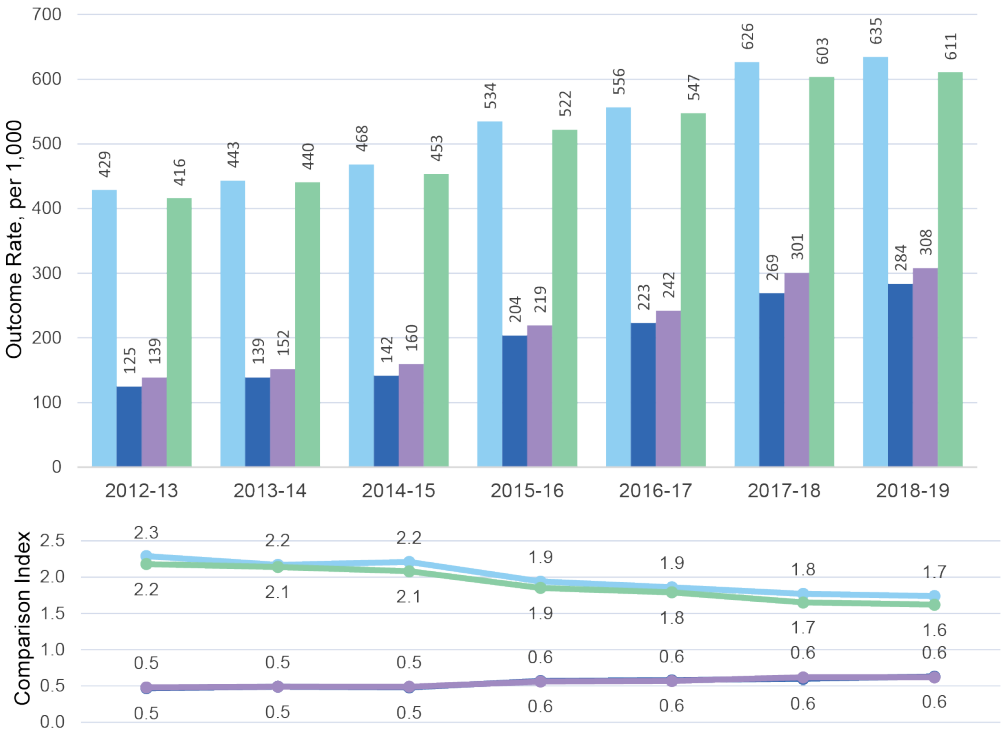
https://infohub.nyced.org/reports/academics/test-results

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*
***In 2018, NYSED rescaled the Math and ELA exams to account for a change in test administration from 3 days to 2 days. Therefore, 2018 and 2019 results can be compared to each other but cannot be compared to prior years.*

GRADES 3-8: NY STATE ASSESSMENT RESULTS FOR ENGLISH

English proficiency standards met ↑

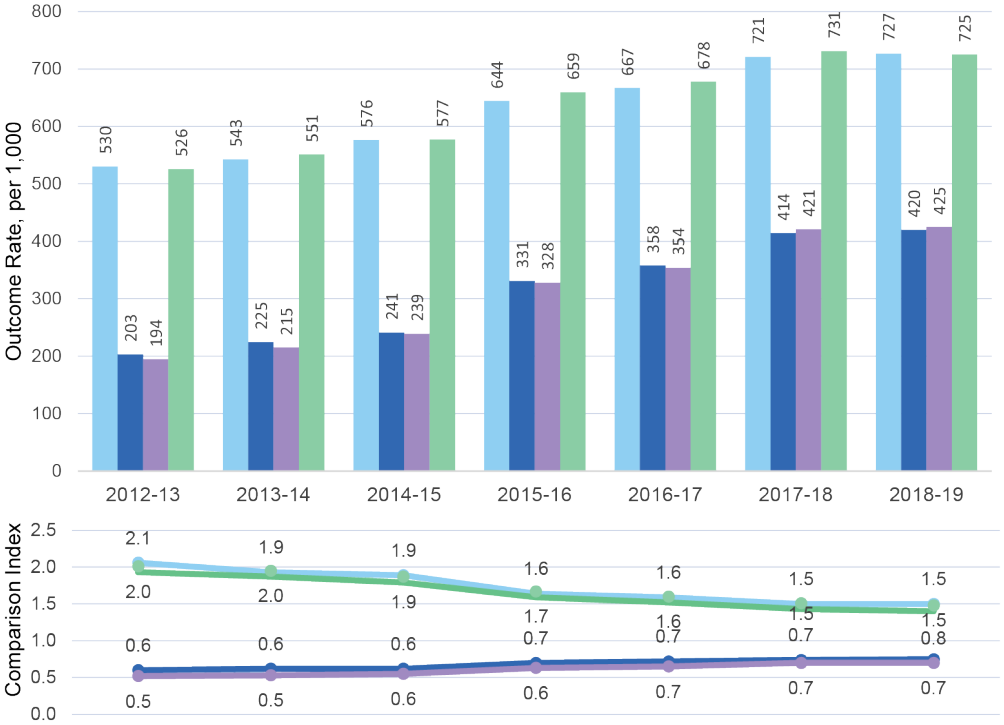
MALES



Asian	36,000
Black	49,000
Hispanic	84,000
White	33,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian	33,000
Black	47,000
Hispanic	80,000
White	31,000

Average population size over the years of data presented (Rounded to 1,000)

EDUCATION

GRADES 3-8: NY STATE ASSESSMENT RESULTS FOR MATH

Math proficiency standards met

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Students from all racial/ethnic categories improved in meeting math standards from 2018 to 2019.

Outcome Rate

The largest increase in rates of meeting math standards was for Black male students, from 231 students meeting standards per 1,000 (2018) to 259 cases per 1,000 (2019)**, an increase of 12%.

The smallest increase in rates of meeting math standards was for Asian students of both genders, at 3%:

• Male Asian students, increased from 719 students meeting standards per 1,000 (2018) to 741 cases per 1,000 (2019).**

• Female Asian students, increased from 726 students meeting standards per 1,000 (2018) to 747 cases per 1,000 (2019).**

In math, male and female students across all racial/ethnic categories met standards at about the same rate. In English, female students outperformed male students.

Comparison Index

Asian male students met math standards at twice the rate of other ethnic/racial categories combined, with a comparison index of 2.0 (2019). That is a decline from a comparison index of 2.6 (2013) for Asian male students indicating a decreasing disparity.

The disparity in meeting math standards for Black and Hispanic students was unchanged from 2018 to 2019:

•Female Black and Hispanic students and male Hispanic students each met math standards at 60% the rate of other ethnic/racial categories combined in both 2018 and 2019.

•Black male students had the lowest rate of meeting math standards, at 50% the rate of other ethnic/racial categories combined in both 2018 and 2019.

Indicator Description

Outcome definition: Students in grades 3-8 scoring 3 or 4 on the exam (from a 1-4 scale). The NY State standard requires a score of 3 or 4 for proficiency in Math.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 3 through 8, who took the annually administered New York State standardized test in Math.

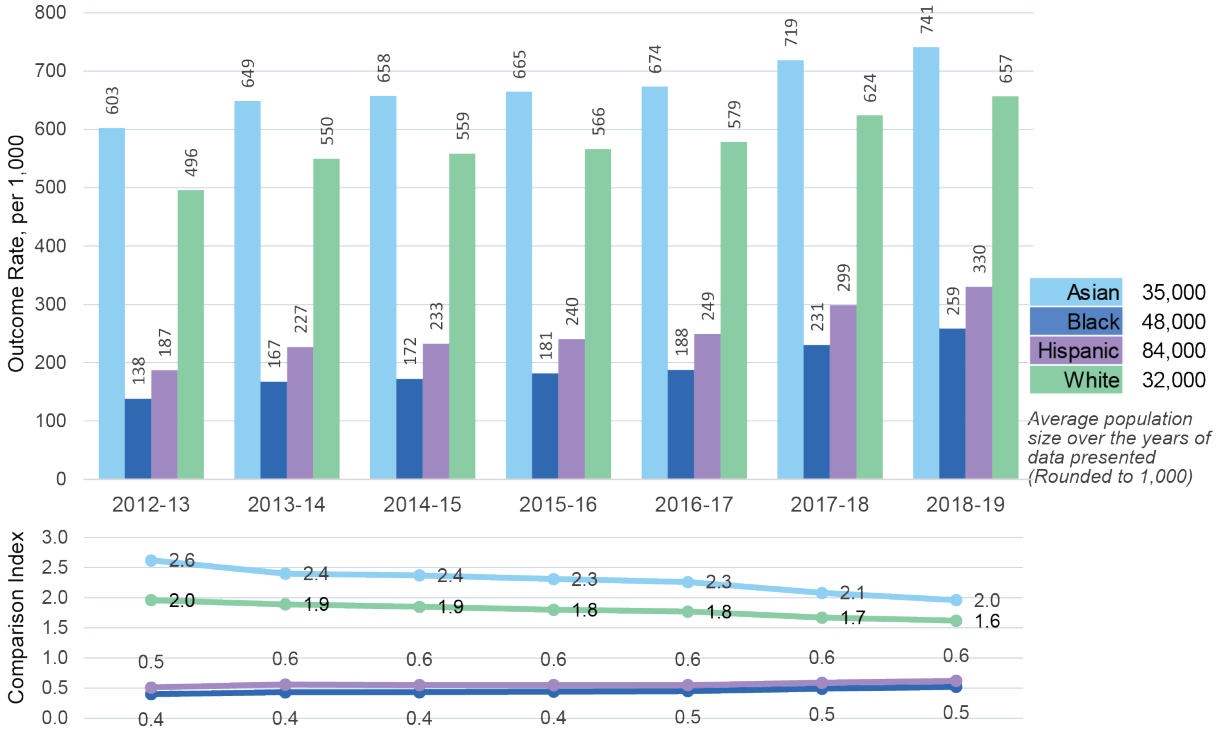
https://infohub.nyced.org/reports/academics/test-results

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*
***In 2018, NYSED rescaled the Math and ELA exams to account for a change in test administration from 3 days to 2 days. Therefore, 2018 and 2019 results can be compared to each other but cannot be compared to prior years.*

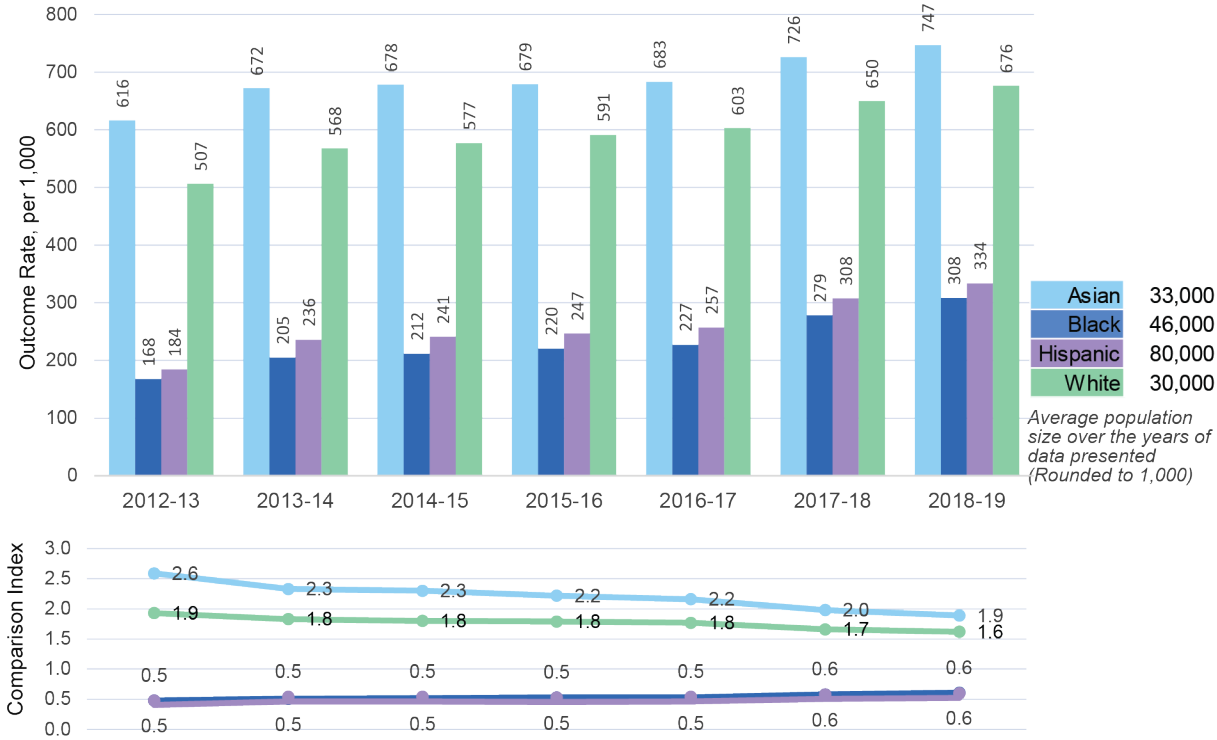
GRADES 3-8: NY STATE ASSESSMENT RESULTS FOR MATH

Math proficiency standards met ↑

MALES



FEMALES



EDUCATION
HIGH SCHOOL GRADUATION RESULTS
Graduating in 4 Years

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Graduation rates increased for all students each year from 2013 to 2020.

Outcome Rate

Rates of 4-year graduation increased the most for Black and Hispanic students (see chart).

M+F	2013	2020	
Asian	761	858	13%
Black	553	694	25%
Hispanic	543	684	26%
White	760	795	5%

Change in Outcome Rates (per 1,000) for 4-Year Graduation, Male and Female Students Combined, 2013-2020

The largest increase in graduation rates was for Hispanic students of both genders, both increased by 26%:

• Male Hispanic students, increased from 543 graduates per 1,000 (2013) to 684 cases per 1,000 (2020).

• Female Hispanic students, increased from 638 graduates per 1,000 (2013) to 801 cases per 1,000 (2020).

Overall, female students graduated at a higher rate than male students.

Comparison Index

Disparity in rates of 4-year graduation rate decreased, from a larger comparison index range of 0.8 to 1.3 (2013) to a smaller comparison index range of 0.9 to 1.1 (2019).

The rate of 4-year graduation in 2020 for Black female students reached the same rate of other ethnic/racial categories combined, or a comparison index of 1.0.

The rates of 4-year graduation in 2020 for Black and Hispanic male students and Hispanic female students were each at 90% the rate of other ethnic/racial categories combined.

Asian male students had the highest 4-year graduation rate in 2020, at 1.2 times the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Graduates are defined as those students earning a Local or Regents diploma within the four year after entering 9th grade. Students who graduate in August of the fourth year are included.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Population definition: NYC public school students in each graduation cohort determined by accountability rules set by the New York State Education Department (excluding charter schools). A cohort consists of all students who first entered 9th grade in a given school year (e.g., the Cohort of 2020 entered 9th grade in the 2016-2017 school year).

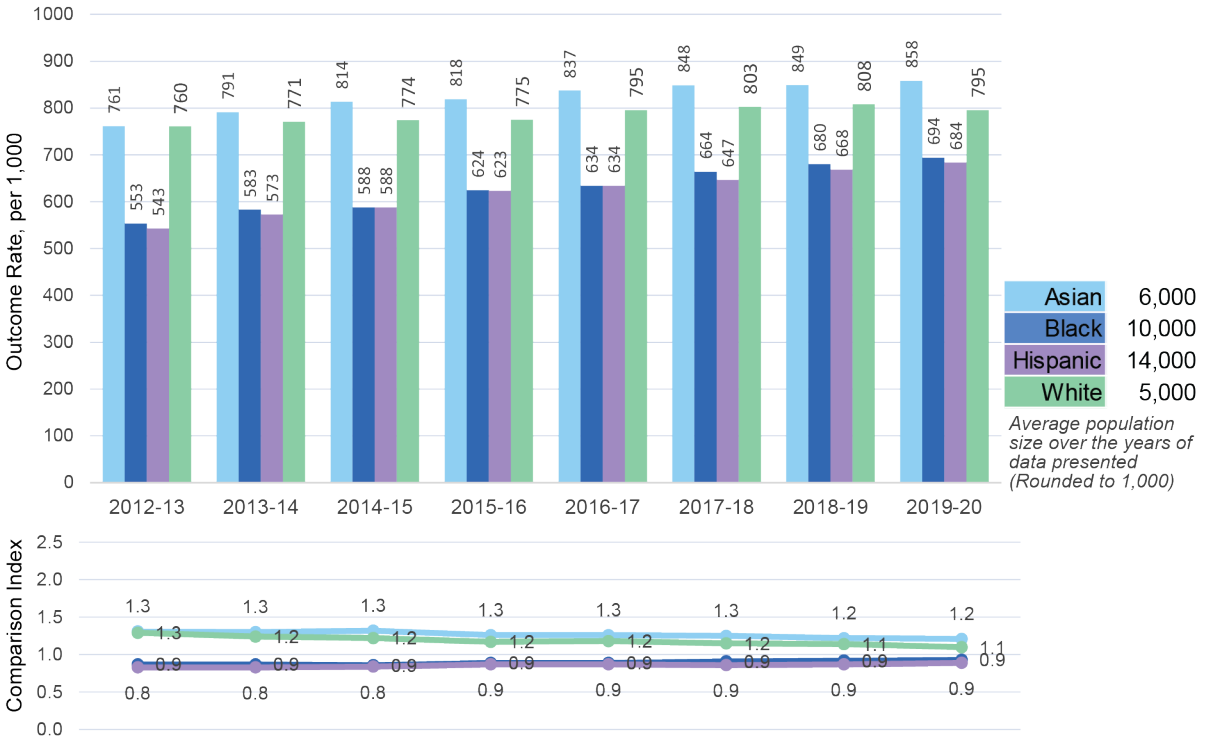
https://infohub.nyced.org/reports/academics/graduation-results

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

HIGH SCHOOL GRADUATION RESULTS

Graduating in 4 Years ↑

MALES



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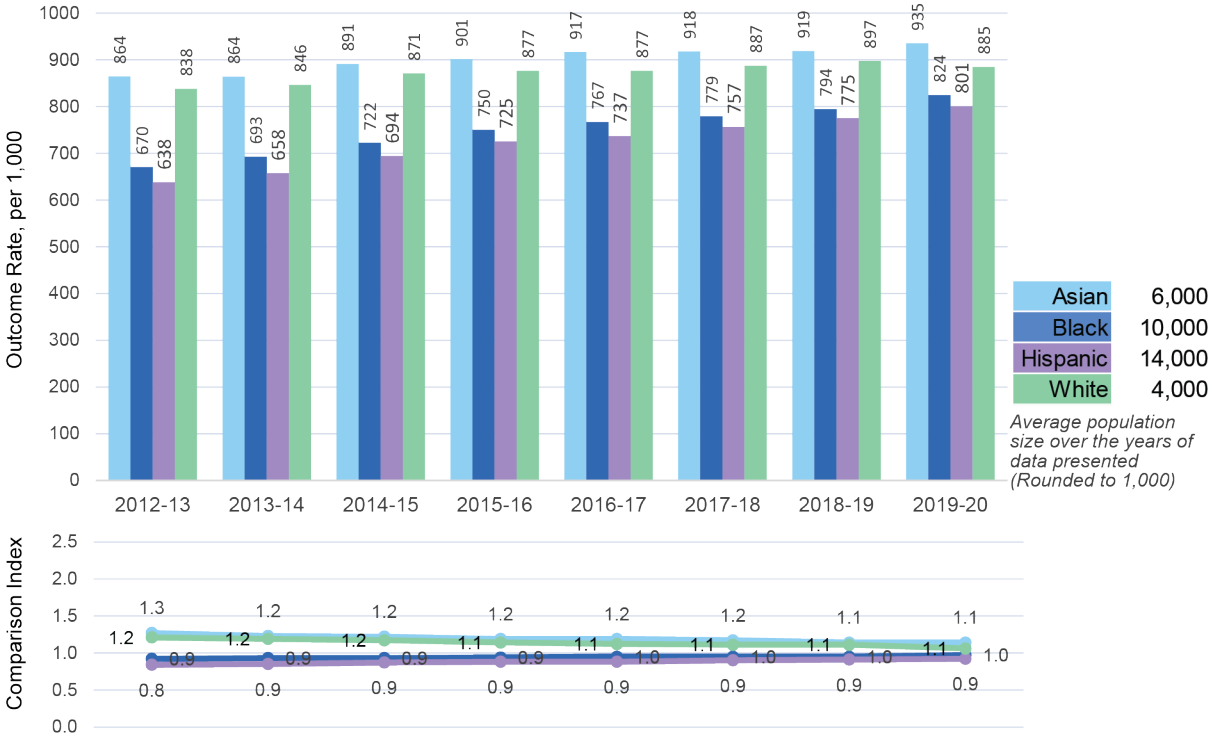


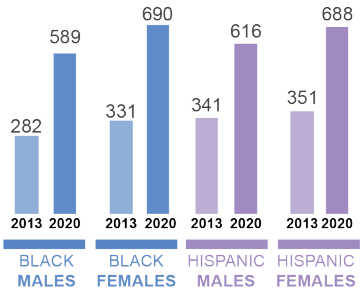
EDUCATION
COLLEGE READINESS INDEX
CUNY readiness standards met

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of students graduating college ready increased for all students from 2013 to 2020.

Outcome Rate

The rate of graduating college ready doubled for Black students of both genders, and nearly doubled for Hispanic female graduates.** (see chart):



Change in College Readiness for Black and Hispanic Graduates
2013 to 2020

Comparison Index

The rates of graduating college ready was highest for Asian students of both genders, both with a comparison index of 1.3 in 2020. However, in 2013 Asian students of both genders graduated college ready at a rate 1.9 times that of other ethnic/racial categories combined, indicating disparity is decreasing.

The rate of graduating college ready in 2020 for Black male students was at 80% the rate of other ethnic/racial categories combined. In 2013, Black male students graduated college ready at 50% the rate of other ethnic/racial categories combined, also indicating that disparity is decreasing.

Indicator Description

Outcome definition: NYC public school graduates who met CUNY's standards for college readiness in English and mathematics.

To demonstrate college readiness in English and Math, student must meet cutoff scores on Regents, SAT or ACT exams and complete required coursework.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Population definition: NYC Public school students who graduated within the fourth year after entering 9th grade in each graduation cohort determined by accountability rules set by New York City Department of Education and used for School Quality Review reporting. Excludes charter school students. A cohort consists of all students who first entered 9th grade in a given school year (e.g., the Cohort of 2020 entered 9th grade in the 2016-2017 school year).

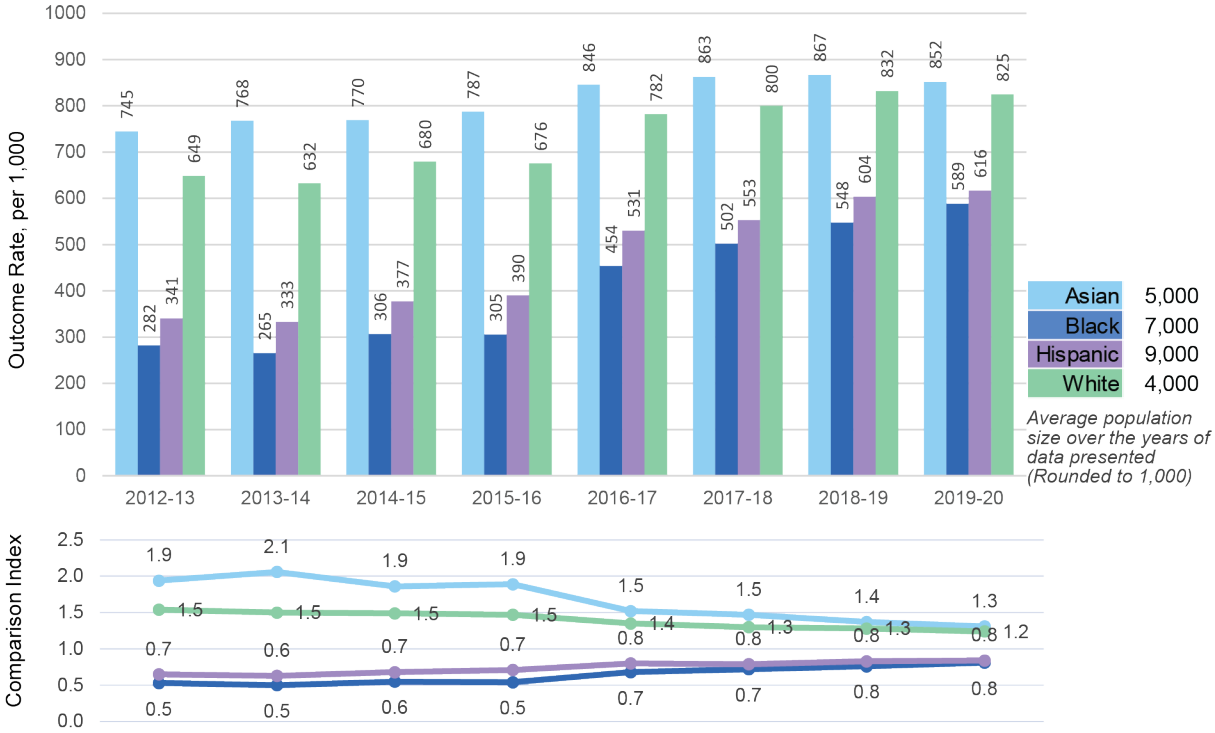
https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide

Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.
***After 2015, the Algebra I Regents exam was rescaled. In 2017 CUNY relaxed certain required coursework. Both changes resulted in increases to the College Readiness Index.*

COLLEGE READINESS INDEX

CUNY readiness standards met ↑

MALES



FEMALES

EDUCATION

POST SECONDARY ENROLLMENT RATE

Reported as being in enrolled in a post secondary program

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

More graduates have been enrolling in post secondary programs since 2013.

