

New York City Department of Youth and Community Development

Neighborhood Development Area Concept Paper March 7, 2013

Following release of this concept paper, the Department of Youth and Community Development (DYCD) will issue a request-for-proposals (RFP) for new Community Services Block Grant (CSBG) programs targeted to the most needed services identified by community representatives. Through this RFP, DYCD will seek appropriately qualified organizations to provide a wide spectrum of programming to match the self-defined needs, assets, and priorities of New York City's (City's) 42 low-income communities, each of which has been designated as a Neighborhood Development Area (NDA).

The Community Services Block Grant

Since 1996, DYCD has served as the Community Action Agency (CAA) for the City. As such, DYCD is the recipient of federal CSBG funds through the State of New York (State). Utilizing a range of approaches, CAAs distribute funding for programs on a local level in accordance with the goals of the federal CSBG statute:

...the reduction of poverty, the revitalization of low-income communities, and the empowerment of low-income families and individuals in rural and urban areas to become fully self-sufficient.¹

The federal statute suggests the provision of a variety of social services featuring maximum community participation and the strengthening of local organizational capacity. In the City, a Neighborhood Advisory Board (NAB) is set up for each NDA to represent the interests of its residents living in poverty. The NABs will be responsible for conducting a needs assessment to determine the program priorities for their NDAs. In addition, there is a Community Action Board which is a citywide body that advises DYCD on the administration of all CSBG funds in the City.

As the City's CAA, DYCD seeks to increase self-reliance, literacy and life-long learning, and personal and community well-being, so that individuals and families can reach their full potential. The agency invites residents of low-income communities to participate in the decisions on CSBG programs in their neighborhoods. DYCD also follows an asset-based approach to development that builds on the existing capacities, skills, and resources of individuals and communities, rather than focusing on their perceived deficits. Key features of asset-based community development include the development of the problem-solving capacity of local residents and institutions and building relationships among these community stakeholders.²

New York State, which disburses CSBG funds to the CAAs throughout the State, recently examined program priorities in order to focus on available economic opportunities and maximize the impact on poverty. After an in-depth review of the Division of Community

¹42 U.S.C. 9901 et seq.

²J. P. Kretzmann and J. L. McKnight, *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*, Evanston, IL: Institute for Policy Research, 1993.

Services by the Department of State,³ program priorities were realigned and redefined with a goal of achieving greater outcomes for low-income New Yorkers. The State has targeted the following priority areas:

- Work Force Development⁴
- Immigration and Naturalization⁵

These priorities are consistent with the six national goals of the CSBG program:

1. Low-income people become more self-sufficient.
2. The conditions in which low-income people live are improved.
3. Low-income people own a stake in their communities.
4. Partnerships among supporters and providers of services to low-income people are achieved.
5. Agencies increase their capacity to achieve results.
6. Low-income people, especially vulnerable populations, achieve their potential by strengthening family and other supportive systems.

The program areas set forth in this concept paper and described below address these goals and the State's priorities.

Background

Under Mayor Michael R. Bloomberg, the City has been a national leader in recognizing the need to address poverty and has implemented a wide range of innovative responses to poverty in New York City. Mayor Bloomberg created the Center for Opportunity (CEO) in 2006 and the Young Men's Initiative (YMI) in August 2011. CEO has dedicated funding for DYCD and other city agencies to provide initiatives that target young adults, the working poor, and families with young children,⁶ while YMI supports programs and policies that help young black and Latino men improve outcomes in the areas of education, health, employment, and the criminal justice system.⁷ These mayoral initiatives have enabled DYCD to introduce significant anti-poverty pilots, including successful employment and literacy programs for disconnected youth through CEO⁸ and mentoring programs in NYC's public housing developments through YMI. These efforts complement the DYCD services for poor communities made possible by federal CSBG funding, including innovative programs such as DYCD's Fatherhood and Immigrant Services Initiatives that have been introduced since 2002.

However, the continuing urgency for fighting poverty cannot be overstated. While the national recession officially ended in 2009, economic data reflect a harsh reality for many individuals and families. In 2011 the U.S. poverty rate was 15.0 percent with 46.2 million people living in

³The New York State Division of Community Services builds capacity across the CSBG network by 1) developing and implementing improved monitoring and reporting tools and 2) providing training and technical assistance to grantee boards and staff.

⁴New York State's workforce development program provides support, training, education, and technical assistance to organizations offering job training, job skills development, job placement and retention, as well as financial and civic literacy skills training. For recent funded initiatives through New York State's Workforce Development program, see <http://www.labor.ny.gov/businessservices/funding.shtm>.

⁵In his 2012 State of the State address, Governor Cuomo announced the creation of the New York State Office for New Americans to assist immigrants with citizenship, employment, and starting a business. For more information about this office, see http://www.dos.ny.gov/funding/concept_papers/Office_for_New_Americans.pdf.

⁶www.nyc.gov/html/ceo/html/programs/programs.shtml.

⁷www.nyc.gov/html/yimi/html/about/about.shtml.