Outcome Rate

There was an increase in rates of post-secondary enrollment for Black male students, from 653 post-secondary enrollments per 1,000 (2013) to 719 cases per 1,000 (2019), an increase of 10%.

Rates of post-secondary enrollment for Black female students increased by 9%, from 746 post-secondary enrollments per 1,000 (2013) to 814 cases per 1,000 (2019).

Overall, rates of post-secondary enrollment increased by 6%, from 764 post-secondary enrollments per 1,000 graduates across all ethnic/racial and gender categories (2013) to 807 cases per 1,000 (2019).

Comparison Index

All graduates enrolled in a post-secondary program in 2019 at comparatively similar rates:

- Among female students, the comparison index for post-secondary enrollment was 0.9 for Hispanic graduates (or 90% the rate of other ethnic/racial categories combined), 1.0 for Black graduates, and 1.1 for both Asian and White graduates.
- Among male students, the comparison index for post-secondary enrollment was 0.9 for both Black and Hispanic graduates, 1.1 for White graduates, and 1.2 for Asian graduates.

Indicator Description

Outcome definition: NYC public school graduates known to be enrolled in a two or four-year college, vocational or public service program.

Population definition: NYC public school students who graduated within the fourth year after entering 9th grade in each graduation cohort determined by accountability rules set by New York City Department of Education and used for School Quality Review reporting. Includes charter school students. A cohort consists of all students who first entered 9th grade in a given school year (e.g., the Cohort of 2020 entered 9th grade in the 2016-2017 school year).

https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide

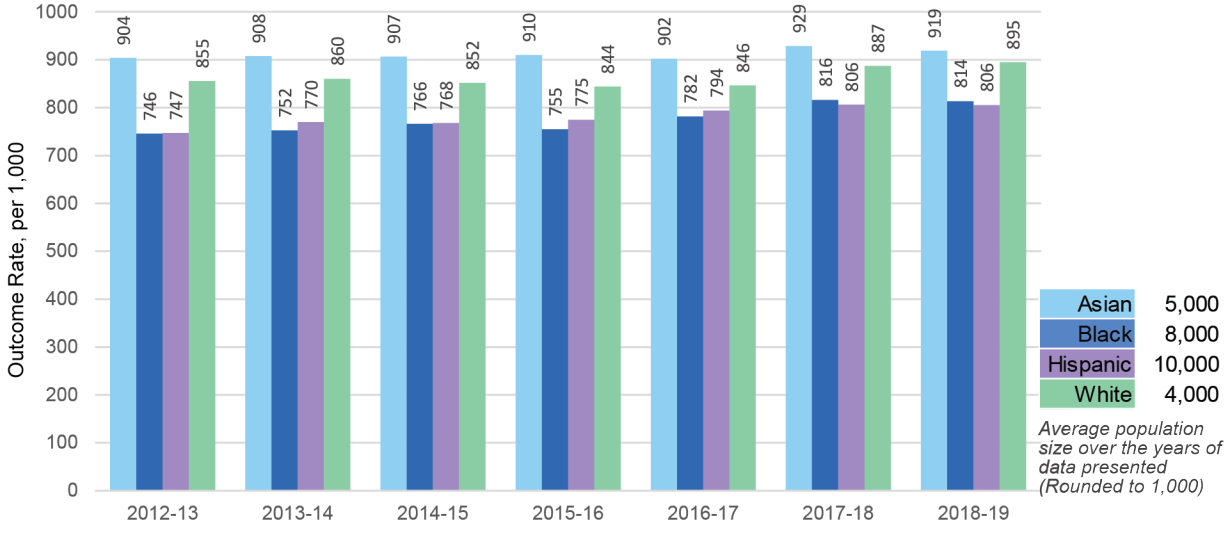
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

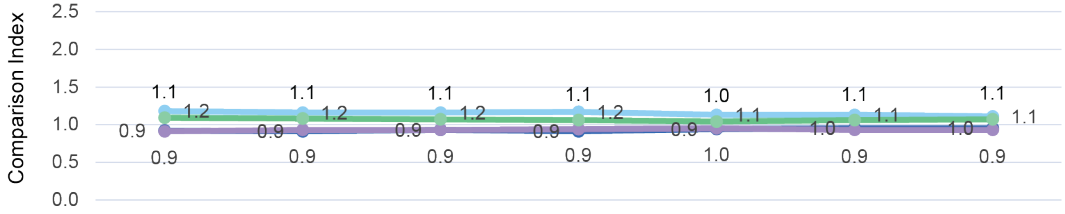
POST SECONDARY ENROLLMENT RATE

Reported as being in enrolled in a post secondary program ↑

MALES

FEMALES





EDUCATION

GRADES 6-8: STUDENT DISCIPLINE, SINGLE SUSPENSION

Suspended once (Principal and Superintendent)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

In middle school, rates of suspensions decreased the most for Black students from 2013 to 2019.

Outcome Rate

The decrease in rates of suspensions for Black middle school students was by 27%:

- Black male students decreased from 75 suspensions per 1,000 (2013) to 55 cases per 1,000 (2019).
- Black female students decreased from 52 suspensions per 1,000 (2013) to 38 cases per 1,000 (2019).

The rate of suspensions has been constant for Asian male students, with 25 suspensions per 1,000 in both 2013 and 2019.

Comparison Index

Disparity in the rate of middle school suspensions was greater among female students than among male students.

Black female middle school students were suspended in 2019 at more than twice the rate of other ethnic/racial categories combined, with a comparison index of 2.2. Black male students were suspended at 1.6 times the rate.

Hispanic female middle school students were suspended in 2019 at 1.3 times the rate of other ethnic/racial categories combined; Hispanic male students were suspended at just over the average rate, 1.1 times the rate.

Asian female middle school students were suspended the least in 2019, at 30% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Unique students with one disciplinary response in a school year of a principal's suspension (1-5 days) or superintendent's suspension (6 or more days) for behavior defined in the NYC Department of Education's disciplinary code.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 6 through 8 who were enrolled at least 20 days that school year.

https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english

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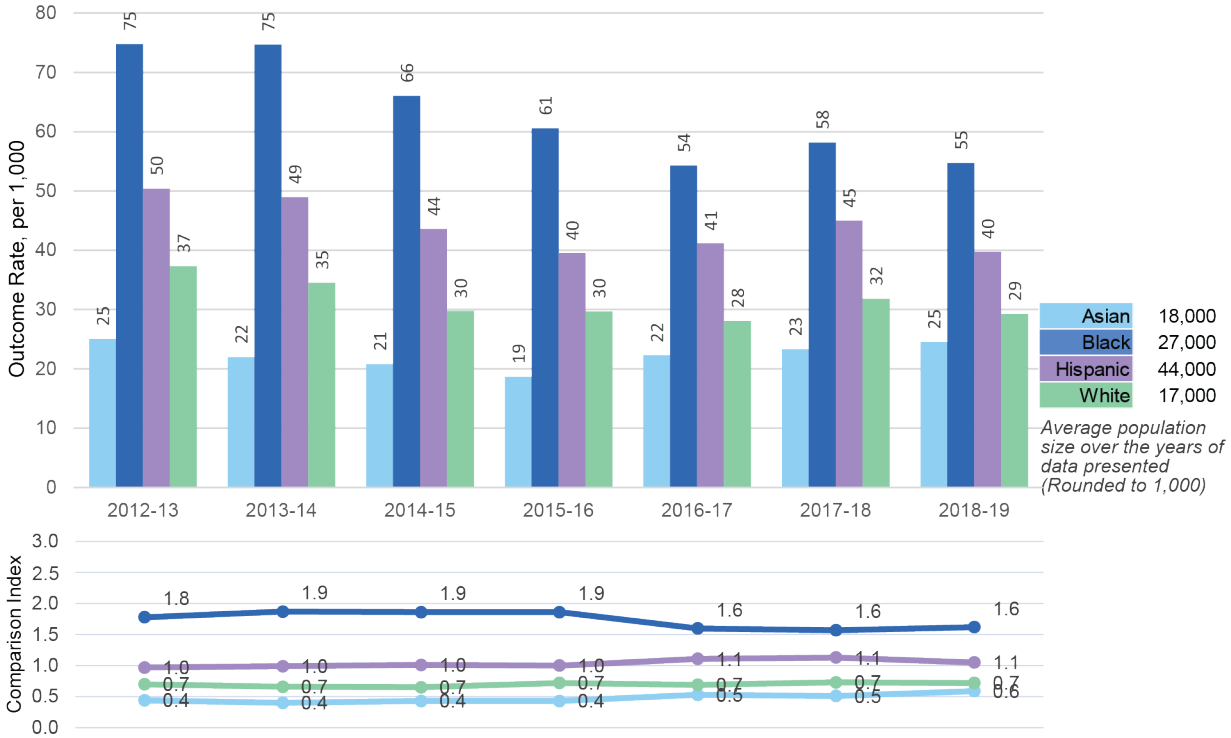
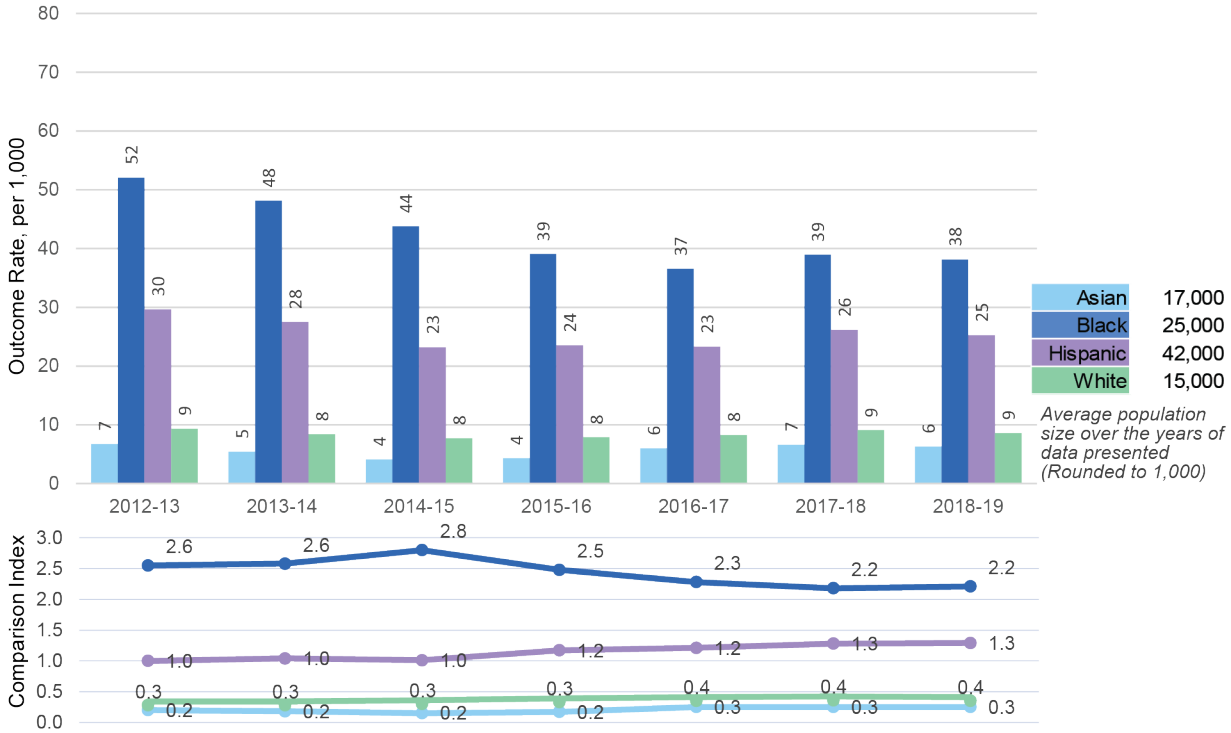
GRADES 6-8: STUDENT DISCIPLINE, SINGLE SUSPENSION

Suspended once (Principal and Superintendent) ↓

MALES



FEMALES



EDUCATION

GRADES 6-8: STUDENT DISCIPLINE, MULTIPLE SUSPENSIONS

Suspended 2+ times (Principal and Superintendent)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of multiple suspensions in middle school decreased for students in most racial/ethnic categories from 2013 to 2019.

Outcome Rate

Overall, rates of multiple suspensions in middle schools decreased by 18%, from 298 multiple suspension events per 1,000 students across all ethnic/racial and gender categories (2013) to 245 cases per 1,000 (2019).

The rate of multiple suspensions increased for Asian female middle school students, by 31%, from 97 multiple suspension events per 1,000 (2013) to 127 cases per 1,000 (2019).

The rate of multiple suspensions was unchanged for White female middle school students: 174 multiple suspension events per 1,000 in both 2013 and 2019.

Comparison Index

The rates of multiple suspensions in 2019 for Asian middle school students of both genders were 60% the rate of other ethnic/racial categories combined.

The rate of multiple suspensions in 2019 for Black middle school female students was 1.4 times that of other racial/ethnic categories combined, a greater disparity than for Black male students, with a comparison index of 1.3.

Indicator Description

Outcome definition: Unique students with two or more disciplinary responses in a school year of a principal's suspension (1-5 days) and/or superintendent's suspension (6 or more days) for behavior defined in the NYC Department of Education's disciplinary code.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 6 through 8 who were suspended at least once.

https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english

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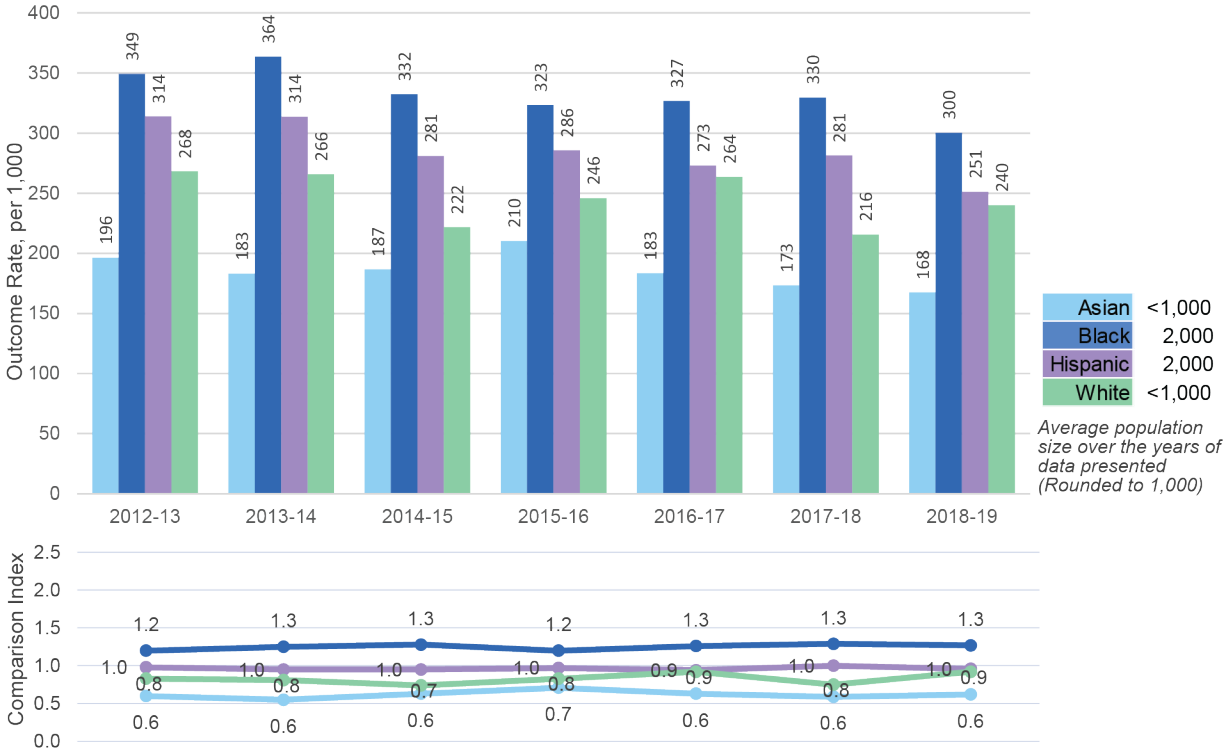
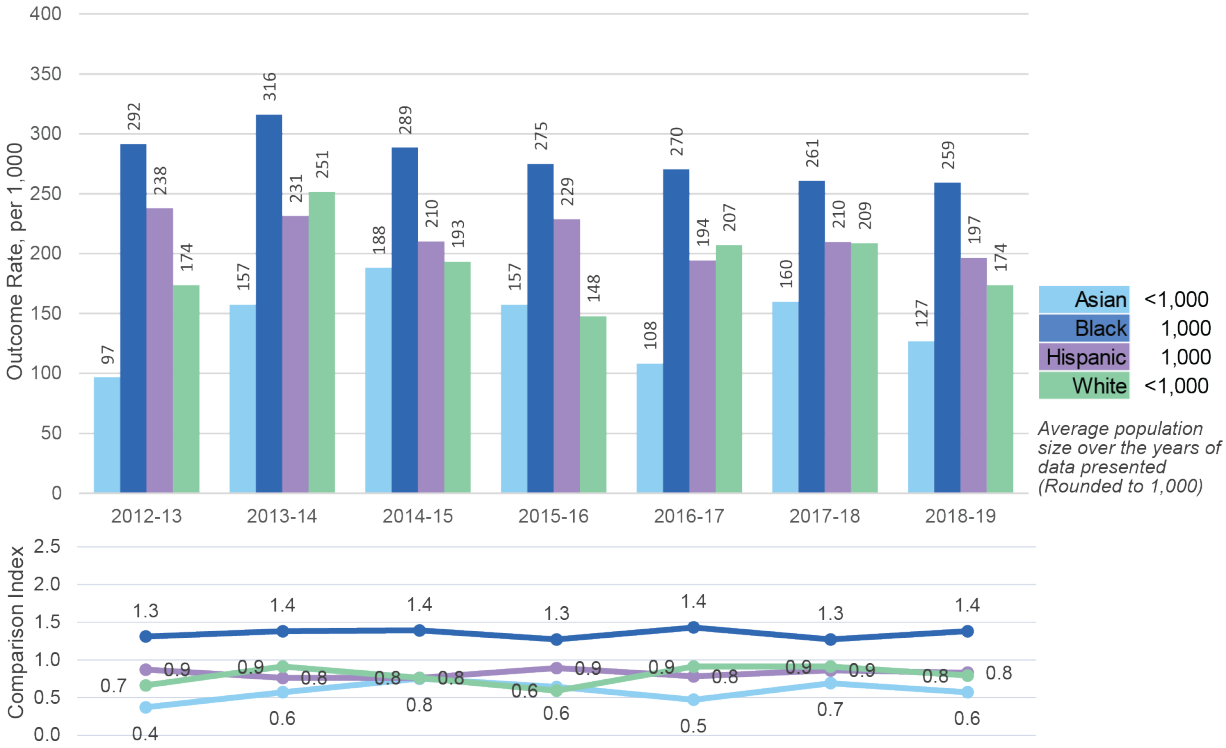
GRADES 6-8: STUDENT DISCIPLINE, MULTIPLE SUSPENSIONS

Suspended 2+ times (Principal and Superintendent) ↓

MALES



FEMALES



EDUCATION

GRADES 9-12: STUDENT DISCIPLINE, SINGLE SUSPENSION

Suspended once (Principal and Superintendent)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

In high school, rates of suspension decreased the most for Hispanic male students from 2013 to 2019.

Outcome Rate

Suspension rates decreased for Hispanic male high school students by 24%, from 50 suspensions per 1,000 (2013) to 38 cases per 1,000 (2019).

Rates of suspensions decreased for Black high school students of both genders by 19%:

• Male Black students, from 82 suspensions per 1,000 (2013) to 66 cases per 1,000 (2019).

• Female Black students, from 63 suspensions per 1,000 (2013) to 51 cases per 1,000 (2019).

Comparison Index

Black female students had suspension rates at well over twice the rate of other ethnic/racial categories combined, with a comparison index of 2.6 in 2019.

Black male high school students had suspension rates in 2019 at 2.2 the rate of other racial/ethnic categories combined.

Hispanic high school males and females had suspension rates in 2019 at approximately the average rate:

• Male Hispanic students were suspended at 90% the rate of other ethnic/racial categories combined.

• Female Hispanic students were suspended at the same rate (1.0) of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Unique students with one disciplinary response in a school year of a principal's suspension (1-5 days) or superintendent's suspension (6 or more days) for behavior defined in the NYC Department of Education's disciplinary code.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 9 through 12 who were enrolled at least 20 days that school year.

https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english

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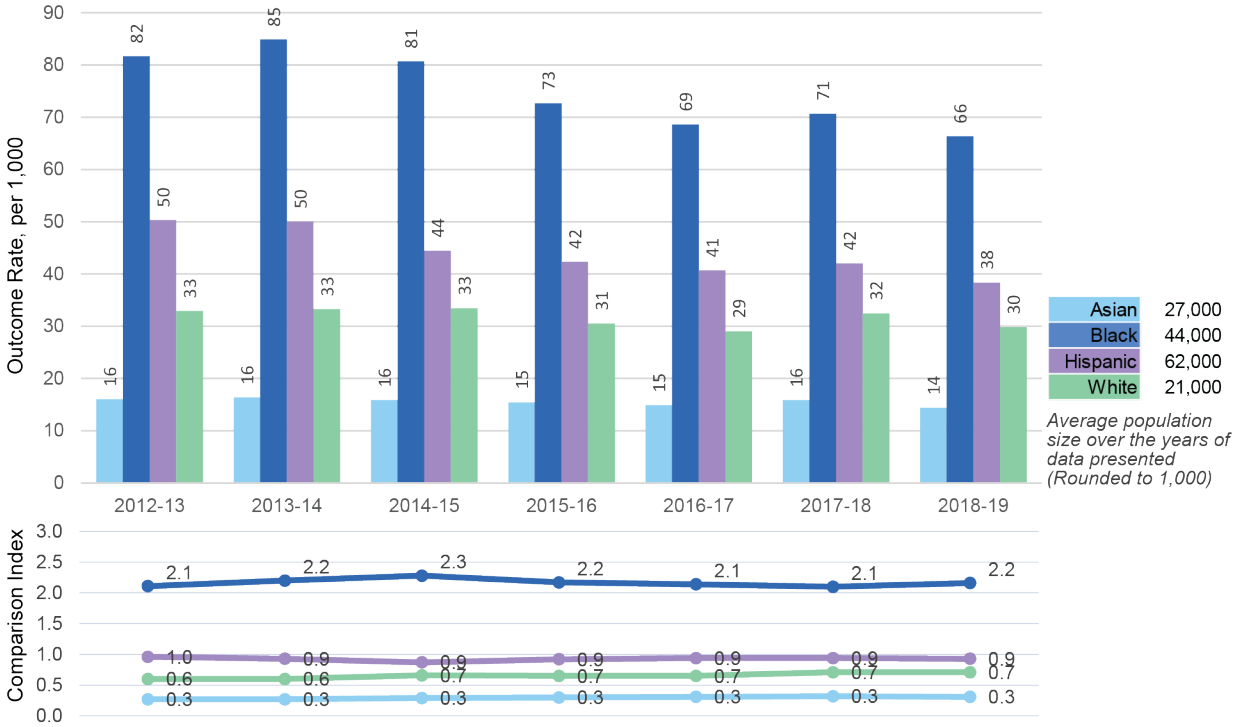
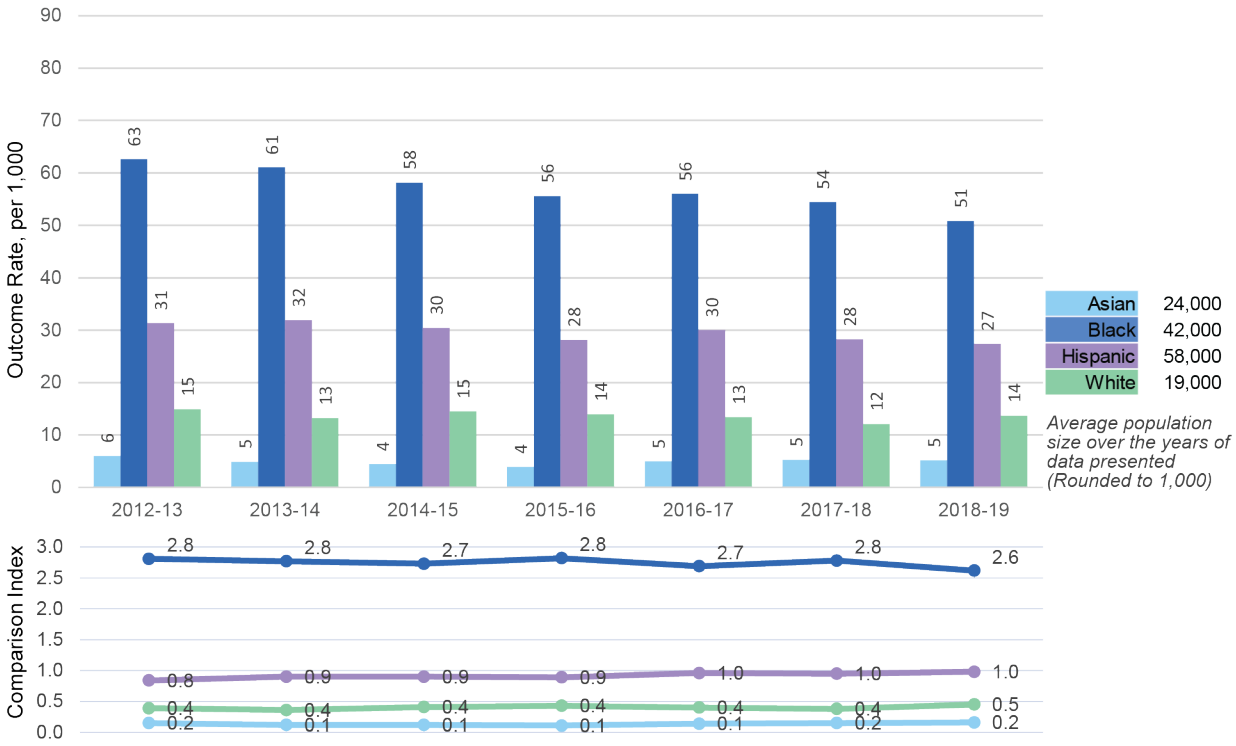
GRADES 9-12: STUDENT DISCIPLINE, SINGLE SUSPENSION

Suspended once (Principal and Superintendent) ↓

MALES



FEMALES



EDUCATION

GRADES 9-12 STUDENT DISCIPLINE, MULTIPLE SUSPENSIONS

Suspended 2+ times (Principal and Superintendent)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of multiple suspensions in high school decreased more for female students than for male students from 2013 to 2019.

Outcome Rate

Rates of multiple suspensions in high school decreased by 11% for male students, from 288 multiple suspension events per 1,000 male high school students across all ethnic/racial categories (2013) to 257 cases per 1,000 (2019).

Rates of multiple suspensions in high school decreased by 15% for female students, from 234 multiple suspension events per 1,000 female high school students across all ethnic/racial categories (2013) to 200 cases per 1,000 (2019).

Among females, the rate of multiple suspensions was unchanged for White female high school students: 133 (2013) and 134 (2019) multiple suspension events per 1,000.

Comparison Index

The disparity in rates of multiple suspensions in high school is about the same for males and females.

The rates of multiple suspensions in high school in 2019 were highest for Black students, 1.4 times more than other ethnic/racial categories combined, with a comparison index of 1.4 for both genders.

The rate of multiple suspensions in high school in 2019 was lowest for Asian female students, at 40% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Unique students with two or more disciplinary responses in a school year of a principal's suspension (1-5 days) and/or superintendent's suspension (6 or more days) for behavior defined in the NYC Department of Education's disciplinary code.

Population definition: Students by reported racial/ethnic categories in NYC Public schools (excluding charter schools) each year in grades 9 through 12 who were suspended at least once.

https://www.schools.nyc.gov/docs/default-source/default-document-library/discipline-code-grade-6-12-english

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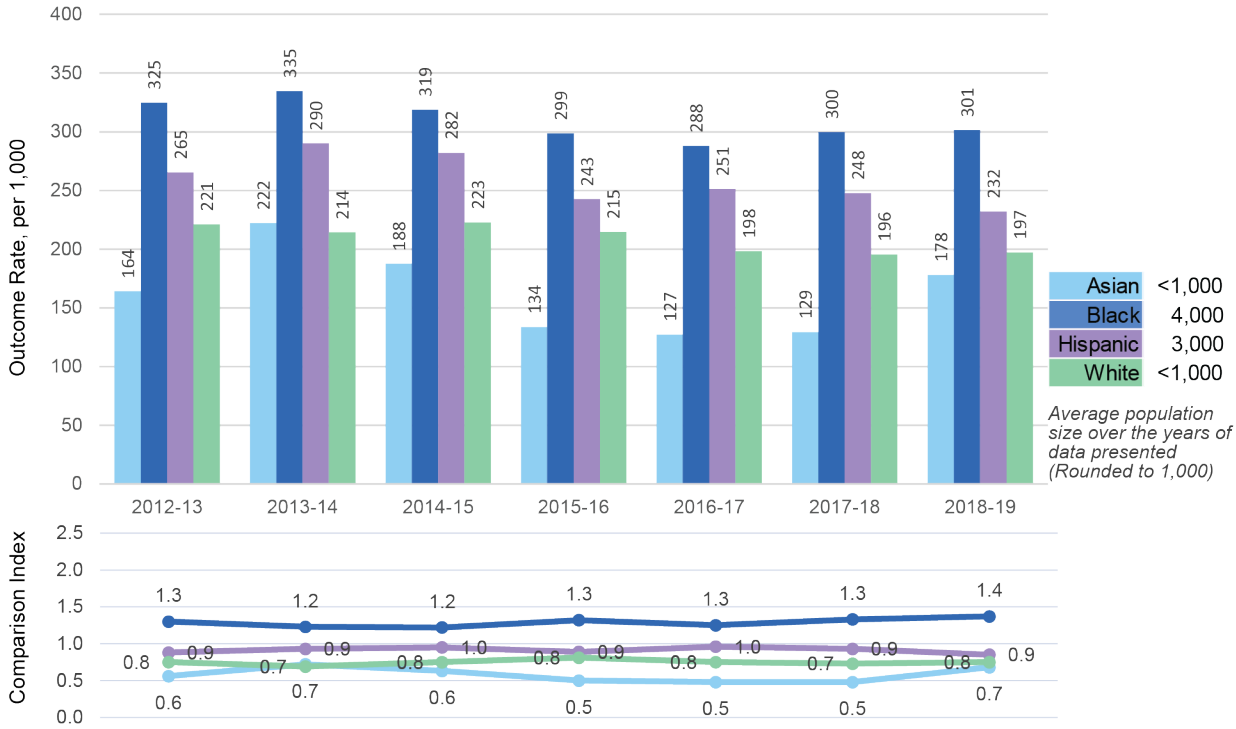
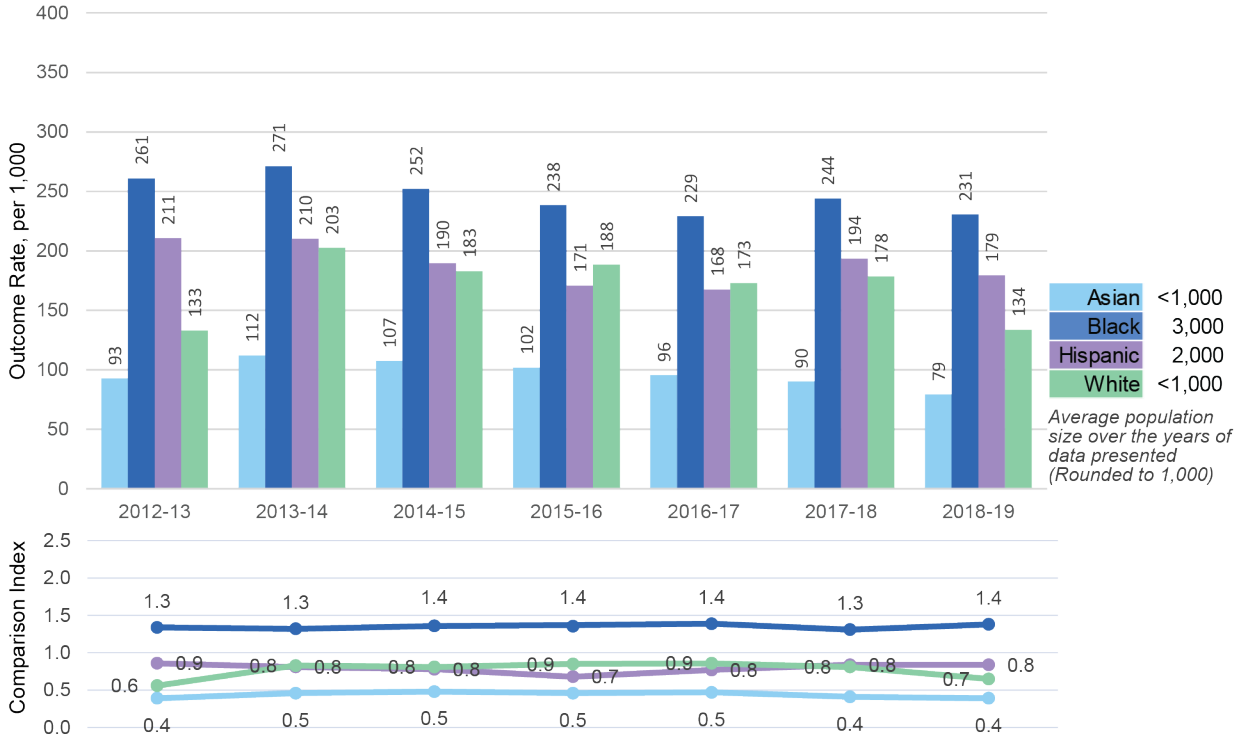
GRADES 9-12 STUDENT DISCIPLINE, MULTIPLE SUSPENSIONS

Suspended 2+ times (Principal and Superintendent) ↓

MALES



FEMALES



ECONOMIC SECURITY
US CENSUS POVERTY MEASURE AND NYC POVERTY MEASURE

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Children in families with income below the federal poverty line

By the US Census measure, rates of poverty for children decreased by 29% from 2013 to 2019.

Outcome Rate

Although Hispanic children had the highest poverty rates, the rate decreased by 30%, from 369 Hispanic children in poverty per 1,000 (2013) to 256 cases per 1,000 (2019).

The rate of poverty decreased for Asian children by 37%, from 276 children in poverty per 1,000 (2013) to 173 cases per 1,000 (2019).

Comparison Index

Disparity for rates of poverty of Hispanic children decreased, with the comparison index of either 1.5 to 1.6 (between 2013 and 2018) down to 1.4 in 2019.

White children had the lowest rates of poverty in 2019, with a comparison index of 0.6, or at 60% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Children whose family's income was below the federal poverty line. The official poverty rate is calculated by the Census Bureau, which bases its definition of poverty on a defined threshold of income accounting for number of children and family size.

For both indicators on this page, males and females were combined because there were not differences between the two.

Population definition: See below.

Children in families with income below the NYC-specific poverty line

By the NYC's Office of Economic Opportunity measure, rates of poverty for children overall decreased by 11% from 2013 to 2019.

Outcome Rate

There was a similar decrease in the rate of poverty, of about 12%, for White, Asian and Hispanic children.

Black children experienced the least change, a decrease of 7%, from 258 children in poverty per 1,000 (2013) to 239 cases per 1,000 (2019).

Comparison Index

The rates of Black and Hispanic children in poverty in 2019 were 1.2 and 1.3 times, respectively, that of other ethnic/racial categories combined.

Using the NYC Poverty Measure, White children had the lowest rates of poverty relative to other ethnic/racial categories combined, half as much, with a comparison index of 0.5 in 2019.

Indicator Description

Outcome definition: NYC-specific poverty line defined by The Mayor's Office for Economic Opportunity (OEO) accounts for the higher cost of housing in New York City and an income measure that includes the value of in-kind and direct benefits, including tax credits, SNAP etc. while subtracting resources used for medical expenses and work related costs (commuting and child care).

Population definition: Children residing in NYC each year, aged 0-17, in categories of White, Asian, Hispanic and Black. This count excludes children living in group quarters (correctional facilities, college dormitories, group homes or shelters). The count is an estimate based on the annual American Community Survey (ACS) conducted by the US Census, augmented with local metrics, and posted by OEO: https://www1.nyc.gov/site/opportunity/poverty-in-nyc/poverty-data.page

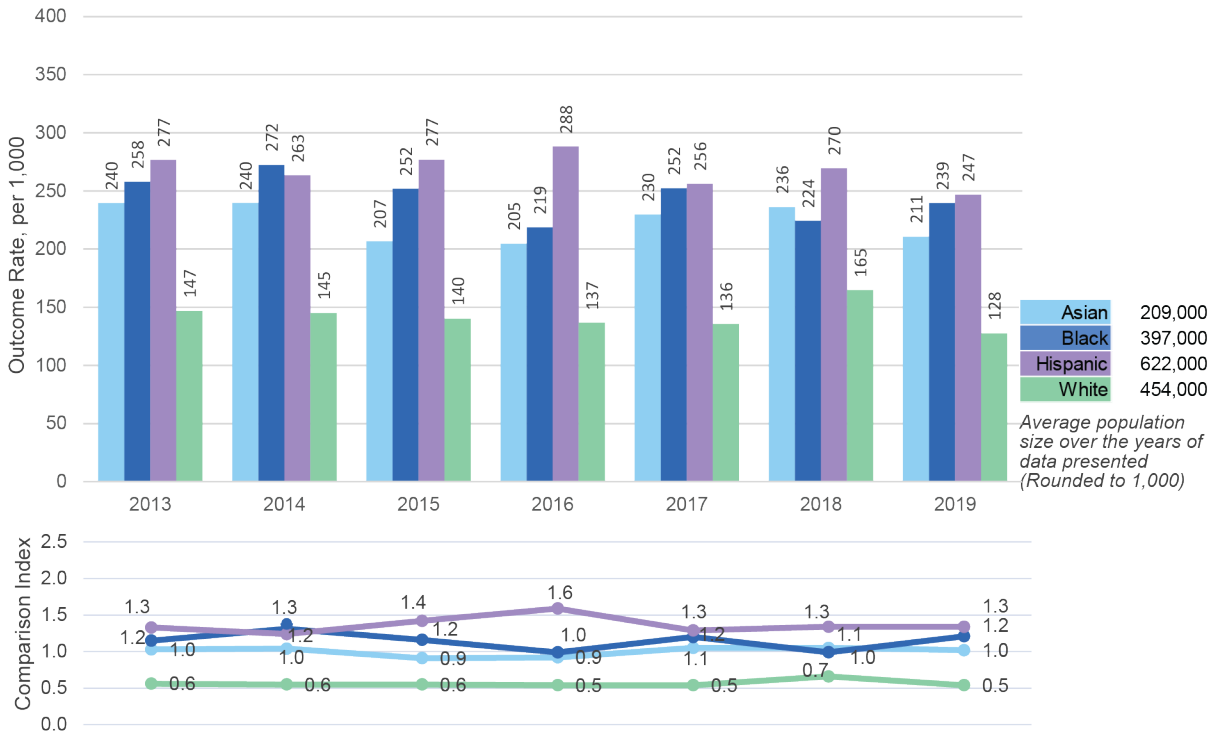
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

US CENSUS POVERTY MEASURE

Children in families with income below the federal poverty line

NYC POVERTY MEASURE

Children in families with income below the NYC-specific poverty line



ECONOMIC SECURITY
YOUTH UNEMPLOYMENT
Unemployed (among out-of-school youth)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

The rate of unemployment for out-of-school youth decreased across all racial/ethnic and gender categories from 2013 to 2019.

Outcome Rate

Overall, the total rate of unemployment for out-of-school youth decreased:

- Males decreased by 15%, from 442 unemployed per 1,000 (2013) to 375 cases per 1,000 (2019).
- Females decreased by 12%, from 443 unemployed per 1,000 (2013) to 392 cases per 1,000 (2019).

Among out-of-school youth, males and female youth are unemployed at approximately the same rate.

Comparison Index

Among out-of-school male youth, the rate of unemployment in 2019 for young Black men was 1.5 times greater than other racial/ethnic categories combined.

Among out-of-school female youth, the rate of unemployment in 2019 for young Hispanic women was 1.4 times greater than other racial/ethnic categories combined.

The rate of unemployment for out-of-school Hispanic male youth was at about the same rate of all male youth (1.0) in 2019.

Indicator Description

Outcome definition: Youth who are no longer in school and are not employed or not in the labor force.

Outcomes are reported for alternate years only to represent the trend. Survey responses are from a compilation of data collected over 60 months to be most accurate statistically. For example, what is reported as 2019 is an estimate based on data collected from 2015-2019.

To improve accuracy, two indicators were combined: out-of-school and not employed plus out-of-school and not in labor force.

Population definition: Youth residing in NYC each year, ages 16-24, in categories of White, Asian, Hispanic and Black, who according to a survey have not attended school in the last 3 months.

The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

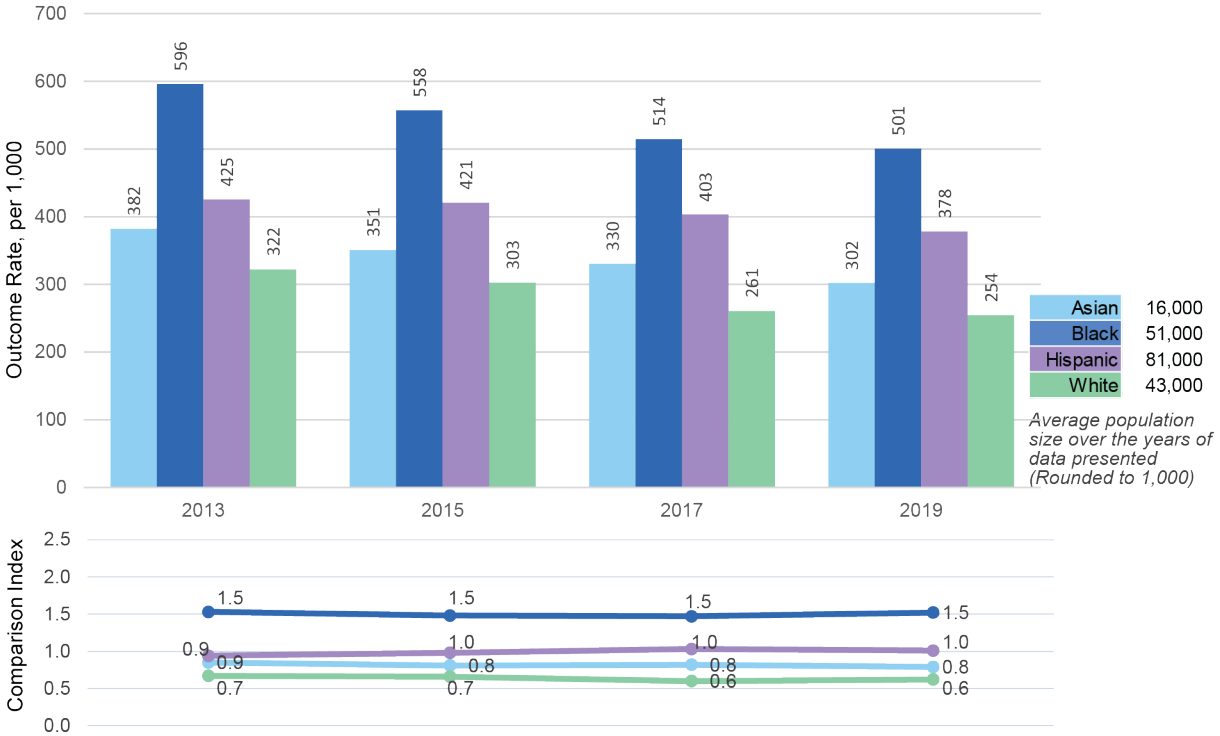
https://www.census.gov/programs-surveys/acs/microdata.html

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

YOUTH UNEMPLOYMENT

Unemployed (among out-of-school youth)

MALES



FEMALES

ECONOMIC SECURITY
YOUTH DISCONNECTION
Unemployed and not in school (among all youth)

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of disconnection decreased for young people in all racial/ethnic categories. In 2019, more youth were in school or employed than in 2013.

Outcome Rate

Male and female youth within most racial/ethnic categories had approximately the same outcomes in youth disconnection:

• Of White youth, 88 male and 79 female youth were unemployed and not in school per 1,000 (2019).

• Of Hispanic youth, 166 male and 164 female youth were unemployed and not in school per 1,000 (2019).

However, Black male youth were more disconnected than Black female youth:

• Of Black youth, 213 male and 157 female youth were unemployed and not in school per 1,000 (2019).

Comparison Index

The rate of youth disconnection for Black male youth was 1.7 times that of other ethnic/racial categories combined, with a comparison index of 1.7 in 2019.

The rates of youth disconnection in 2019 for White and Asian youth of both genders were at about half the rate of other ethnic/racial categories combined:

• Asian male and female youth and White male youth were each unemployed and not in school at 50% the rate of other ethnic/racial categories combined.

•White female youth were unemployed and not in school at 60% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Youth who are not school or are not employed.

Outcomes are reported for alternate years only to represent the trend. Survey responses are from a compilation of data collected over 60 months to be most accurate statistically. For example, what is reported as 2019 is an estimate based on data collected from 2015-2019.

Population definition: All youth residing in NYC each year, ages 16-24, in categories of White, Asian, Hispanic and Black.

The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

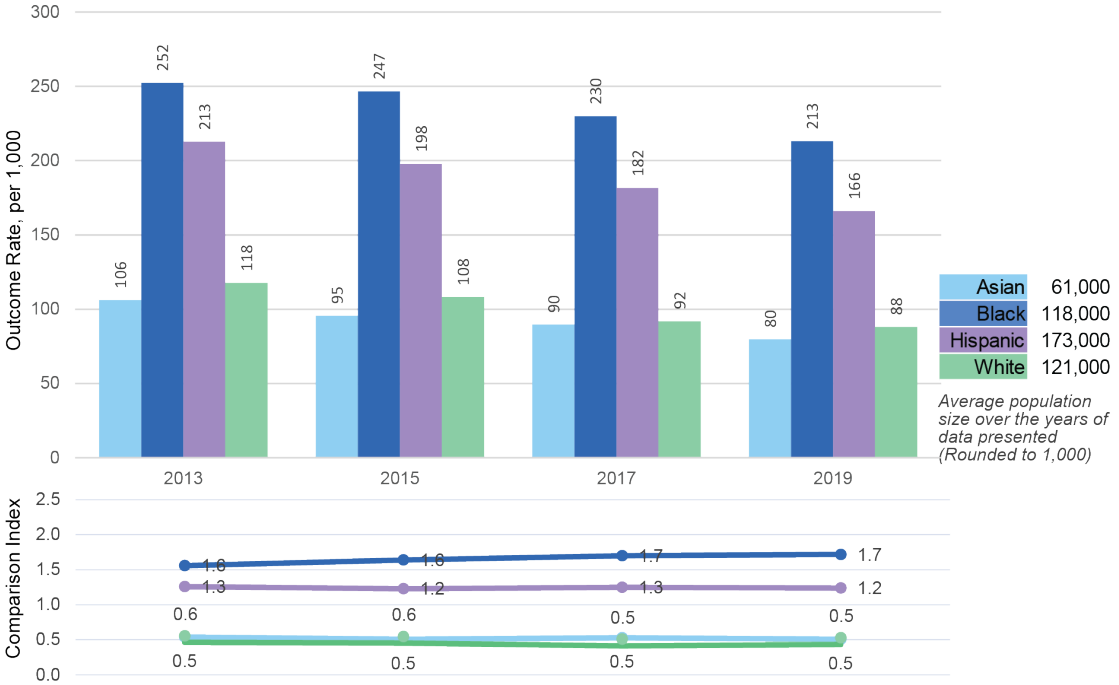
https://www.census.gov/programs-surveys/acs/microdata.html

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

YOUTH DISCONNECTION

Unemployed and not in school (among all youth)

MALES



FEMALES

HEALTH AND WELL-BEING
TEEN PREGNANCIES AND TEEN BIRTHS

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Pregnancies for ages 15-19

Rates of pregnancies decreased for teenagers in all racial/ethnic categories from 2013 to 2018.

Outcome Rate

The largest change in pregnancy rates was for Asian teenagers, a decrease of 52%, from 15 pregnancies per 1,000 (2013) to 7 cases per 1,000 (2018).

The smallest change in pregnancy rates was for White teenagers, a decrease of 41%, from 17 pregnancies per 1,000 (2013) to 10 cases per 1,000 (2018).

Comparison Index

- Between 2013 and 2018, pregnancy rates for Black teenagers were 1.8 to 1.9 times the rate of other ethnic/racial categories combined.
- Between 2013 and 2018, pregnancy rates for Asian teenagers were at 20% to 30% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Total pregnancies reported in NYC for NYC residents ages 15-19.

Population definition: See below.

Live births for ages 15-19

Births to young mothers decreased for teenagers in all racial/ethnic categories from 2013 to 2018.

Outcome Rate

The largest decrease in teen birth rates was for Asian teenagers, from 6 births per 1,000 (2013) to 3 births per 1,000 (2018), a decrease of 60%.

The smallest decrease in teen birth rates was for White teenagers, from 7 births per 1,000 (2013) to 5 cases per 1,000 (2018), a decrease of 28%.

Comparison Index

Birth rates were highest for Hispanic teenagers, at more than twice the rate of other ethnic/racial categories combined, with a comparison index each year of 2.5 or 2.6 from 2013 to 2019.

In addition, 36% of teenage girls are Hispanic and 60% of teen births have been to Hispanic girls, making them overrepresented in this indicator. [see : Appendix 1 for the Disproportionality Table.]

Indicator Description

Outcome definition: Total live births reported in NYC by NYC residents ages 15-19.

Population definition: Females residing in NYC each year, ages 15-19, in categories of White, Asian, Hispanic and Black, as reported in annual Summary of Vital Statistics published by the NYC Department of Health and Mental Hygiene, which is based on the estimate from the annual American Community Survey (ACS) conducted by the US Census.

https://www1.nyc.gov/site/doh/data/data-publications/periodic-publications.page

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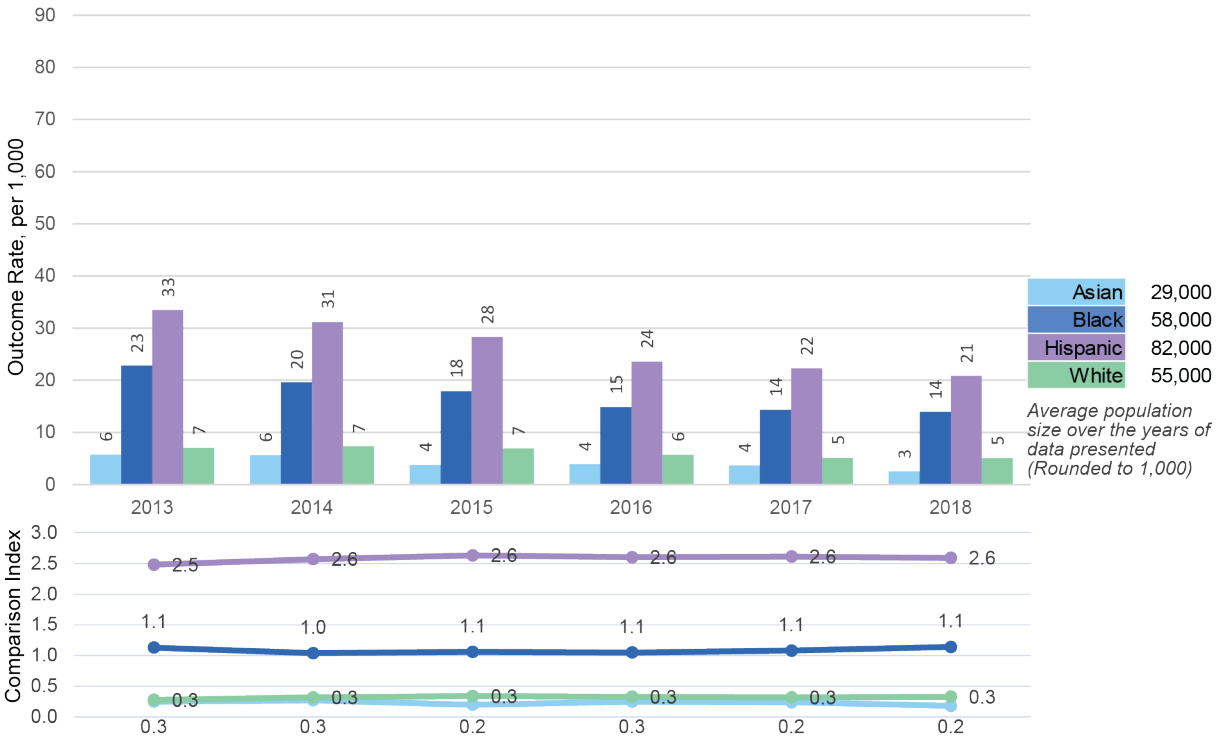
TEEN PREGNANCIES

Pregnancies for ages 15-19 ↓

TEEN BIRTHS

Live births for ages 15-19 ↓



HEALTH AND WELL-BEING
YOUTH MORTALITY
Deaths for ages 15-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of mortality decreased the most for Black youth and increased for Asian youth from 2013 to 2018.

Outcome Rate

Although Black male youth had the highest rate of death, the rate decreased by 20%, from 1 death per 1,000 Black young men (2013) to 0.8 cases per 1,000 (2018).

The rate for Black female youth also decreased, from 0.37 deaths per 1,000 (2013) to 0.26 cases per 1,000 (2018), a 30% decrease. In 2018, the rate for White female youth was the highest, at 0.32 deaths per 1,000 (2018).

The rate doubled for Asian female youth, from 0.12 deaths per 1,000 (2013) to 0.25 cases per 1,000 (2018).

Comparison Index

Black male youth had mortality outcomes in 2018 1.5 times more than other ethnic/racial categories combined, a decrease from 1.9 in 2013.

Disparity in death rates decreased for Black female youth, from a comparison index of 1.6 (2013) to 1.0 (2018).

Disparity in death rates increased for both Asian and White female youth:

- Comparison index of 0.4 (2013) to 1.0 (2018) for Asian female youth.
- Comparison index of 1.3 (2013) to 1.4 (2018) for White female youth.

Indicator Description

Outcome definition: Total deaths reported in NYC for ages 15-24.

Population definition: Males and females residing in NYC each year, ages 15-24, in categories of White, Asian, Hispanic and Black, as reported in annual Summary of Vital Statistics published by the NYC Department of Health and Mental Hygiene, which is based on the estimate from the annual American Community Survey (ACS) conducted by the US Census.

https://www1.nyc.gov/site/doh/data/data-publications/periodic-publications.page

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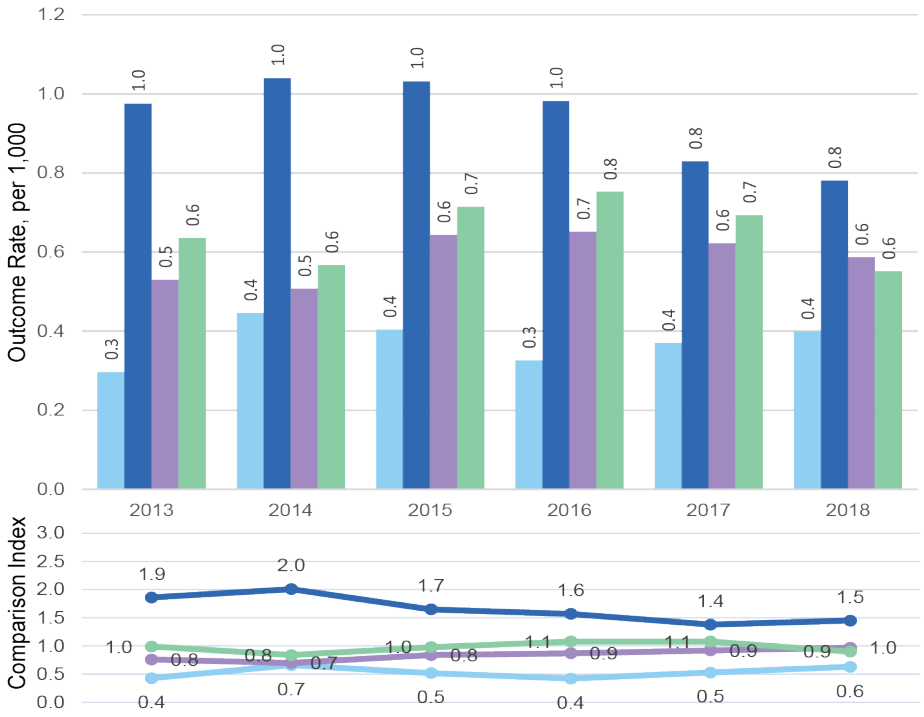
YOUTH MORTALITY

Deaths for ages 15-24↓

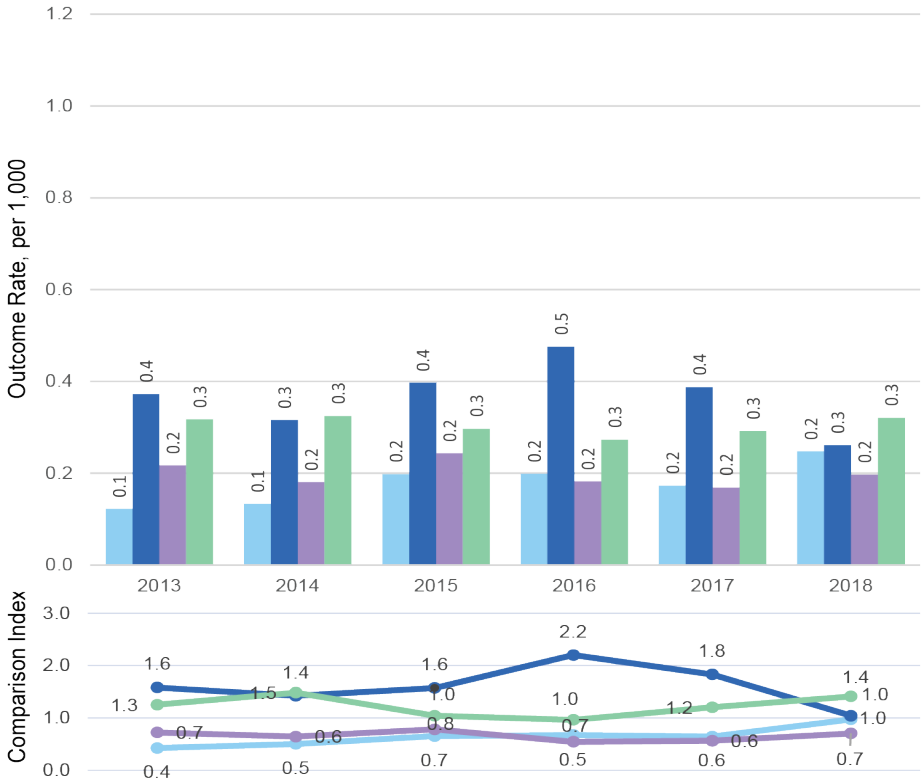
MALES



Asian	70,000
Black	126,000
Hispanic	186,000
White	129,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian	73,000
Black	131,000
Hispanic	181,000
White	137,000

Average population size over the years of data presented (Rounded to 1,000)

HEALTH AND WELL-BEING
INDICATED ABUSE/NEGLECT FINDINGS FOR AGES 0-13

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of indicated investigations of abuse/neglect decreased for most children; Asian female children had more cases in 2020 than 2013.

Outcome Rate

The rate of indicated investigations increased for Asian female children by 8%, from 4.4 indicated investigations per 1,000 (2013) to 4.7 cases per 1,000 (2020).

The largest decrease in rates of indicated investigations was for Black male children, a decrease of 26%, from 35.8 indicated investigations per 1,000 (2013) to 26.5 cases per 1,000 (2020).

Black male children remained the category with the highest rate of indicated investigations.

Comparison Index

The rates of indicated investigations in 2020 for Black children was nearly three times that of other ethnic/racial categories combined, with a comparison index of 2.7 for Black male children and of 2.6 for Black female children.

The rates of indicated investigations in 2020 for White children was at 20% the rate of other ethnic/racial categories combined for both genders. The rates in 2020 for Asian children of both genders was at 30%.

Indicator Description

Outcome definition: Unique children in indicated investigations for abuse or neglect, as reported by NYC Administration for Children's Services (ACS).

The outcome counts are very small for this indicator and small changes in counts can result in larger changes in outcome rates and comparison index.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Each investigation for a report of suspected abuse or neglect will end with one of two determinations: unfounded or indicated. Indicated means that enough evidence supports a claim that a child has been abused or neglected. “Substantiated” is sometimes used to mean the same thing.

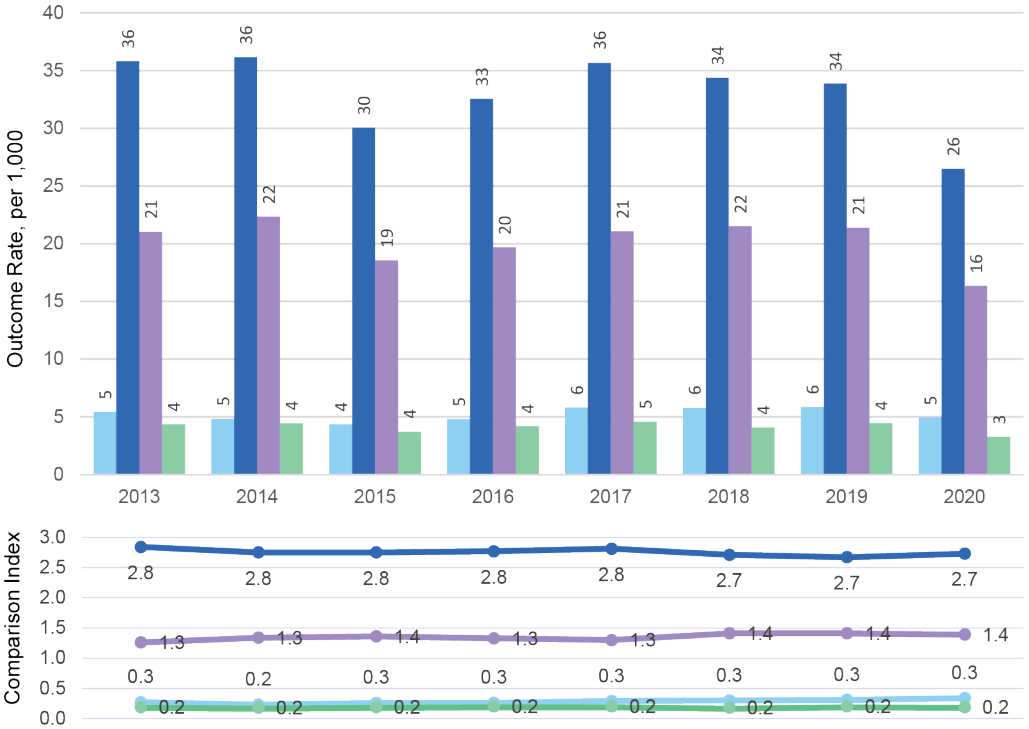
Population definition: Children residing in NYC each year, ages 0-13, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

https://www1.nyc.gov/site/acs/child-welfare/parents-guide-child-abuse-investigation.page

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

INDICATED ABUSE/NEGLECT FINDINGS FOR AGES 0-13 ↓

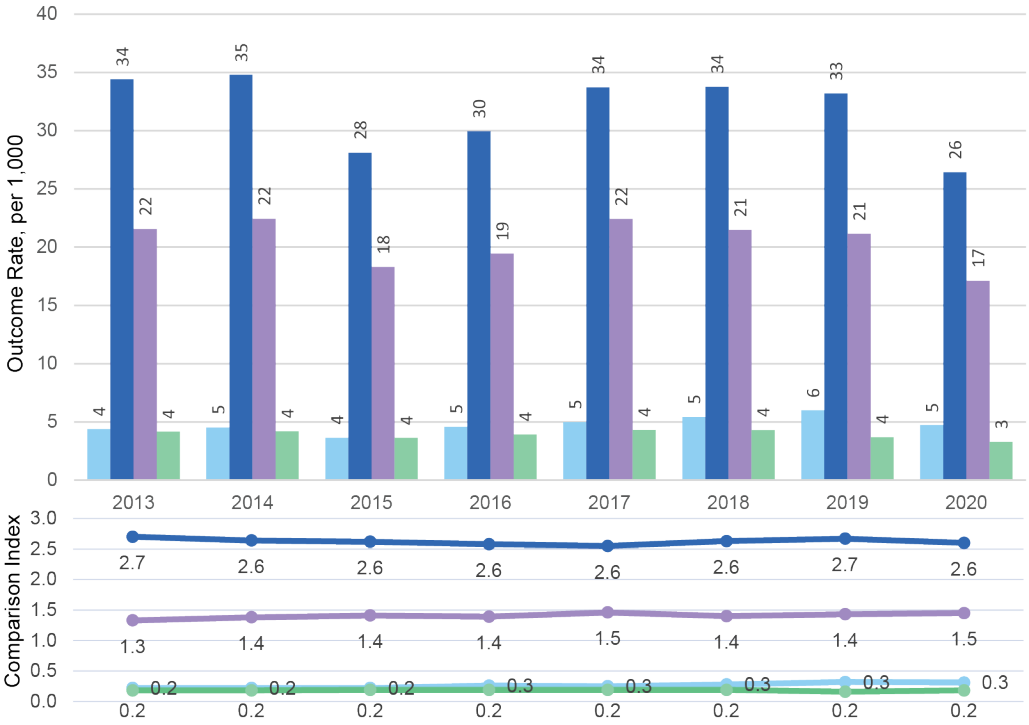
MALES



Asian	84,000
Black	159,000
Hispanic	251,000
White	189,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian	78,000
Black	155,000
Hispanic	242,000
White	179,000

Average population size over the years of data presented (Rounded to 1,000)

HEALTH AND WELL-BEING
INDICATED ABUSE/NEGLECT FINDINGS FOR AGES 14-17

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of indicated investigations of abuse/neglect decreased by at least 30%, except for Asian teenagers, from 2013 to 2020.

Outcome Rate

The largest decrease in rates of indicated investigations was for White female teenagers, a decrease of 43%, from 5.9 indicated investigations per 1,000 (2013) to 3.4 cases per 1,000 (2020).

The smallest decrease in rates of indicated investigations was for Asian male teenagers, a decrease of 3%, from 4.1 indicated investigations per 1,000 (2013) to 4.0 cases per 1,000 (2020).

The rates of indicated investigations increased for Asian female teenagers by 17%, from 5.8 indicated investigations per 1,000 (2013) to 6.7 cases per 1,000 (2020).

Comparison Index

The rate of indicated investigations in 2020 for Black male teenagers was twice the rate of other ethnic/racial categories combined, with a comparison index of 2.0. Black female teenagers have a comparison index of 1.6.

Hispanic female teenagers had the highest rates of indicated investigations among females in 2020 with a rate 1.8 times other ethnic/racial categories combined.

The trend lines representing both Asian male and female teenagers cross above the line representing White teenagers reflecting the increase in the rates of indicated investigations for Asian teenagers.

Indicator Description

Outcome definition: Unique teenagers in investigations with indicated findings for abuse or neglect, as reported by NYC Administration for Children's Services (ACS).

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Each investigation for a report of suspected abuse or neglect will end with one of two determinations: unfounded or indicated. Indicated means that enough evidence supports a claim that a child has been abused or neglected. “Substantiated” is sometimes used to mean the same thing.

Population definition: Children residing in NYC each year, ages 14-17, in categories of White, Asian, Hispanic and Black.

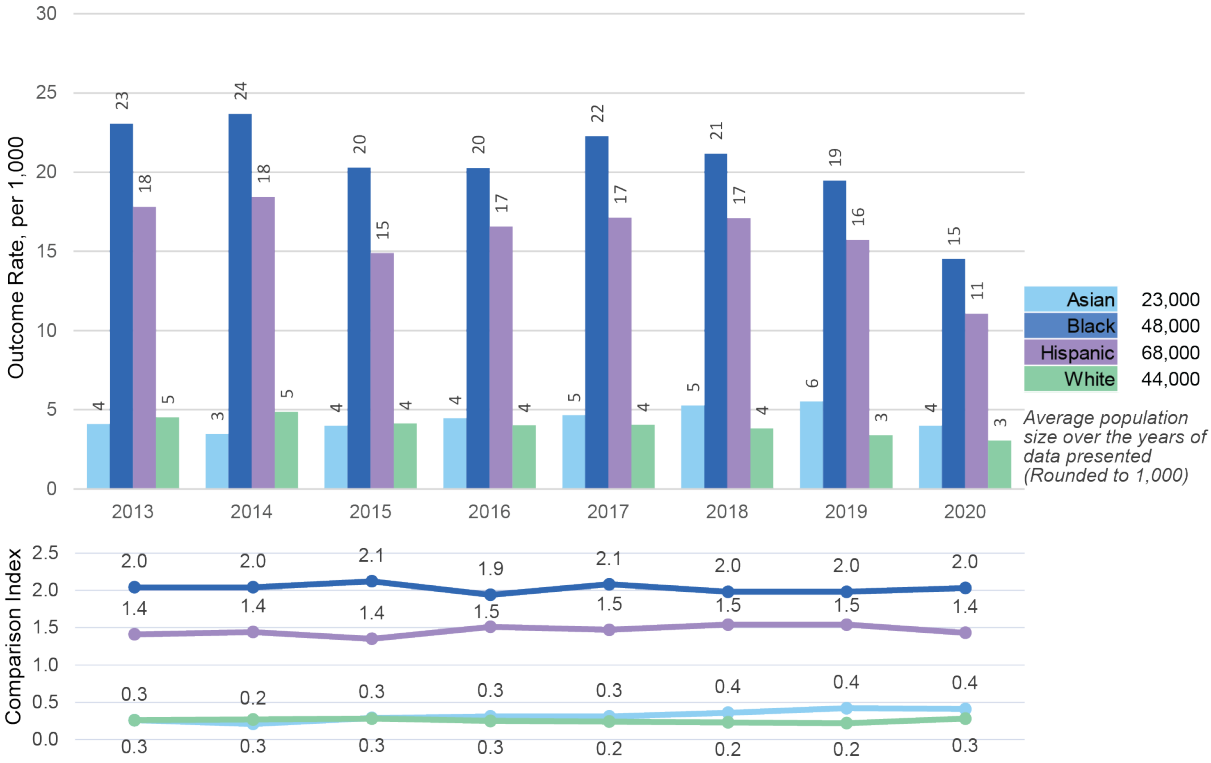
The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

https://www1.nyc.gov/site/acs/child-welfare/parents-guide-child-abuse-investigation.page

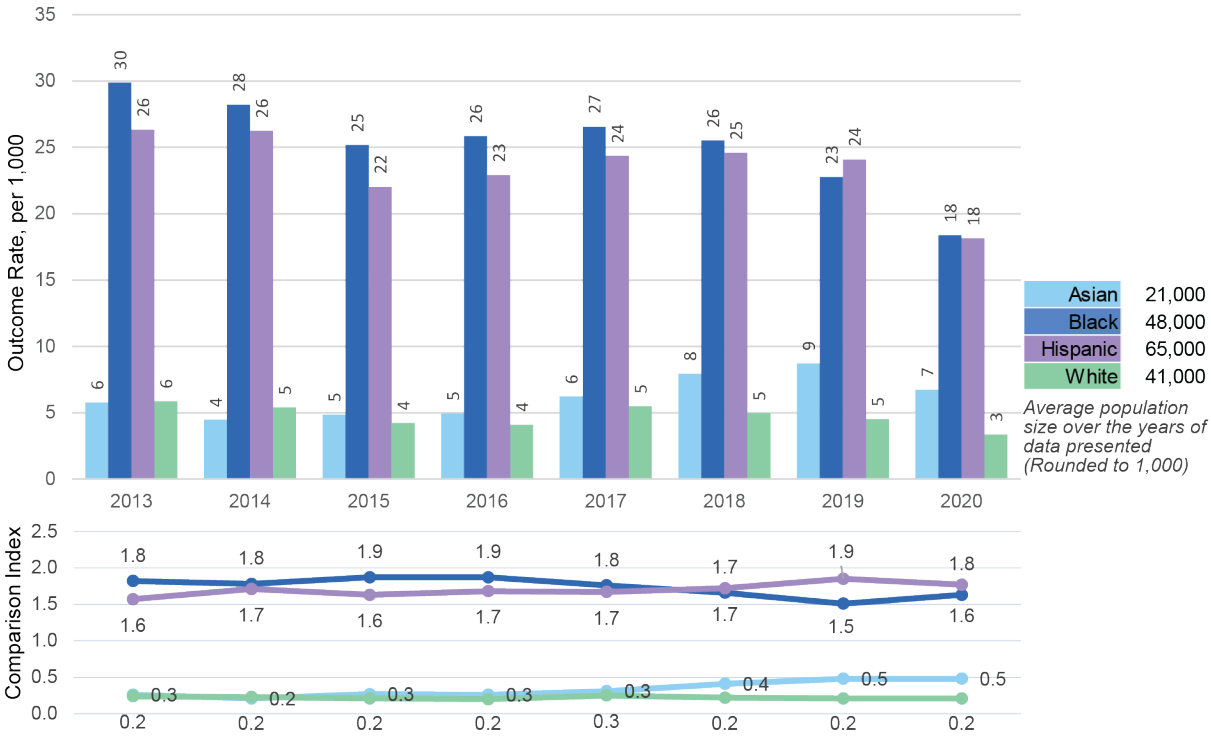
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

INDICATED ABUSE/NEGLECT FINDINGS FOR AGES 14-17 ↓

MALES



FEMALES



YOUTH JUSTICE
MISDEMEANOR ARRESTS FOR AGES 11-17

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of misdemeanor arrests of youth ages 11-17 decreased for all racial/ethnic categories by around 90% from 2013 to 2020.

Outcome Rate

Rates of misdemeanor arrests of youth ages 11-17 decreased for both genders (see chart):

	2013	2020	
MALES	34.4	3.3	-90%
FEMALES	10.7	0.9	-92%

Change in Outcome Rates (per 1,000) for Misdemeanor Arrest, All Males and All Females, 2013-2020

The largest decrease in rates of misdemeanor arrests of youth ages 11-17 was for White male youth, a decrease of 94%, from 10.3 misdemeanor arrests per 1,000 (2013) to 0.7 cases per 1,000 (2020).

The smallest decrease in rates of misdemeanor arrests of youth ages 11-17 was for Asian female youth, a decrease of 81%, from 2.0 misdemeanor arrests per 1,000 (2013) to 0.4 cases per 1,000 (2020).

White female youth had the lowest rates of misdemeanor arrests of youth ages 11-17, at 0.2 cases per 1,000 (2020).

Comparison Index

The rate of misdemeanor arrests in 2020 of Black male youth ages 11-17 was four times more than other ethnic/racial categories combined, with a comparison index of 4.0, an increase from 2.8 in 2013.

The rate of misdemeanor arrests in 2020 of Black female youth ages 11-17 was 2.9 times more than other ethnic/racial categories combined, a decrease from a comparison index of 3.3 in 2013.

The rate of misdemeanor arrests in 2020 of Hispanic youth ages 11-17 of both genders was about the average rate:

- Female Hispanic youth were arrested for misdemeanors at 1.1 times the rate of other ethnic/racial categories combined.
- Male Hispanic youth were arrested for misdemeanors at 90% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Arrests of youth ages 11-17 for misdemeanor crimes.

Arrests for misdemeanor offenses for ages 7-17 are processed as Juvenile delinquent (JD) and cases are heard in Family Court.

Arrests for ages 7-10 are very small and for the purpose of a rate per 1,000, age 11 was established as minimum age.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

In New York State, a misdemeanor is a crime that carries a potential sentence of 15 days to a year, for adults.

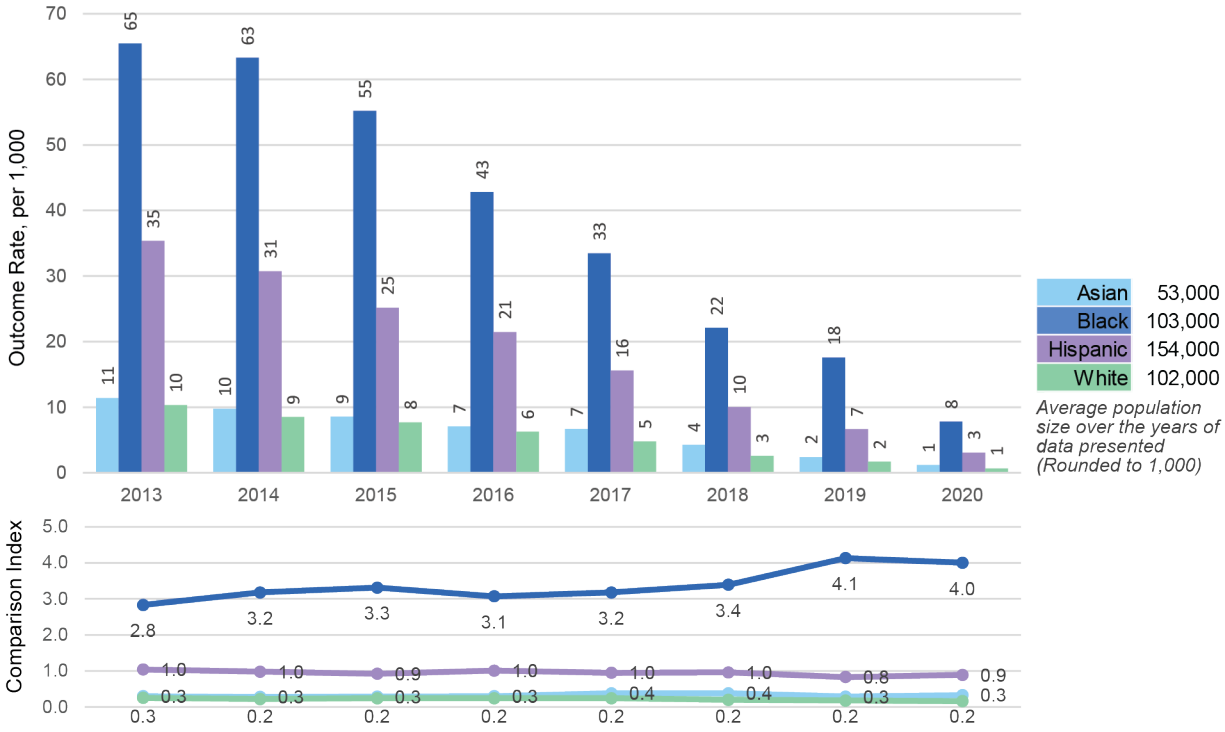
Population definition: Youth residing in NYC each year, ages 11-17, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

https://www.criminaljustice.ny.gov/crimnet/ojsa/juv_off/index.htm

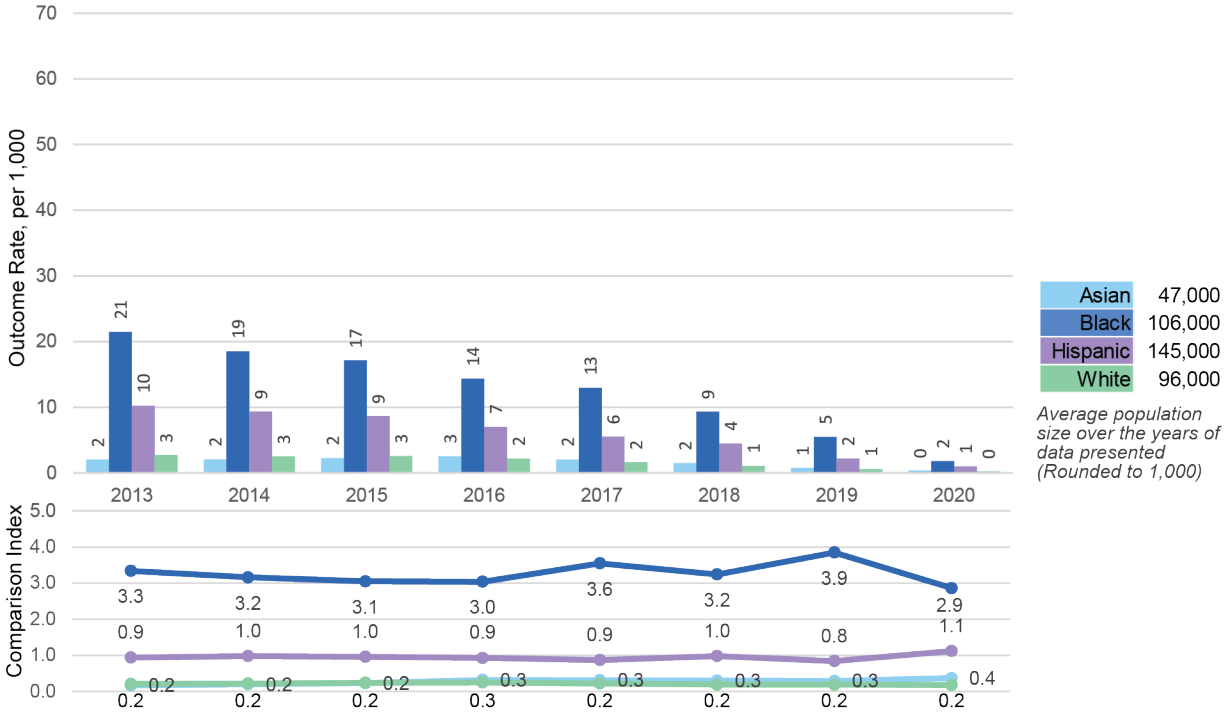
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

MISDEMEANOR ARRESTS FOR AGES 11-17 ↓

MALES



FEMALES



YOUTH JUSTICE
FELONY ARRESTS FOR AGES 11-17

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of felony arrests of youth ages 11-17 decreased for all racial/ethnic categories by around 50% from 2013 to 2020.

Outcome Rate

Overall rates of felony arrests of youth ages 11-17 decreased, but to a lesser degree than the change observed in misdemeanor arrests.

The decrease in the rate of felony arrests of youth ages 11-17 ranges from:

• 40% for Black male youth, from 41.3 felony arrests per 1,000 (2013) to 24.8 cases per 1,000 (2019).

• 72% for White female youth, from 0.5 felony arrests per 1,000 (2013) to 0.1 cases per 1,000 (2019).

Comparison Index

Disparity in rates of felony arrests of youth ages 11-17 for Black male youth is the highest disparity among all indicators.

The rate of felony arrests in 2020 of Black male youth ages 11-17 was 6.9 times more than other ethnic/racial categories combined, and this rate has increased over the years.

The rates of felony arrests of White or Asian youth ages 11-17 were the lowest in 2020:

• 10% the rate of other ethnic/racial categories combined for White youth of both genders.

• 20% the rate of other ethnic/racial categories combined for Asian youth of both genders.

Indicator Description

Outcome definition: Arrests of youth ages 11-17 for felony crimes, including:

• Juvenile delinquent (JD): Non-JO felonies for ages 7-15; adjudicated in Family Court.

• Juvenile offenders (JO): Certain serious felonies for ages 13-15; can be re-classified as JD; adjudicated in Youth Part of Criminal Court.

• Adolescent offenders (AO): Felonies for ages 16-17 (new Raise the Age classification); adjudicated in the Youth Part of Criminal Court and can be re-classified as JD.

Arrests for ages 7-10 are very small and for the purpose of a rate per 1,000, age 11 was established as minimum age.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

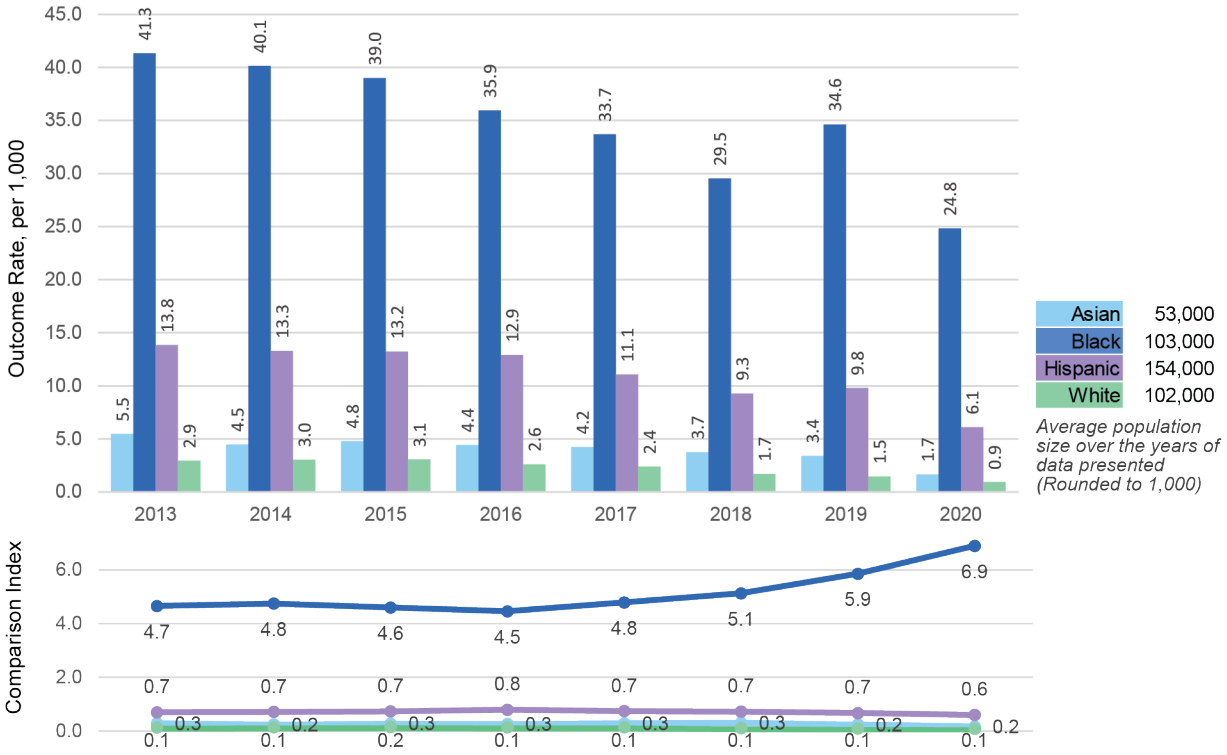
In New York State, a felony is a crime that carries a potential sentence of over a year, for adults.

Population definition: Youth residing in NYC each year, ages 11-17, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

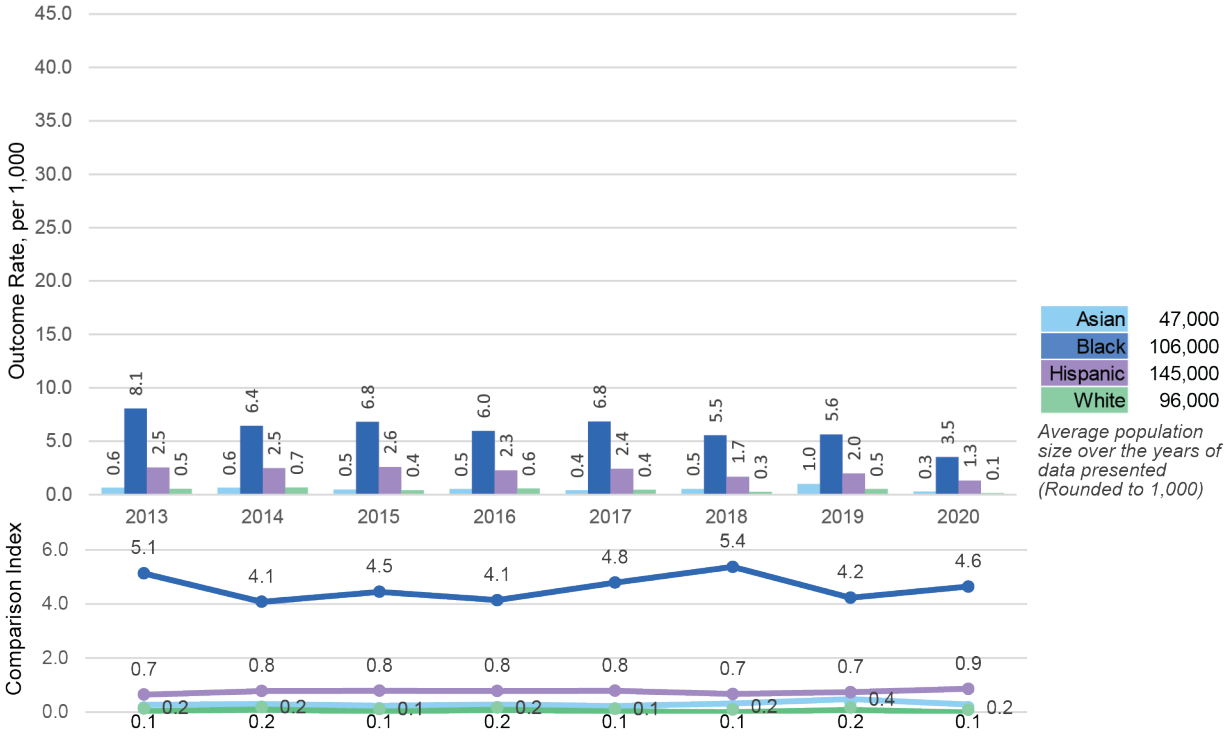
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

FELONY ARRESTS FOR AGES 11-17

MALES



FEMALES



YOUTH JUSTICE
ADMISSIONS TO JUVENILE DETENTION FOR AGES 11-17

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Admissions to juvenile detention decreased for youth in all racial/ethnic categories from 2013 to 2020.

Outcome Rate

There was a 55% decrease in admissions to juvenile detention for male youth, from 3.9 admissions per 1,000 male youth across all racial/ethnic categories (2013) to 1.7 cases per 1,000 (2020).

There was a 76% decrease in admissions to juvenile detention for female youth, from 1.3 admissions per 1,000 female youth across all racial/ethnic categories (2013) to 0.3 cases per 1,000 (2020).

Comparison Index

The rate of admissions to juvenile detention in 2020 for Black male youth was over 6 times that of other ethnic/racial categories combined, with a comparison index of 6.6, an increase from 5.4 in 2013.

The rate of admissions to juvenile detention in 2020 for Black female youth was 3.2 times that of other ethnic/racial categories combined, a decrease from 2013.

In addition, Black male youth comprise 24% of the overall youth population and 67% of the admissions to juvenile detention, making them over-represented by 350%. [see : Appendix 1 for the Disproportionality Table.]

Indicator Description

Outcome definition: Unique youth under ages 11-17 admitted to secure or non-secure detention (NSD) as juvenile delinquents (JD) and juvenile offenders (JO) whose cases are pending in Family or Criminal Courts.

Before Raise the Age (RTA) legislation, admissions to juvenile detention for ages 16-17 only occurred for crimes committed before age 16.

Counts include small numbers of youth detentions for ages 7-10 and 18-20; for the purpose of a rate per 1,000, the age range 11-17 was established.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Non-secure detention is for lower-risk juvenile delinquents (JD) with court cases pending in Family Court.

Secure detention is typically for youth who have been accused of committing serious offenses.

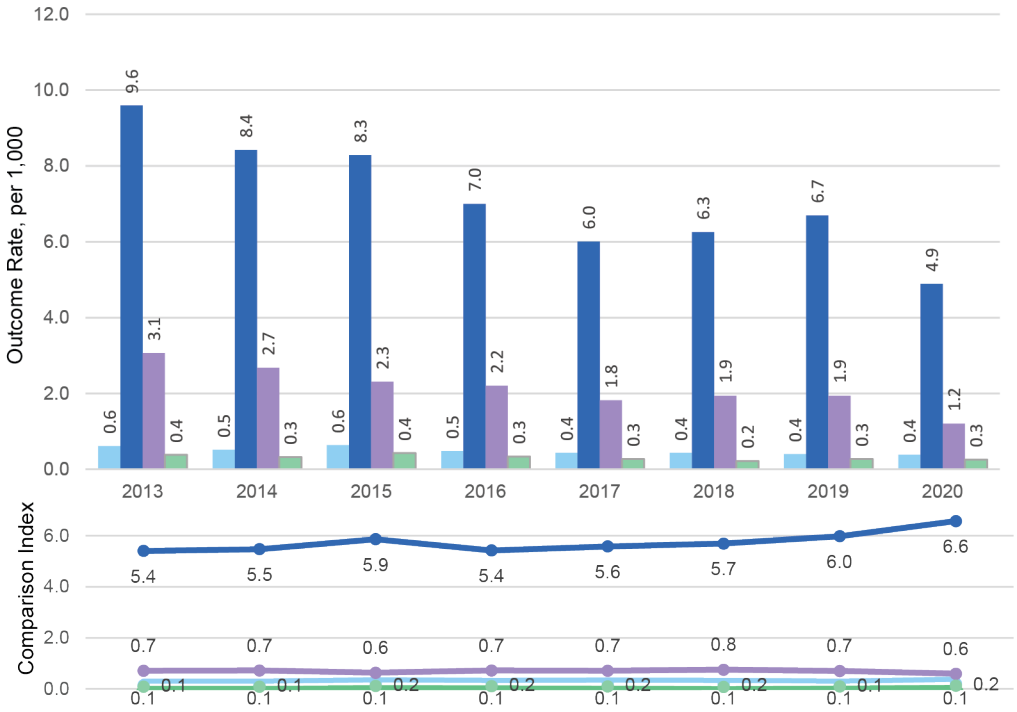
Population definition: Youth residing in NYC each year, ages 11-17, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

https://www1.nyc.gov/site/acs/justice/detention.page

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

ADMISSIONS TO JUVENILE DETENTION FOR AGES 11-17 ↓

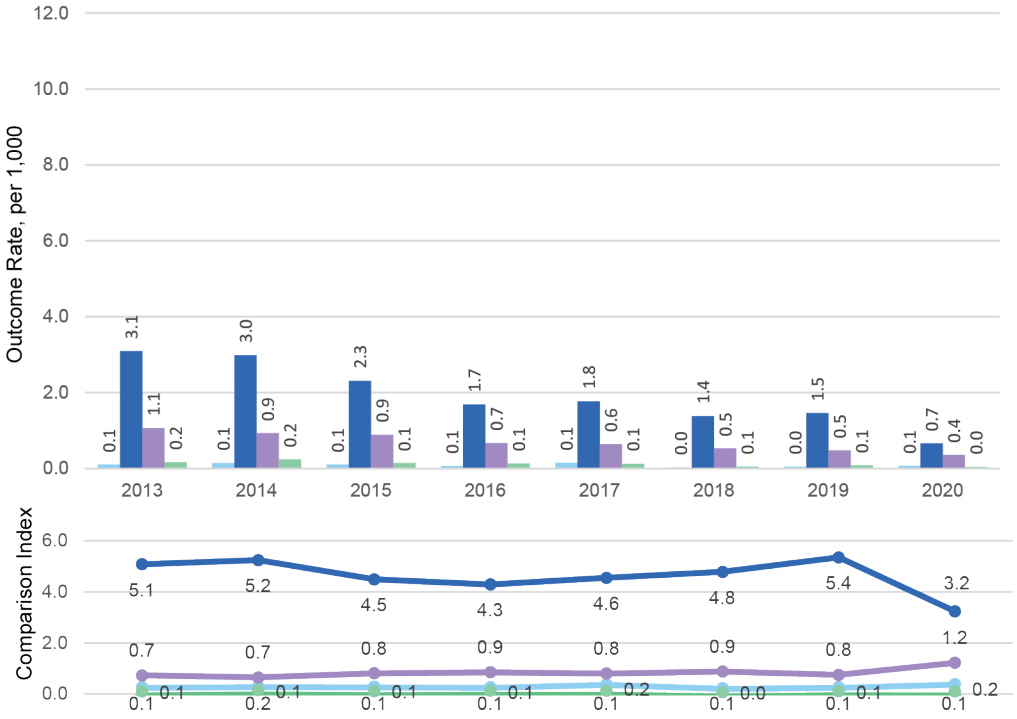
MALES



Asian	53,000
Black	103,000
Hispanic	154,000
White	102,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian	47,000
Black	106,000
Hispanic	145,000
White	96,000

Average population size over the years of data presented (Rounded to 1,000)

YOUTH JUSTICE
MISDEMEANOR ARRESTS FOR AGES 18-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Fewer young people ages 18-24 were arrested for misdemeanor offenses from 2013 to 2020.

Outcome Rate

The largest decrease in rates of misdemeanor arrests of young people ages 18-24 was for White young men, from 61 misdemeanor arrests per 1,000 (2013) to 10 cases per 1,000 (2020), a decrease of 84%.

The largest decrease in rates of misdemeanor arrests among young women ages 18-24 was for White young women, from 13 misdemeanor arrests per 1,000 (2013) to 3 cases per 1,000 (2020), a decrease of 76%.

The smallest decrease in rates of misdemeanor arrests was for Asian young people of both genders:

- Males, decreased from 47 misdemeanor arrests per 1,000 (2013) to 14 cases per 1,000 (2020), a decrease of 71%.
- Females, decreased from 9 misdemeanor arrests per 1,000 (2013) to 3 cases per 1,000 (2020) a decrease of 64%.

Comparison Index

The rates of misdemeanor arrests of Hispanic young people ages 18-24 of both genders was at about the average rate:

- Hispanic young men, with a comparison index of 1.1, had rates of misdemeanor arrests in 2020 1.1 times more than other ethnic/racial categories combined.
- Hispanic young women, with a comparison index of 1.0, had rates of misdemeanor arrests in 2020 at about the same rate as other ethnic/racial categories combined.

Asian young people ages 18-24 of both genders had rates of misdemeanor arrests in 2020 at 40% the rate of other ethnic/racial categories combined.

White young people ages 18-24 of both genders had rates of misdemeanor arrests in 2020 at 30% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Arrests of young adults ages 18-24 for misdemeanor crimes.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

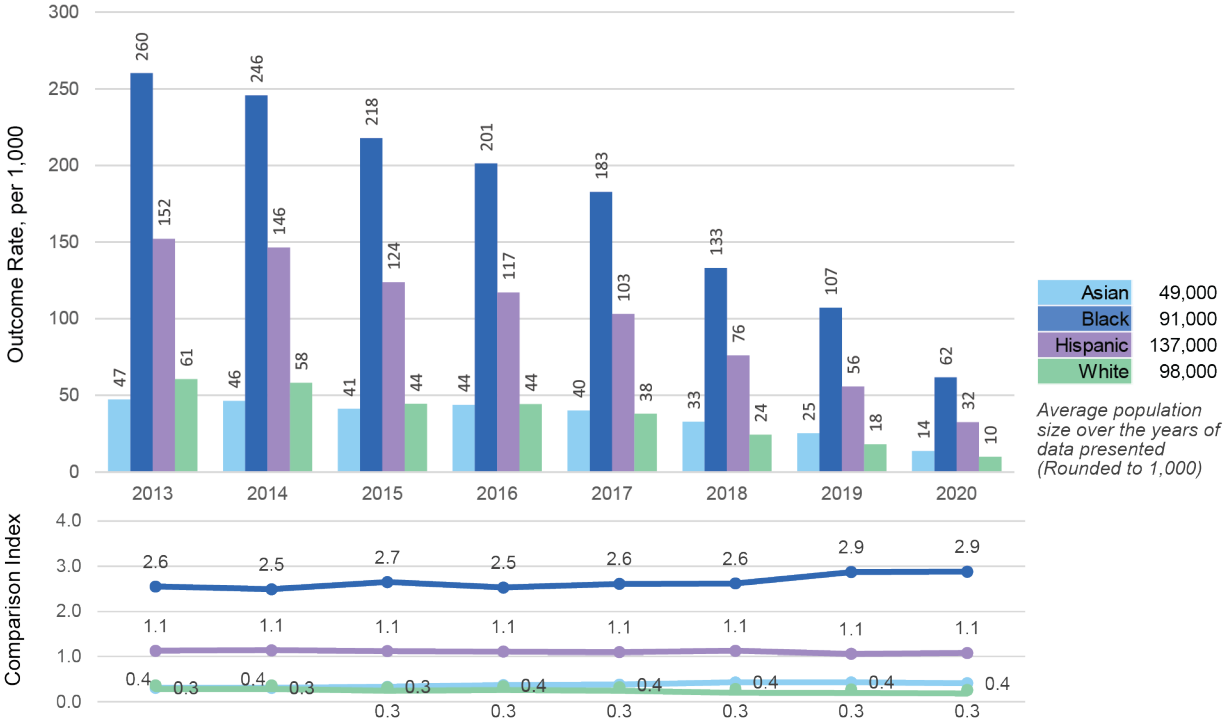
In New York State, a misdemeanor is a crime that carries a potential sentence of 15 days to a year, for adults.

Population definition: Young adults residing in NYC each year, ages 18-24, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

MISDEMEANOR ARRESTS FOR AGES 18-24 ↓

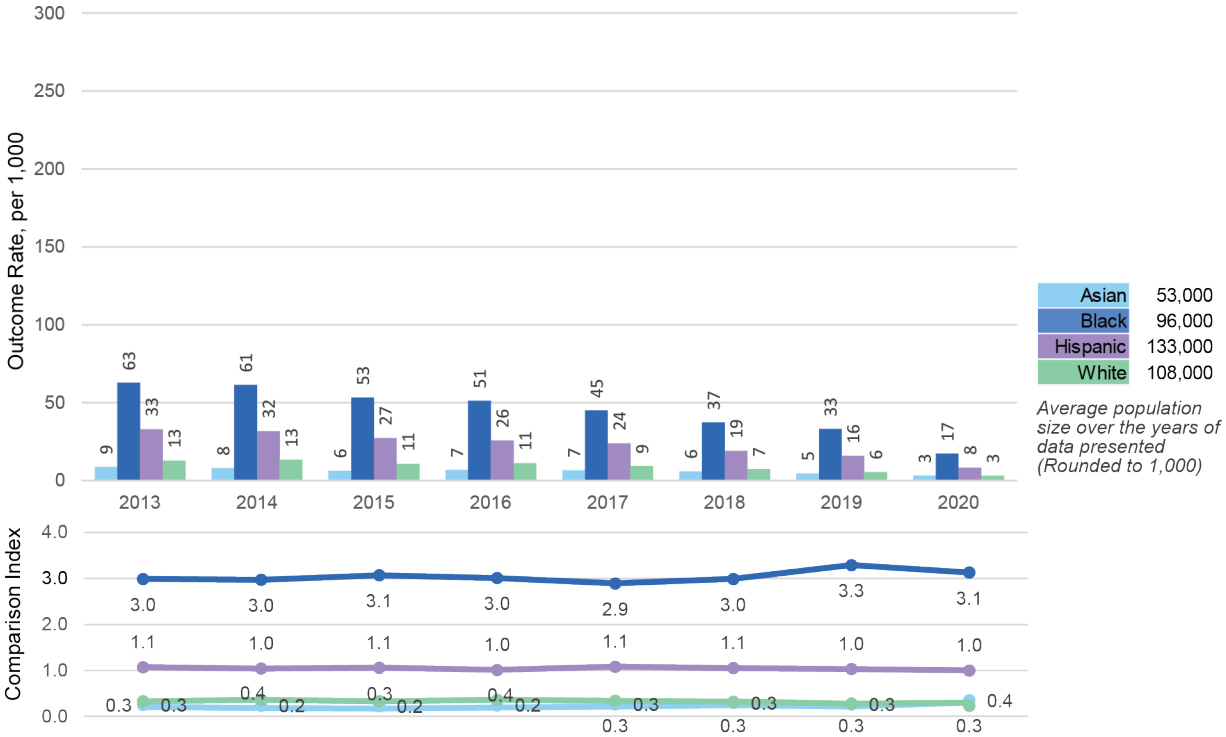
MALES



Asian 49,000
Black 91,000
Hispanic 137,000
White 98,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian 53,000
Black 96,000
Hispanic 133,000
White 108,000

Average population size over the years of data presented (Rounded to 1,000)

YOUTH JUSTICE
MISDEMEANOR CONVICTIONS FOR AGES 16-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of misdemeanor convictions of youth ages 16-24 decreased by 89% from 2013 to 2020.

Outcome Rate

Rates of misdemeanor convictions of youth ages 16-24** decreased the most for:

• White male youth, decreased by 93%, from 6.7 misdemeanor convictions per 1,000 (2013) to 0.5 cases per 1,000 (2020).

• Black female youth, decreased by 91%, from 5.4 misdemeanor convictions per 1,000 (2013) to 0.5 cases per 1,000 (2020).

Comparison Index

Disparity in rates of misdemeanor convictions of youth ages 16-24 has been consistent for male youth and had decreased for female youth.

The rate of misdemeanor convictions of Black male youth ages 16-24 was more than 3 times that of other racial/ethnic categories combined, with a comparison index of 3.3 in both 2013 and 2020.

The comparison index for rates of misdemeanor convictions of female youth ages 16-24:

• Decreased for Black female youth, from 4.3 times the rate of other ethnic/racial categories combined (2013) to 2.7 (2020).

• Increased for White female youth, from 40% the rate of other ethnic/racial categories combined (2013) to 70% (2020).

Indicator Description

Outcome definition: Youth ages 16-24** with a conviction or Youthful Offender adjudication for a misdemeanor offenses.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

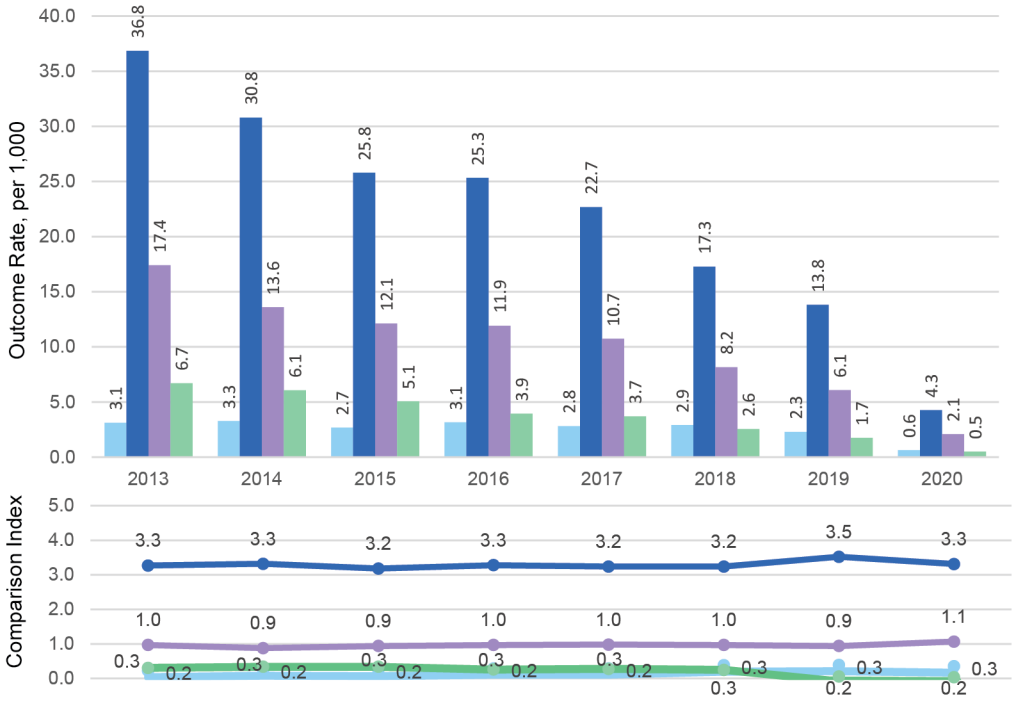
Source: NYS Division of Criminal Justice Services, Computerized Criminal History System.

Population definition: Youth residing in NYC each year, ages 16-24, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*
***Raise the Age (RTA) legislation significantly changed case processing for ages 16-17. Counts exclude 16-year-olds after 2018 and 17-year-olds after 2019.*

MISDEMEANOR CONVICTIONS FOR AGES 16-24 ↓

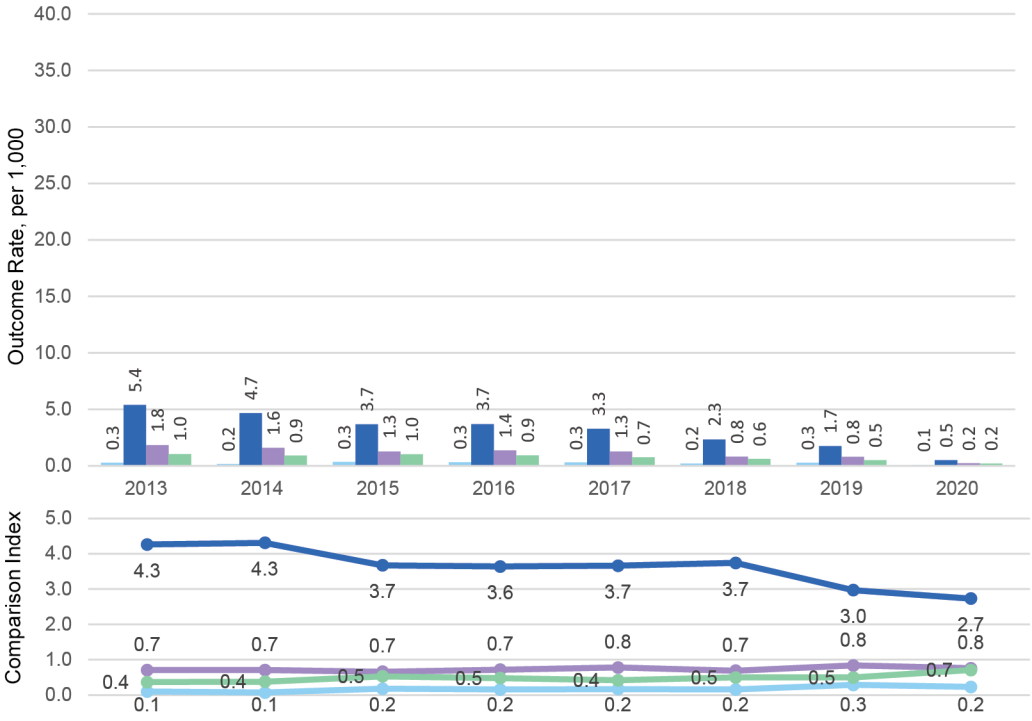
MALES



Asian 60,000
Black 117,000
Hispanic 171,000
White 120,000

Average population size over the years of data presented (Rounded to 1,000)

FEMALES



Asian 65,000
Black 120,000
Hispanic 166,000
White 129,000

Average population size over the years of data presented (Rounded to 1,000)

YOUTH JUSTICE
FELONY ARRESTS FOR AGES 18-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of felony arrests of young people ages 18-24 decreased the most for White young men from 2013 to 2020.

Outcome Rate

Rates of felony arrests from 2013 to 2020 decreased for all male young people, although not all at the same rate of change (see chart):

M	2013	2019	2013-2019	2020	2013-2020
Asian	16	18	16%	14	-9%
Black	109	104	-5%	89	-19%
Hispa	49	42	-15%	33	-32%
White	18	8	-55%	6	-67%

Change in Outcome Rates (per 1,000) for Felony Arrest, Male Only, 2013-2019 and 2013-2020

Looking just at 2013 to 2019, rates of felony arrests were close to unchanged for Black young men ages 18-24 and increased for Asian young men.

There was a 38% decrease in rates of felony arrests of young women ages 18-24, from 9.3 felony arrests per 1,000 young women across all racial/ethnic categories (2013) to 5.8 cases per 1,000 (2020).

Comparison Index

The rates of felony arrest in 2020 of Black young people ages 18-24 of both genders were more than four times that of other ethnic/racial categories combined, with a comparison index of 4.4 for males and 4.1 for females.

The rates of felony arrest in 2020 of Hispanic young people ages 18-24 of both genders were both 90% that of other ethnic/racial categories combined.

The rate of felony arrest in 2020 of White young men ages 18-24 was 10% the rate of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Arrests of young adults ages 18-24 for felony crimes.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

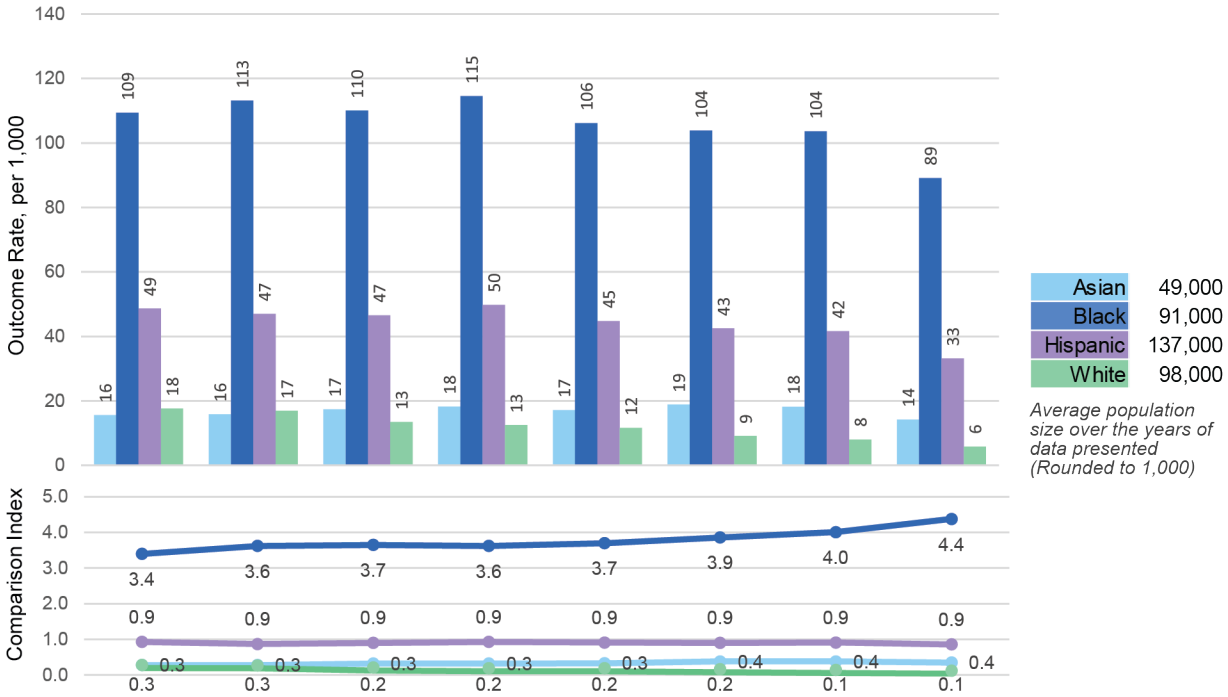
In New York State, a felony is a crime that carries a potential sentence of over a year, for adults.

Population definition: Young adults residing in NYC each year, ages 18-24, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

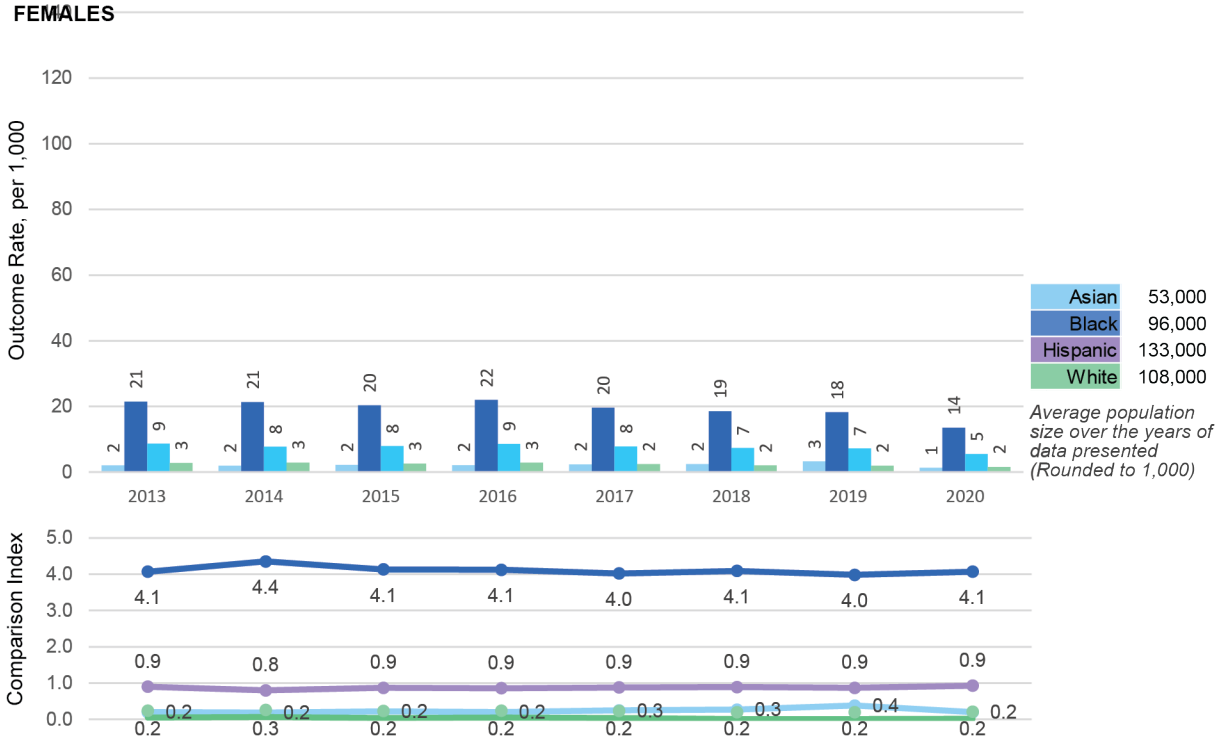
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*

FELONY ARRESTS FOR AGES 18-24 ↓

MALES



FEMALES



YOUTH JUSTICE
FELONY CONVICTIONS FOR AGES 16-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Rates of convictions for felony offences of youth ages 16-24 decreased across racial/ethnic categories from 2013 to 2020.

Outcome Rate

There was an 83% decrease in rates of felony convictions for male youth ages 16-24**, from 10.1 felony convictions per 1,000 male youth across all racial/ethnic categories (2013) to 1.8 cases per 1,000 (2020).

The smallest decrease in rates of felony convictions of youth ages 16-24 was for Asian male youth, from 1.4 felony convictions per 1,000 (2013) to 0.5 cases per 1,000 (2020), a decrease of 60%.

The rates of felony convictions of female youth ages 16-24 was generally less than that of male youth, except the ratio was closest for White youth:

•For every one felony conviction of a Hispanic female youth, there were 21 felony convictions of Hispanic male youth (1:21).

•For every one felony conviction of a White female youth, there were three felony convictions of White male youth (1:3).

Comparison Index

Disparity in rates of felony convictions of male youth ages 16-24 was largely consistent, with the following changes in the comparison index:

• Asian youth, from 0.1 (2013) to 0.3 (2020).

• Hispanic youth, from 0.8 (2013) to 0.9 (2020).

• Black youth, from 4.7 (2013) to 4.6 (2020).

• White youth, 0.1 (in both 2013 and 2020).

The rate of felony convictions in 2020 of Black female youth ages 16-24 was 3.6 times more than other ethnic/racial categories combined.

The rate of felony convictions in 2020 of Asian female youth ages 16-24 was 40% of other ethnic/racial categories combined.

Indicator Description

Outcome definition: Youth ages 16-24** with a conviction or Youthful Offender adjudication for a felony offense.

Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

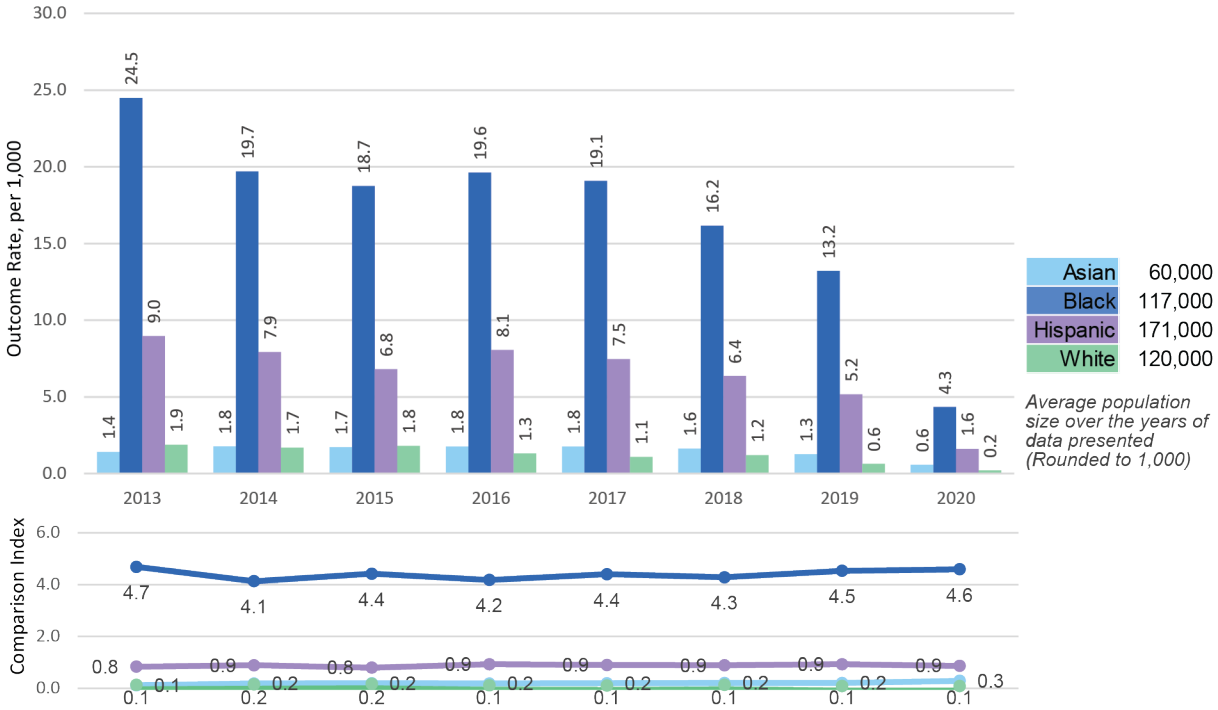
Source: NYS Division of Criminal Justice Services, Computerized Criminal History System.

Population definition: Youth residing in NYC each year, ages 16-24, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

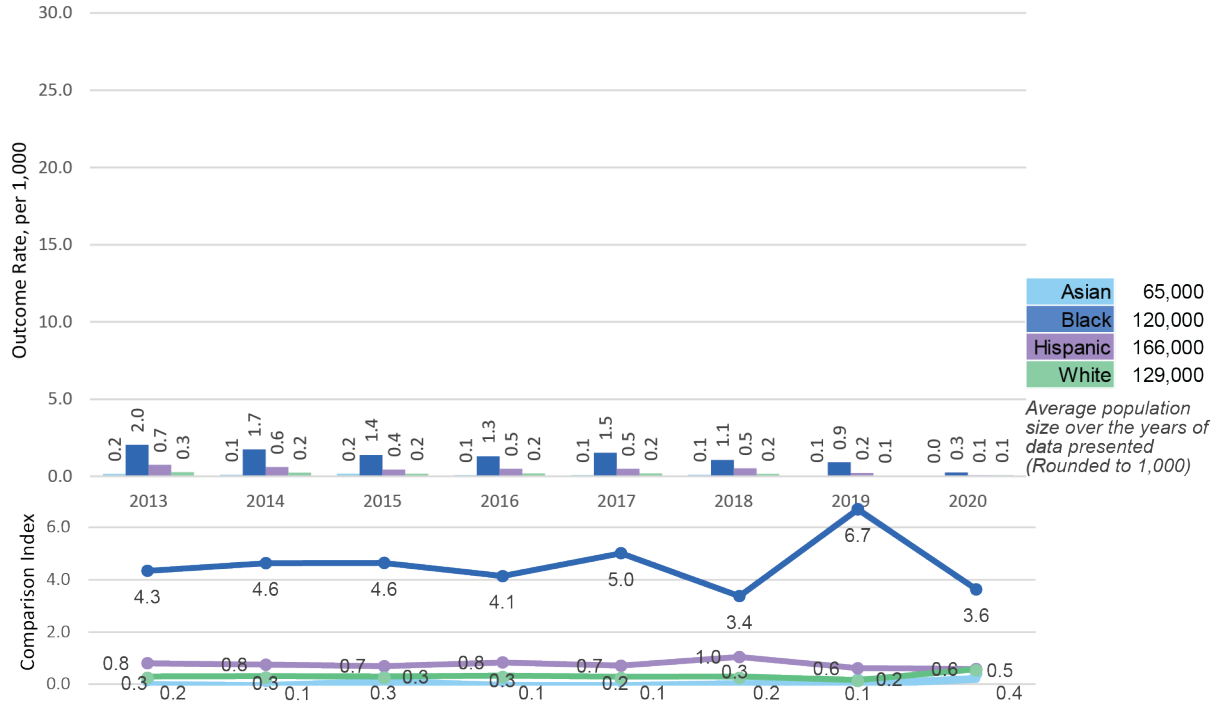
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*
***Raise the Age (RTA) legislation significantly changed case processing for ages 16-17. Counts exclude 16-year-olds after 2018 and 17-year-olds after 2019.*

FELONY CONVICTIONS FOR AGES 16-24 ↓

MALES



FEMALES



YOUTH JUSTICE
ADMISSIONS TO JAIL FOR AGES 16-24

EXAMPLES OF OBSERVATIONS FROM GRAPHS*

Fewer youth ages 16-24 were admitted to jail from 2013 to 2020.

Outcome Rate

Overall, rates of admission to jail of male youth ages 16-24** decreased by 76%, from 25.1 admissions per 1,000 male youth across all racial/ethnic categories (2013) to 5.9 cases per 1,000 (2020).

Rates of admission to jail of female youth ages 16-24 decreased by 86%, from 2.9 admissions per 1,000 female youth across all racial/ethnic categories (2013) to 0.4 cases per 1,000 (2020).

Across racial/ethnic categories, about one female youth was admitted to jail for every 14 male youth in 2020.

Comparison Index

The rate of admission to jail in 2020 of Black male youth ages 16-24 was 5 times that of other ethnic/racial categories combined. In addition, disparity in the rate of admission to jail increased, from a comparison index of 4.1 (2013) to 5.2 (2020).

Indicator Description

Outcome definition: Unique youth ages 16-24** admitted into NYC Department of Correction (DOC) custody.

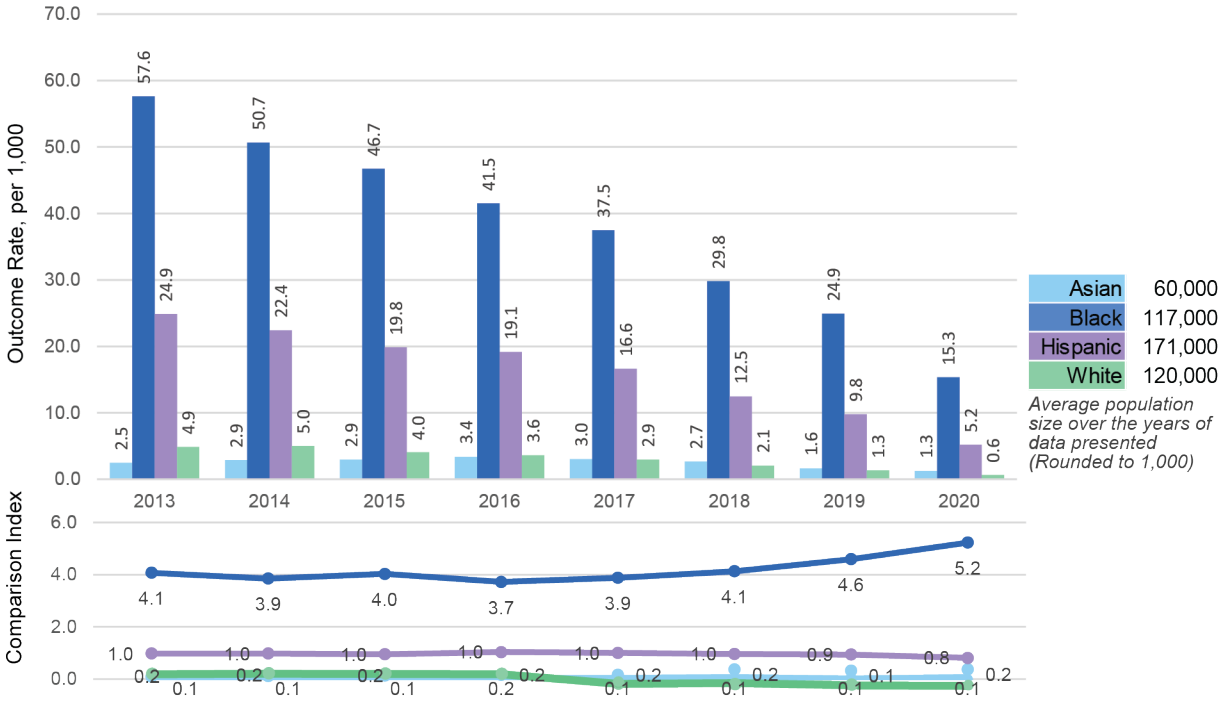
Please note that the impact of COVID-19 on 2020 outcomes will not be fully understood until there is data for subsequent years.

Population definition: All youth residing in NYC each year, ages 16-24, in categories of White, Asian, Hispanic and Black. The count is based on the 5-year estimate American Community Survey (ACS) conducted by the US Census.

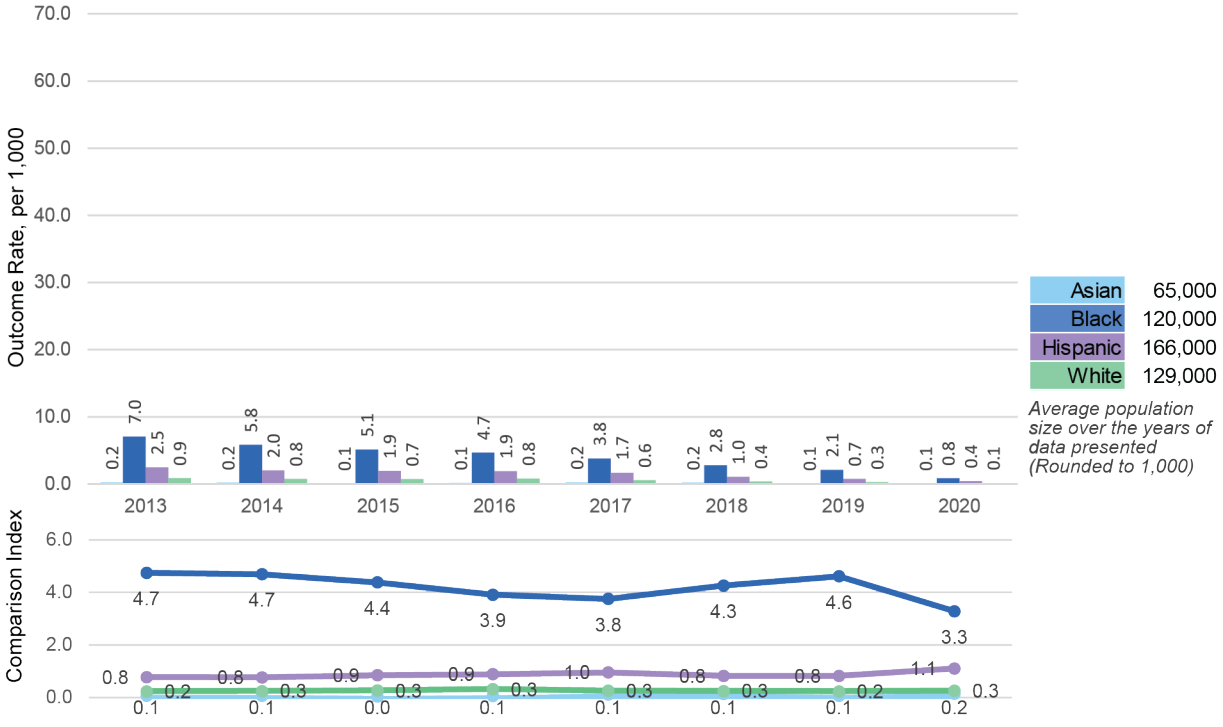
**Selected examples do not represent all relevant information in the graphs. Their purpose is to model ways of reading the graphs.*
***Raise the Age (RTA) legislation significantly changed placements for ages 16-17. Counts of admissions exclude 16-year-olds after 2018 and 17-year-olds after 2019, as youth ages 16-17 are held in juvenile detention facilities, not DOC facilities.*

ADMISSIONS TO JAIL FOR AGES 16-24 ↓

MALES



FEMALES



POLICY CHANGE HIGHLIGHTS

Throughout Mayor de Blasio's Administration, NYC agencies have made numerous efforts through program development and new policy to lessen racial disparities. While there is a clear trend in absolute numbers of improvement for young people –more students graduating, fewer youth disconnected or in the justice system – disparities among racial/ethnic categories remain.

What does change take? In this section of the Disparity Report Update, Disparity Work Group partner agencies have shared stories of change, examples of programs and policies that have succeeded in making NYC a different place for young people. These Policy Change Highlights, alongside the outcome and disparity data indicators, may prove helpful to policymakers in modeling approaches and showing how change can happen. Following the highlighted changes, a list of additional programs and policies helps to demonstrate the range of actions city agencies are taking and also serves as a resource guide for agency partners and the youth communities they serve.

POLICY CHANGE HIGHLIGHT #1

DOMAINS: EDUCATION, YOUTH JUSTICE

Department of Education (DOE) Program and Policy Changes Reduce Disparity in Suspensions

Disciplinary actions such as school suspensions are related to lower academic achievement and isolation from school programming. Prior to 2015, Black students accounted for 53% of all suspensions for just one infraction, insubordination, compared with 7% for White students, and overall had average stays in suspensions that were ten days more than White students. Seeing the disparate impact of suspensions for students of color, the DOE implemented several programs and policy changes to ensure disciplinary measures are nondiscriminatory and promote positive school climate and pro-social behaviors, rather than punitive approaches.

Between School Year 2014-2015 (SY14-15) and SY18-19, the number of suspensions declined by 26.5%.

The DOE's changes included:

Increased Programmatic Supports for Schools:

The DOE made various programmatic investments in school climate in order to amplify inclusionary and restorative, rather than punitive, approaches, prevent and better address the roots of misbehavior and repair harm among individuals, and ultimately provide alternatives to suspensions and tackle disproportionality in suspensions.

Expansion of Restorative Practices in Schools

Restorative practices (RP) create inclusive school climates and equip schools to effectively manage behavior incidents, reducing the reliance on suspensions. They provide spaces for students to express themselves, actively listen to one another's perspectives, and build a sense of community, allowing schools to address underlying issues in a productive and positive, rather than exclusionary, fashion.

Starting in SY16-17, the DOE invested in the expansion of school climate initiatives, including RP. In June 2019, the DOE announced its "Resilient Kids, Safer Schools" package[3], a major effort that included centrally funded RP programming. In SY21-22, RP will be provided in more than 940 schools.

[3] https://www.schools.nyc.gov/school-life/safe-schools/resilient-kids-safer-schools

Professional Development and Workshops
In addition to trainings in RP, the DOE increased workshops, curriculum, and resources for school leaders and staff—as well as programs and workshops for students—to strengthen safe and inclusive learning environments. These supports cover:

- Social emotional learning (SEL);
- Bullying prevention and intervention strategies from the DOE's Respect for All program; and
- LGBTQ+ inclusion, trauma-informed care, digital citizenship, implicit bias, and culturally responsive practices.

Targeted School-Based Supports
Each school has a variety of supports from borough-level staff, which include a Director of Student Services, Climate Manager, Crisis Manager, Guidance Manager, and Title IX liaison, to provide schools with:

- Monthly school data reports on incidents, bullying cases, and suspensions;
- Development of school-wide plans and interventions based on data trends; and
- Resources for bullying and Title IX allegations, classroom management, and systems to ensure a positive school environment.

System Enhancements
The DOE developed the Online Complaint Reporting System for parents, students, and other individuals (other than DOE staff) to submit complaints of student-to-student discrimination, harassment, intimidation and/or bullying, including sexual harassment. It also invested in system enhancements to require the documentation of supports and interventions for individual students.

Policy Reforms:

The DOE also made three significant policy changes to ensure disciplinary approaches are nondiscriminatory, particularly so that policies could be more consistently interpreted and implemented.

Consistent Oversight of Suspensions for Insubordination
After reviewing suspension data by types of behavior incidents, the Mayor's Leadership Team on School Climate and Discipline[4] found that there was room for subjectivity and inconsistencies in determining the appropriate disciplinary responses for insubordination and recommended policy changes. The DOE developed a policy in April 2015 that provided an additional layer of oversight by the DOE Office of Safety and Youth Development (OSYD) to approve all suspension requests for insubordination, in order to provide consistent and fair disciplinary responses to insubordination, often a subjective determination, in different ways.

As a result:

- Suspensions of Black students for insubordination fell from 3,262 in SY14-15 to 728 in SY15-16.
- Suspensions for insubordination citywide fell by 75% between SY14-15 and SY15-16.
- Between SY13-14 to SY18-19, suspensions for insubordination citywide decreased almost 93%.

Limits to the Length of Suspensions
Further analysis of the data indicated a disparity in the average length of suspensions, with Black students suspended on average for ten days longer than White students. Consequently, the DOE revised its policy in Fall 2019 to limit the length of "superintendent's suspensions" (suspensions that are six school days or

[4] The Mayor's Leadership Team on School Climate and Discipline was a one-year taskforce comprised of educators, advocates, unions and government officials and charged with developing recommendations to guide the Administration's school climate and discipline policies. You can read their reports and recommendations at nyc.gov/sclt.

longer and require approval from the Senior Executive Director of OSYD, a community superintendent, or other Chancellor's designee) to 20 days or less, except for more egregious incidents and any incident that requires a longer period as per State or Federal Law. For SY19-20, for the first time, the average length of superintendent's suspensions for each racial group was within half a day of the citywide average.

Limits on Suspensions of Students in Grades K-3

In April 2015, the DOE also began requiring an additional level of authorization before suspensions could be imposed on students in grades K-3. In April 2017, the DOE further limited most suspensions for students in grades K-2. As a result, between SY13-14 and SY18-19, suspensions of K-3 students decreased by 89%, and suspensions for K-3 Black and Hispanic students decreased by 90%.

POLICY CHANGE HIGHLIGHT #2

DOMAIN: EDUCATION

NYC Men Teach Helps Build a More Diverse Teaching Staff

New York City has the largest school district in the United States and the majority of students are of color (82 percent) with roughly two-thirds of all students identifying as Black or Hispanic. Despite the diversity in the student population, only one-third of all educators in NYC schools are Black or Hispanic, while more than half are White. When gender is considered, disparities are further magnified as there are fewer men of color teachers relative to the number of boys of color in NYC schools. Research has demonstrated that students benefit from having diverse teachers, and teachers that reflect their cultural and ethnic background.[5] Said simply, the adults children see as their instructors, coaches, mentors, inspiration, and authority figures in classrooms matter.

In 2015, the NYC Men Teach initiative was launched to address these disparities by increasing the number of qualified male teachers of color within NYC public schools. Since the program launched, NYC Men Teach has increased the number of men of color teachers in the classroom or in the pipeline to become teachers by nearly 2,000.

As a percentage of all teachers, men of color new hires increased from 9.6 percent of the population to 14 percent during this last school year, 2020-2021.

Not only has NYC Men Teach successfully increased the number of qualified male teachers, but the program has also reduced attrition among new men of color teachers by providing them with successful, seasoned mentor teachers. Moreover, the program offers CUNY students and DOE teachers affinity groups, professional and leadership development, community empowerment training, and access to culturally relevant lessons and curriculum.

In Fall 2021, YMI, DOE and CUNY will expand its NYC Men Teach Programming by providing a new paid tutoring opportunity for CUNY students. Through the expansion, CUNY Men Teach students will be paid $20 an hour to tutor struggling first and second grade readers in the evidence-based Reading Rescue model. The program is designed to improve DOE student outcomes as well as encourage CUNY Men Teach students to consider teaching in early grades where disparities are greatest.

[5] https://releases.jhu.edu/2017/04/05/with-just-one-black-teacher-black-students-more-likely-to-graduate/
https://direct.mit.edu/rest/article/86/1/195/57486/Teachers-Race-and-Student-Achievement-in-a

POLICY CHANGE HIGHLIGHT #3

DOMAINS: ECONOMIC STABILITY, EDUCATION

Accelerated Study in Associate Programs (ASAP) Increase Graduation Rates among Participants and Impact Campus-Wide Change

There are 10 associate degree granting institutions in the CUNY system that provide New Yorkers with access to degrees and certifications that vastly improve economic outcomes. Workers with associates degrees earn 18% more than workers with a high school diploma alone. In the early 2000s, like many community colleges across the country, CUNY had low three-year graduation rates. In 2006, for example, approximately 13% of students graduated within three years. Since CUNY community colleges largely serve Black and Hispanic students, who represent close to 70% of students, these low graduation rates have significant equity implications, depriving many students of color of valuable college degrees. These disparities are particularly troubling because CUNY has an express legislative mandate to provide disadvantaged students with "equal access and opportunity."

The ASAP program was launched in 2007 with the goal of significantly improving graduation rates among students most in need of help. Typically, students who do not graduate on time, or at all, are deterred by academic, personal and financial barriers that make sustained full-time enrollment challenging. ASAP takes a comprehensive approach to addressing these barriers, offering financial resources (tuition waivers for students in receipt of financial aid with a gap need, textbook assistance, and New York City Transit MetroCards), and structured pathways to support academic momentum (full-time enrollment, block scheduled first-year courses, immediate and continuous enrollment in developmental education, winter and summer course-taking). ASAP also provides comprehensive direct support services that include personalized and dedicated academic advisement, tutoring, career development services, and early engagement opportunities to build a connected community.

Starting with the first 1,000 students enrolled, ASAP provided a structure within the CUNY system that made college – and college success -- more accessible. As a partnership between CUNY and the Mayor's Office for Economic Opportunity (NYC Opportunity), ASAP was designed to scale, with NYC Opportunity providing evaluation expertise and funding. Mayor de Blasio's Administration invested heavily in the program, expanding it so that it currently serves 25,000 students annually, at least three-quarters of whom are Black or Hispanic.

Overall, ASAP students earn associates degrees at a rate of 52%, more than twice the rate of all other CUNY community college students.

The program has significantly increased Black male three-year graduation rates (47.0% vs. 20.8% of similar students who are not enrolled in ASAP). Since 2006, CUNY's system-wide 3-year associate's degree attainment rates have grown to over 24%. ASAP graduates contribute significantly to that improvement. From serving less than 3% of an incoming class at its start, and now over 30%, the impact of ASAP on CUNY's overall culture of completion is outsized.

As the scale of the program has increased, per-student costs for ASAP has dropped by half. And a benefit-cost analysis found that the ASAP program was a sound investment in increased earnings and tax revenues and decreased social service costs. ASAP has shown how promoting academic momentum among enrolled students increases degree attainment. On the basis of its strong results, the model is being replicated nationally across five states.

Based on the success of ASAP, Accelerate Complete and Engage (ACE) was launched in 2015 as the baccalaureate adaptation of the model, aiming to double four-year bachelor's graduation rates by

providing ASAP-like supports and resources designed to remove barriers to full-time study, build academic momentum, and create connected community. Early ACE results are unprecedented. For the first cohort at John Jay College of Criminal Justice, ACE four-year graduation rates were 16 percentage points higher than the comparison group – 58.4% of ACE students earned a bachelor's degree within four years vs. 42.1% of the comparison group. To date, over 1,800 students have been served by ACE across two CUNY senior colleges, and is poised to expand to an additional 3,050 students over the next five years through the support of the City of New York.

POLICY CHANGE HIGHLIGHT #4

DOMAINS: ECONOMIC STABILITY, HEALTH AND WELL-BEING

New York City Teens Connection (NYCTC) Overcomes Barriers to Sexual Health Services and Information though Structured Linkages

The NYC Department of Health & Mental Hygiene (DOHMH) is committed to helping young New Yorkers across races and ethnicities safely express their sexuality and gender identity with the knowledge, skills, and resources to support healthy and fulfilling lives. Through its citywide program, New York City Teens Connection (NYCTC), the Health Department partners with the Department of Education to provide health education earlier, training hundreds of teachers in evidence-based sexuality education curricula appropriate for the population served. Most innovative in the approach is the establishment of formal linkages between participating schools and high-quality, teen-friendly clinics. These linkages incorporate student clinic tours and regular visits to schools by health educators of the clinic to facilitate appointments and answer questions, making free or low-cost sexual and reproductive health services more accessible to teens and young adults. DOHMH is now looking to further impact adolescent sexual health by working with populations that are often left out of this work, including students in middle school and in the District 75 Special Education district.

Teen pregnancy and birth rates represent a key health disparity, as they are leading drivers for youth to drop out of high school, negatively impacting their future academic, economic and health outcomes.

Neighborhoods in the Bronx and Brooklyn are well over-represented in citywide teen pregnancy and birth rates. Also, given that sexual activity doubles between 8th grade and 9th grade, reaching youth earlier with education and connection to services is important. NYCTC is an expansion of Bronx Teens Connection, a community-based model designed to engage youth, parents, community-based organizations, schools, clinics, and citywide agencies in a comprehensive effort to improve adolescent sexual health. In 2020 DOHMH received a multi-million grant from the Department of Health and Human Services, Office of Population Affairs to expand NYC Teens Connection to work with youth in middle schools, high schools, international schools, transfer schools, District 75 schools, and colleges as well as organizations that serve youth, such as foster care and juvenile justice agencies.

A school or neighborhood with NYC Teens Connection has better coordination of existing services, with delineated criteria for linkages, and clarified roles and responsibilities of partners. NYCTC provides policy guidance, capacity building support, as well as materials and information disseminated widely through program partners. NYCTC works with many NYC government agencies and other large networks of service providers to influence and support policies and practice that improve adolescent sexual health. Because parents are their children's best sexuality educator, NYCTC engages parenting adults and other youth caretakers to help improve their communication with youth about sexuality and sexual health. NYCTC helps these adults to develop the skills that will enable them to engage in open, honest, and

supportive dialogue with youth, with a focus on health justice. Finally, NYCTC convenes multiple local Community Action Teams (CATs) and Youth Leadership Teams (YLTs) that inform its work, foster support and change within their communities, and guide its communications and community engagement efforts. One such project is the Ask Before You Act[6] community awareness campaign focused on sexual consent communication.

Since 2010, NYC Teens Connection has reached over 50,000 youth in neighborhoods with the highest teen pregnancy rates and partnered with over 100 community clinics of NYC's most prominent healthcare networks. Between 2000 and 2018, City programs such as NYC Teens Connection helped reduce teen pregnancy by 70%. Through collaboration with community partners, citywide agencies, and other relevant stakeholders, New York City Teens Connection is building a sustainable model that has changed the trajectory of adolescent sexual health citywide.

Poor health outcomes rarely occur in isolation, and certain communities tend to face multiple health inequities. These unfair, unnecessary, and avoidable disparities are rooted in historical and contemporary injustices and discrimination – including racism – and require the investment of attention, resources, and deliberate corrective efforts to repair. NYCTC is part of a larger Health Department effort to advance just and fair outcomes for all New Yorkers, particularly those most marginalized, and prioritizes neighborhoods with histories of social disinvestment and persistently poor health outcomes. NYCTC clinic linkage provides all youth with a clinic they can call their own, enabling them to access the sexual and reproductive healthcare they need, build relationships with vetted healthcare providers, and learn how to access healthcare on their own.

POLICY CHANGE HIGHLIGHT #5

DOMAIN: HEALTH AND WELL-BEING +

Collaborative Assessment, Response, Engagement and Support (CARES) Reduces the Negative Impact of Child Welfare Investigations, Emphasizing Family Services

Child protection investigations are highly intrusive. By law, investigators must make sure that children are safe therefore parents' struggles become open to scrutiny by strangers and what can appear to be an impersonal government agency. Through the innovation of alternative child protective response, the Administration for Children's Services (ACS) has increasingly been able to reduce the potentially negative impact of reports alleging child abuse or neglect, on parents, children and families.

Historically when families came to the attention of ACS through a Statewide Central Register (SCR) hotline report, ACS has responded by investigating safety and risk concerns and assessing whether children were in immediate or impending risk of harm. Typically at the end of the investigation, ACS makes a determination about the veracity of allegations. With some credible evidence to support the concerns, ACS deems the case indicated. If ACS found no credible evidence to support the concerns, it deems the case to be unfounded. The SCR and ACS must retain records of indicated cases for many years, and these records can have adverse impacts on employment or other prospects for those involved.

Yet, many families reported to the SCR do not need a child protection investigation to keep their children safe. They may need services, or access to benefits or other supports. New York State recognized this gap and authorized New York City to launch the Family Assessment Response (FAR). FAR provides local governments with a family strengths-based and service-focused alternative response to low and moderate risk SCR reports where there is no immediate or impending danger to children and no allegations of child

[6] https://on.nyc.gov/consent

abuse. ACS initially implemented FAR as a pilot in Queens and by 2019, had expanded the alternative response to Brooklyn and the Bronx.

FAR enabled ACS to work with families to identify services they may need, without subjecting the family to an investigation. This allows ACS to assess for and support child safety while promoting stronger family and community connections and wraparound supports, rather than the traditional focus of making a determination about allegations or individual culpability. With this approach, child protective specialists partner with the family to identify their needs, educate the family about resources, empower the family to make decisions that address their needs, and connect families to appropriate services to maintain safety and well-being for their children.

Seeing the positive impact that FAR has had in the areas where it was implemented, ACS set out to scale FAR citywide. Scaling FAR required a multi-divisional leadership approach to leverage expertise from diverse stakeholders, including families who had participated in FAR.

In October 2020, ACS rebranded the FAR alternative response to CARES (Collaborative Assessment, Response, Engagement and Support), a name that better describes the approach. Input was sought from ACS staff, ACS Parent Advocacy Council, and parents who participated in FAR, to support the rebranding initiative. The name ACS chose—CARES—was suggested by a father who experienced the FAR alternative track, as a reflection of what FAR meant to his family when working with ACS. And by February 2021, ACS had expanded CARES to every borough in New York City.

CARES places family engagement as a priority and allows the Child Protective Specialist to value families as experts in their own experiences and to respond to individual family strengths and service needs. Using the CARES approach, visits are usually scheduled in advance, family members are interviewed together, the engagement is solution-focused and there is no determination at the end of the assessment that could negatively impact future employment opportunities.

CARES is one of ACS's core strategies for combating racial disparity in the NYC child welfare system, offering both a family led and less intrusive response for families with service needs which enables families to drive solutions for themselves.

Throughout the COVID-19 pandemic, as the number of overall reports and investigations has decreased, ACS increased the use of the CARES alternative child protective response. By increasing the use of CARES, ACS is avoiding placing the burden of investigation on families where it is unnecessary and the number of families that ACS serves using the CARES approach is growing every month.

POLICY CHANGE HIGHLIGHT #6

DOMAINS: HEALTH AND WELL-BEING, YOUTH JUSTICE

The Mayor's Action Plan for Neighborhood Safety (MAP) Brings Local Voice into Plans and Actions that Make Communities Safer for all Residents

Public housing residents are disproportionately people of color, whose communities have had to endure crime as an outcome of decades of structural inequalities – with government disinvestment and neglect being among the chief contributors. Young people from public housing communities are disproportionately impacted by crime, whether they are victimized by it directly or facing the consequences of stigma and trauma.

With this inequity in mind, the Mayor's Action Plan for Neighborhood Safety (MAP) was established in 2014 to address public safety in the 15 developments that comprised 20% of violent crime in public housing

at the time. MAP relies on residents' input and perspectives to address public safety through a holistic approach that works to identify and address the underlying issues at the root of crime, in partnership with local community organizations and City agencies. Key to this process is the facilitation of *collective efficacy* in a community, which is characterized by mutual trust among neighbors and a willingness to intervene on behalf of the common good. Research has indicated that high collective efficacy in neighborhoods is associated with lower rates of crime.[7,8]

Led by the Mayor's Office of Criminal Justice with the support of a dozen agencies who have an essential role in building safety and thriving, MAP and implementation partners hire local community organizers to engage and facilitate resident leadership at each development. The MAP approach centers around NeighborhoodStat (NStat), a participatory community problem-solving process. During NStat meetings, residents and agency staff identify safety priorities and envision potential place-based and community programming interventions. On a regular basis, 365 residents serve as leaders in the NStat process.

Annually, NStat resident teams develop proposals to improve safety and well-being in their development. Neighbors vote to select proposals that receive $30,000 and the MAP team's support to implement. Last year, more than 1,600 residents attended Local NStat events and 9,200 voted. MAP also hosts Central NeighborhoodStat, which positions residents across MAP developments to problem-solve with senior agency executives around cross-cutting safety and well-being challenges to co-develop immediate fixes, as well as longer-term policy changes to address systemic issues.

Recognizing the unique experience and expertise of youth and young adults, MAP launched a Youth Leadership Council (YLC) with its partner, the Center for Court Innovation's Neighborhood Safety Initiative in 2021.

The MAP Youth Leadership Council (YLC) brings together young people from 17 NYCHA developments to pursue creative solutions to promoting safety. Additionally, after the Brownsville mass shooting in 2019, the Brownsville Youth Leadership Council was created with MAP's trusted local partner, the Brownsville Community Justice Center, to center young people as leaders in creating safety and bridge relationships across Brownsville NYCHA developments.

Finally, because of the intense impact of COVID-19 on in-person youth employment opportunities which youth and their families rely on, MAP and its partner initiative, the Office to Prevent Gun Violence, expanded the Anti-Gun Violence Employment Program to include an Enrichment Academy comprised of creative and skill building virtual courses such as music production, journalism, transformative mentoring, financial readiness, and more. This programmatic expansion allowed young people to continue to earn income while building career readiness from the safety of their homes.

The MAP initiative provides a model in not only achieving change at the community scale, but in pressing government to be more responsive and accountable to the people it serves. The value from a process like NeighborhoodStat is two-fold, centering residents as leaders and experts in advancing their projects and priorities, while providing City decision makers with the direct connections to community needed to make real progress in addressing the City's deep rooted and historic racial disparities.

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[7] Sampson, R. "Neighborhood Collective Efficacy Does Help Reduce Violence." National Institute for Justice. 1998

[8] Bellair, Paul E. "Social Interaction and Community Crime: Examining the Importance of Neighbor Networks." 1995

EXAMPLES OF PROGRAMS, POLICIES AND INITIATIVES ADDRESSING DISPARITY IN YOUTH SERVICES AND OPPORTUNITIES

CLOSE TO HOME *Supportive treatment and transition services for young people found to need a period of out-of-home placement by Family Court in facilities near their homes.*	Administration for Children's Services	*www1.nyc.gov/site/acs/justice/close-home.page*
COLLABORATIVE ASSESSMENT, RESPONSE, ENGAGEMENT & SUPPORT CARES *Responds to reports of abuse or neglect with an alternative, non-investigatory child protection response.*	Administration for Children's Services	*www1.nyc.gov/site/acs/child-welfare/cares.page*
FAIR FUTURES *Serves teens in foster care with long-term coaching, career development, and independent living supports.*	Administration for Children's Services	*fairfuturesny.org/*
FAMILY ASSESSMENT PROGRAM (FAP) *Evidence-based family therapy and other supports to divert youth from foster care placement on Persons in Need of Supervision (PINS) petitions*	Administration for Children's Services	*www1.nyc.gov/site/acs/justice/family-assessment-program.page*
FAMILY ENRICHMENT CENTERS *Walk-in community centers offering concrete family resources with the goal of reducing child welfare involvement.*	Administration for Children's Services	*www1.nyc.gov/site/acs/about/acs-community.page*
JUVENILE JUSTICE INITIATIVE (JJI) *Therapeutic supports for justice-involved youth to avoid out-of-home placement and reduce recidivism.*	Administration for Children's Services	*www1.nyc.gov/site/acs/justice/alternatives-placement.page*
PREVENTION SERVICES *Services and supports to strengthen and stabilize families, prevent out of home placement and expedite return home; efforts promoting racial equity are mandated.*	Administration for Children's Services	*www1.nyc.gov/site/acs/child-welfare/prevention-services.page*
DISCONNECTED YOUTH TASK FORCE *Conducted research, engaged key stakeholders, and deliberated critical themes, findings, and potential recommendations.*	Center for Youth Employment	*cye.cityofnewyork.us/initiatives/disconnected-youth-task-force/*
GENERATION NYC *Mobile app with links to topics like school, work, money, and counseling for teens*	Children's Cabinet	*growingupnyc.cityofnewyork.us/generationnyc/*
GROWING UP NYC *Mobile app with links to services and programs for families with children aged 0-12*	Children's Cabinet	*growingupnyc.cityofnewyork.us/*
CUNY ACCELERATED STUDY IN ASSOCIATES PROGRAMS (ASAP) *Helps students stay on track and graduate by providing a range of financial, academic, and personal supports.*	City University of New York	*www1.cuny.edu/sites/asap/*
TASKFORCE ON RACIAL INCLUSION & EQUITY (TRIE) NEIGHBORHOODS *Provides resources and assists 33 local communities in addressing issues like vaccine hesitancy, test and trace education, and mental health awareness.*	Multi-Agency	*nyc.gov/TRIE*
100% FAIR STUDENT FUNDING *Ensures equitable funding for all schools*	Department of Education	*schools.nyc.gov/about-us/funding/funding-our-schools*
3-K FOR ALL *Provides vital early learning and connects families to parenting help and other support services.*	Department of Education	*schools.nyc.gov/enrollment/enroll-grade-by-grade/3k*
COLLEGE ACCESS FOR ALL *Opens the path to college and career for more young people.*	Department of Education	*schools.nyc.gov/about-us/vision-and-mission/equity-and-excellence*
CULTURALLY RESPONSIVE-SUSTAINING EDUCATION (CRSE) *Supports an educational strategy that schools use to embrace students' identities.*	Department of Education	*schools.nyc.gov/about-us/vision-and-mission/culturally-responsive-sustaining-education*
IMPLICIT BIAS AND CULTURALLY RESPONSIVE ENVIRONMENTS *Workshops, coaching, and resources for DOE employees to understand and address implicit bias.*	Department of Education	*nycimplicitbias-workshop.com/our-support-model*
NYC MEN TEACH *Engages and recruits men of color to become teachers by providing early career support, professional development, mentoring, and networking services.*	Multi-Agency	*nycmenteach.org/*
RESTORATIVE PRACTICES *Creates inclusive school climate and culture, empowers students as leaders, and reduces exclusionary discipline practices.*	Department of Education	*nycdoerestorativepractices.org*

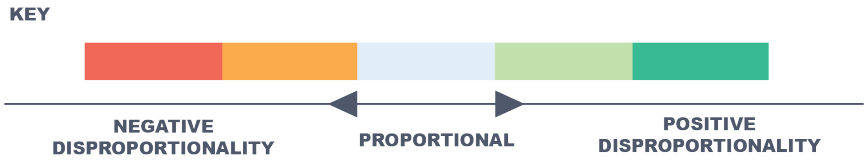
UNIVERSAL SCHOOL LUNCH *Eliminates administrative barriers to free lunch for all students, ensuring access to meals and reducing costs for families, with no stigma.*	Department of Education	*schools.nyc.gov/school-life/food/school-meals*
UNIVERSAL LITERACY *Trains reading coaches to work with K-2 teachers to ensure the vital early literacy skills.*	Department of Education	*infohub.nyced.org/in-our-schools/programs/universal-literacy*
CONNECTING ADOLESCENTS TO COMPREHENSIVE HEALTH CARE CATCH *Provides reproductive health services, education and referral to community-based teen-friendly health centers through school-based health centers.*	NYC Department of Health with Department of Education	*schools.nyc.gov/school-life/health-and-wellness/staying-healthy/other-health-topics*
NYC TEENS CONNECTION *Works with schools, health care clinics and community groups to improve teens' sexual and reproductive health.*	Department of Health and Mental Hygiene	*www1.nyc.gov/site/doh/health/neighborhood-health/new-york-city-teens-connection.page*
PUBLIC HEALTH INTERNSHIP PROGRAM *Promotes public health career pathways amongst Black and Latinx youth.*	Department of Health and Mental Hygiene	*www1.nyc.gov/site/doh/about/employment/hrtp-internship.page*
AIM (ADVOCATE INTERVENE MENTOR) *Mentors youth ages 13-18 years under probation supervision to avoid out-of-home placement and recidivism.*	Department of Probation	*www1.nyc.gov/site/probation/services/aim.page*
NEIGHBORHOOD OPPORTUNITY NETWORK (NeON) *Gives young people and families experiencing probation positive choices with services including mentoring, healthcare, and recreation.*	Department of Probation	*www1.nyc.gov/site/neon/index.page*
ADVANCE & EARN *Trains and employs young people 16-24.*	Department of Youth & Community Development	*www1.nyc.gov/site/dycd/services/jobs-internships/advance-and-earn.page*
YOUTHPATHWAYS *Places young people ages 18-24 into internships and provides career, education, and training services tailored to meet their needs.*	Human Resources Administration	*www1.nyc.gov/site/hra/help/career-services.page*
JOBS PLUS *Helps working-age NYCHA residents find work and keep more of their earned income.*	Human Resources Administration	*opportunitynycha.org/workforce-development/jobs-plus/*
CONNECTIONS TO CARE *Integrates mental health support into City-sponsored workforce development programs.*	Mayor's Office of Community Mental Health	*thrivenyc.cityofnewyork.us/program/connections-to-care-c2c-jobsplus*
NYCWELL *Helps young people and parents address stress, depression, anxiety, or drug and alcohol use.*	Mayor's Office of Community Mental Health	*nycwell.cityofnewyork.us/en/*
ATLAS *Evidence-based therapeutic services to support young people facing the disruption of court involvement or exposure to violence, offered free through community-based organizations citywide.*	Mayor's Office of Criminal Justice	*criminaljustice.cityofnewyork.us/programs/atlas/*
JAIL TO JOBS *A robust and diverse network of social service providers offering assistance and access to jobs, housing, health and mental healthcare, mentorship, and more for individuals returning home from City jails.*	Mayor's Office of Criminal Justice	*working.nyc.gov/programs/jails-to-jobs/*
MAYOR'S ACTION PLAN FOR NEIGHBORHOOD SAFETY (MAP) *Facilitation for residents to identify neighborhood safety issues and participate in decision-making, building community power to address their priorities.*	Mayor's Office of Criminal Justice	*map.cityofnewyork.us/*
RAISE THE AGE *Diverts cases involving adolescents to Family Court or to judges with access to social services and special training.*	Multi-Agency	*criminaljustice.cityofnewyork.us/programs/raise-the-age/*
NYCCARE *Guarantees low-cost and no-cost services to New Yorkers who do not qualify for or cannot afford health insurance.*	NYC Health and Hospitals	*nyccare.nyc/*
READ MORE CORPS *Matches NYC Service volunteers with young students to build literacy and connections.*	NYC Service	*nycservice.org/*
LICENSE TO CAREERS *Supports young people ages 18-24 who are disconnected from school and the workforce in obtaining their NYS Driver's Permit and NYS Driver's License in partnership with CYE*	Young Men's Initiative	*www1.nyc.gov/site/ymi/index.page*
MENTORS MATTER *Designed to resource and structure New York City's human capital, engaging community members to mentor, tutor, and support younger generations.*	Young Men's Initiative	*nycservice.org/*

APPENDIX 1: DISPROPORTIONALITY TABLE

HOW TO READ THIS TABLE

The Disproportionality Table below can be used to understand which populations are disproportionally represented for a given indicator. The top row for each indicator shows how much that racial/ethnic category is represented in the entire population of that indicator. The bottom row shows how much that group is represented in the indicator itself. The 'All' column represents the entire population.

Disproportionality may be considered to be positive or negative. Examples of positive disproportionality might include over-representation in High School Graduation or under-representation in Felony Arrests. An example of negative disproportionality would be the inverse, under-representation in High School Graduation Results or over-representation in Felony Arrests.



INDICATOR	YEAR	MALES					FEMALES				
		ALL	ASIAN	BLACK	HISPANIC	WHITE	ALL	ASIAN	BLACK	HISPANIC	WHITE
GRADES 6-8: CHRONIC ABSENTEEISM	2019	107,837	19%	23%	42%	16%	100,376	19%	23%	43%	16%
		23,144	8%	30%	51%	11%	19,714	7%	31%	52%	11%
GRADES 9-12: CHRONIC ABSENTEEISM	2019	151,102	18%	26%	41%	15%	141,047	18%	27%	41%	14%
		53,333	10%	31%	48%	10%	46,765	9%	31%	50%	10%
GRADES 3-8: NY STATE ENGLISH RESULTS	2019	196,452	19%	22%	42%	17%	186,972	19%	22%	43%	17%
		81,598	29%	15%	31%	25%	99,098	26%	17%	34%	23%
GRADES 3-8: NY STATE MATH RESULTS	2019	192,808	19%	22%	43%	16%	181,774	18%	22%	43%	16%
		86,008	31%	13%	32%	24%	83,673	30%	15%	31%	24%
HIGH SCHOOL GRADUATION RESULTS	2020	37,312	18%	26%	40%	15%	35,445	17%	27%	41%	15%
		27,435	21%	25%	38%	17%	29,882	19%	26%	39%	16%
COLLEGE READINESS INDEX	2020	29,268	20%	26%	38%	16%	31,975	18%	28%	39%	15%
		20,173	25%	22%	34%	19%	24,134	22%	25%	36%	17%
POST SECONDARY ENROLLMENT RATE	2019	28,475	20%	26%	38%	16%	30,744	18%	28%	39%	15%
		21,937	23%	24%	35%	17%	25,882	20%	27%	37%	16%
GRADES 6-8: SINGLE SUSPENSION	2019	107,837	19%	23%	42%	16%	100,376	19%	23%	43%	16%
		4,168	12%	32%	43%	12%	2,211	5%	40%	49%	6%
GRADES 6-8: MULTIPLE SUSPENSIONS	2019	5,617	11%	34%	43%	12%	2,828	5%	42%	47%	6%
		1,449	7%	40%	42%	11%	617	3%	50%	43%	5%
GRADES 9-12: SINGLE SUSPENSION	2019	151,102	18%	26%	41%	15%	141,047	18%	27%	41%	14%
		6,047	7%	43%	39%	11%	3,917	3%	49%	41%	7%
GRADES 9-12 MULTIPLE SUSPENSIONS	2019	8,142	6%	46%	38%	10%	4,894	3%	51%	40%	7%
		2,095	4%	54%	34%	8%	977	1%	59%	36%	4%
US CENSUS POVERTY MEASURE	2019	1,624,050	13%	23%	37%	28%					
		340,233	10%	27%	45%	18%					

INDICATOR	YEAR	MALES					FEMALES				
		ALL	ASIAN	BLACK	HISPANIC	WHITE	ALL	ASIAN	BLACK	HISPANIC	WHITE
NYC POVERTY MEASURE	2019	1,624,050	13%	23%	37%	28%					
		336,890	13%	26%	44%	17%					
YOUTH UNEMPLOYMENT	2019	168,474	9%	27%	41%	23%	161,061	9%	25%	38%	28%
		63,232	7%	36%	41%	16%	56,860	8%	30%	45%	17%
YOUTH DISCONNECTION	2019	434,016	13%	24%	36%	26%	447,650	14%	25%	35%	27%
		63,232	7%	36%	41%	16%	56,860	8%	30%	45%	17%
TEEN PREGNANCIES	2018						215,452	13%	25%	36%	25%
							6,083	3%	38%	50%	9%
TEEN BIRTHS	2018						215,452	13%	25%	36%	25%
							2,732	3%	28%	60%	10%
YOUTH MORTALITY	2018	469,786	14%	24%	36%	26%	485,619	14%	24%	35%	27%
		281	9%	31%	35%	24%	123	14%	25%	27%	34%
INDICATED ABUSE/NEGLECT FINDINGS AGES 0-13	2020	676,063	13%	22%	37%	28%	647,197	12%	22%	37%	28%
		9,082	5%	44%	45%	7%	8,923	4%	43%	46%	7%
INDICATED ABUSE/NEGLECT FINDINGS AGES 14-17	2020	179,195	13%	25%	37%	25%	169,621	12%	26%	37%	25%
		1,607	6%	40%	45%	9%	2,232	6%	37%	51%	6%
MISDEMEANOR ARRESTS AGES 11-17	2020	407,522	13%	24%	37%	25%	389,150	12%	25%	37%	26%
		1,355	5%	55%	35%	5%	365	5%	49%	40%	6%
FELONY ARRESTS AGES 11-17	2020	407,522	13%	24%	37%	25%	389,150	12%	25%	37%	26%
		5,229	4%	65%	29%	3%	951	5%	59%	30%	5%
ADMISSIONS TO JUVENILE DETENTION AGES 11-17	2020	407,522	13%	24%	37%	25%	389,150	12%	25%	37%	26%
		703	3%	67%	26%	4%	124	2%	52%	42%	3%
MISDEMEANOR ARRESTS AGES 18-24	2020	335,795	13%	24%	37%	26%	355,419	14%	24%	35%	27%
		10,376	6%	47%	38%	8%	2,965	5%	50%	35%	10%
MISDEMEANOR CONVICTIONS AGES 16-24	2020	425,381	13%	24%	36%	26%	439,485	14%	24%	35%	27%
		853	4%	51%	38%	6%	113	4%	47%	29%	20%
FELONY ARRESTS AGES 18-24	2020	335,795	13%	24%	37%	26%	355,419	14%	24%	35%	27%
		12,304	5%	58%	33%	4%	2,051	3%	56%	33%	7%
FELONY CONVICTIONS AGES 16-24	2020	425,381	13%	24%	36%	26%	439,485	14%	24%	35%	27%
		751	4%	60%	33%	3%	50	6%	54%	24%	16%
ADMISSIONS TO JAIL AGES 16-24	2020	425,381	13%	24%	36%	26%	439,485	14%	24%	35%	27%
		2,524	3%	63%	32%	3%	173	2%	51%	38%	9%

APPENDIX 2: LIST OF DATA SOURCES

INDICATOR	*OUTCOME DATA SOURCE*	POPULATION DATA SOURCE
Grades 3-8: NY State Assessment Results, English and Math	*NYC Department of Education. Similar data available:* https://infohub.nyced.org/reports/academics/test-results	Included in outcome data: Number tested.
High School Graduation Results	*NYC Department of Education public data:* https://infohub.nyced.org/reports/academics/graduation-results	Included in outcome data: Cohort, 4 year August
College Readiness Index and Post-Secondary Enrollment	*NYC Department of Education. Similar data available:* https://infohub.nyced.org/reports/school-quality/school-quality-reports-and-resources	Included in outcome data: Cohort
Chronic Absenteeism	*NYC Department of Education. Similar data available:* https://infohub.nyced.org/reports/school-quality/information-and-data-overview/end-of-year-attendance-and-chronic-absenteeism-data	Included in outcome data: # Contributing 20+ Total Days (enrolled for at least 20 days)
Student Discipline, single suspension	*NYC Department of Education. Similar data available:* https://infohub.nyced.org/reports/government-reports/suspension-reports	Student population as it is presented in the Chronic Absenteeism reports.
Student Discipline, multiple suspensions	*NYC Department of Education. Similar data available:* https://infohub.nyced.org/reports/government-reports/suspension-reports	Count of students with a single suspension + count of students with multiple suspensions
Poverty Measures	*American Community Survey augmented with local metrics and posted by the Mayor's Office for Economic Opportunity:* https://www1.nyc.gov/site/opportunity/poverty-in-nyc/poverty-data.page	Included in outcome data: total ages 0-17, excluding children of races/ethnicities not reported
Youth Employment and Youth Connection	*5-year estimate American Community Survey conducted by the US Census* https://www.census.gov/programs-surveys/acs/microdata.html	Included in outcome data: total ages 16-24, excluding young adults of races/ethnicities not reported
Teen Pregnancies, Teen Births, Youth Mortality	*Summary of Vital Statistics published by the NYC Department of Health and Mental Hygiene* https://www1.nyc.gov/site/doh/data/data-publications/periodic-publications.page	Included in outcome data: Population estimates
Indicated Abuse/Neglect Findings	*NYC Administration for Children's Services (ACS). Similar data available:* https://www1.nyc.gov/site/acs/about/data-analysis.page#Child%20Welfare	5-year estimate American Community Survey: total ages 0-13 and 14-17, excluding children of races/ethnicities not reported
Arrests	*NYDP. Similar data available:* https://data.cityofnewyork.us/Public-Safety/NYPD-Arrests-Data-Historic-/8h9b-rp9u	5-year estimate American Community Survey: total ages 11-17 and 18-24, excluding children of races/ethnicities not reported
Admissions to Juvenile Detention	*NYC Administration for Children's Services (ACS). Similar data available:* https://www1.nyc.gov/site/acs/about/data-analysis.page#Juvenile%20Justice	5-year estimate American Community Survey: total ages 11-17, excluding children of races/ethnicities not reported
Convictions	*Mayor's office of Criminal Justice, NYS Division of Criminal Justice Services, Computerized Criminal History System* *Similar data available:* Dispositions of Arrests Involving 16 and 17 Year Olds 2014-2018 https://www.criminaljustice.ny.gov/crimnet/ojsa/dispo-youth-arrests/index.htm Dispositions of Adult Arrests (18 and Older) 2016-2020 https://www.criminaljustice.ny.gov/crimnet/ojsa/dispos/index.htm	5-year estimate American Community Survey: total ages 16-24, excluding children of races/ethnicities not reported
Admissions to Jail	*NYC Department of Correction (DOC). Similar data available:* https://data.cityofnewyork.us/Public-Safety/Daily-Inmates-In-Custody/7479-ugqb	5-year estimate American Community Survey: total ages 16-24, excluding children of races/ethnicities not reported

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