⁸www.nyc.gov/html/ceo/html/programs/programs.shtml.

poverty. The poverty rate for children under the age of 18 was even higher, at 21.9 percent. At nearly 21 percent, New York City's poverty rate has reached the highest point in more than a decade and well exceeds the national average. In 2011 nearly 1.7 million City residents were officially poor, with an income of less than \$18,530 for a family of three. Of those living in poverty, 750,000 were at less than half the official poverty level. The poverty rate for children under 18 rose 2.9 percent to 30 percent. The rate also increased for every other group except people aged 65 and older with single mothers, blacks, and adults without high school diplomas faring the worst.⁹

The poverty rate of 30 percent for children in New York is especially high and can be considered an effective indicator for economic well-being overall. Children who experience chronic or deep poverty have poorer outcomes in health, education, employment, and earning power with children growing up in areas of concentrated poverty even less likely to succeed. A low-income child in a neighborhood with safe streets, good schools, positive role models, and connections to opportunities will do better than a low-income child in a neighborhood with high crime, poor schools, and environmental hazards.¹⁰ Racial and ethnic inequalities are staggering. African-American children are nine times as likely and Latino children six times as likely to live in high-poverty census tracts as non-Hispanic white children. African-American and Latino children are also far more likely to live in poor families. In 2012 the national poverty rate for African-American children was 38 percent and for Latino children 32 percent as opposed to 13 percent for white children.¹¹

Low work rates and low wages result in poverty. Of families with children, but no adult working full-time, year round, over 75 percent are in poverty. Although the employment rate for single mothers has increased dramatically, in 2010 the poverty rate for people in female-headed families was 42.2 percent as opposed to 15.1 percent for the U.S. population as a whole.¹² The poverty rate for immigrants, many of whom arrive with low skills and limited education, is also relatively high at 23 percent as opposed to 13.7 percent for native-born Americans in 2010. Limited education directly impacts earnings. In 2009 the median family income for families headed by an individual who dropped out of high school was \$31,100 as compared to \$99,700 for families headed by an individual with a bachelor's degree or higher. About 20 percent of immigrants have less than a ninth grade education as compared with a little less than 3 percent of non-immigrants.¹³

Strategies that focus on the social and economic well-being of neighborhoods can increase opportunities for adults and provide a foundation for children's futures. Helping the poor acquire the education and skills needed to achieve earnings that will support a decent standard of living is the most effective way to combat poverty and revitalize neighborhoods. Along with CEO and YMI, CSBG plays a crucial role in the struggle against poverty in New York City. Through this RFP, DYCD will support programs that target low-income communities and provide strategies that address the needs of older youth, the working poor, and struggling families through education and employment services, literacy services, and assistance to individuals and families in accessing community and social services.

⁹Source: U.S Census Bureau, Social, Economic, and Housing Statistics Division: Poverty, Last revised: September 2012.

¹⁰2012 Kids Count Data Book, The Annie E. Casey Foundation, aecf.org.

¹¹Ibid.

¹²Timothy Casey, "Single Mother Poverty in the United States in 2010," The Women's Legal Defense and Education Fund, September 15, 2011.

¹³Brookings, "Combating Poverty: Understanding New Challenges for Families," Social Genome Project Research, Number 38 of 47, United States Senate Committee on Finance, June 5, 2012.

Neighborhood Development Areas

In order to maximize the impact of CSBG funding, DYCD targets programs to the 42 NDAs.

Current NDA Criteria

The current approach to identifying NDAs was established in 2004. In compliance with the federal CSBG statutes¹⁴ requiring that NDA funding be targeted to persons living below 125 percent of the federal poverty index, NDAs were defined as clusters of adjacent individual census tracts that met the criterion of 30 percent or more poor residents (defined as living below 125 percent of poverty), with a minimum cluster size of 4,000 poor residents. Clusters were expanded to include the immediately adjacent census tracts to serve poor persons living on their peripheries in order to stabilize neighboring communities. The qualifying areas were then subdivided into segments with respect to community district boundaries. This method resulted in 43 NDAs. The advantage of the cluster approach is that small areas of concentrated poverty are included and large areas with relatively few poor persons are excluded. The allocation of funding was based on the NDA's share of the total number of persons living below 125 percent of poverty in all of the NDAs combined.

Proposed NDA Criteria

Reliable socioeconomic data for a single census tract are no longer available, which precludes DYCD from using the current criteria to update the NDAs. However, the City's Department of City Planning has begun to collect poverty data for aggregations of census tracts called Neighborhood Tabulation Areas (NTAs).¹⁵ These aggregations, typically of three to seven census tracts, create a geographic unit large enough to report reliable socioeconomic data. Like the census tract clusters of the current method, NTAs are small enough to capture niches of concentrated poverty within the City. Another advantage of using NTAs as the basis for identifying NDAs is that data for updating the NDAs will be available and consistent in future years.

In the proposed method, NTAs that meet the criteria of 20 percent or more poor residents (defined as living below 125 percent of poverty), with a minimum size of 4,000 poor residents qualify for inclusion in an NDA. The qualifying NTAs are then parsed into NDAs by aligning them, to the extent possible, within community district boundaries (see attached NDA maps). This method results in 42 NDAs.

In this revised method, DYCD would use the criteria of 20 percent or higher for concentration of poverty in order to include poor persons in areas where poverty has expanded since the recession of 2008. When all the qualifying NTAs are combined, the resulting area has a concentration of poverty of 33.3 percent and includes 75.6 percent of the City's poor population. Overall, this method would achieve the goal of serving a large majority of the City's poor over an area of highly concentrated poverty.

Compared to the current NDAs, there is substantial overlap in the areas that are to be served. The areas that are no longer part of an NDA represent areas of lower concentrations of poverty, many of which have been steadily improving economically over the last ten years. New areas

¹⁴ See 42 U.S.C. 9901 et seq.

¹⁵ NTAs are subsets of the City's Public Use Microdata Areas (PUMAs), which in turn, are approximations of community districts and subsets of the City's boroughs. Thus, these units are "stackable" from NTA to PUMA to borough to NYC as a whole.

to be included are those that have experienced an increase in the number of poor persons. As a result, the proposed method will ensure that CSBG dollars reach the neighborhoods and individuals intended by the federal legislation.

NDA Needs Assessments

Each NDA is represented by a Neighborhood Advisory Board (NAB),¹⁶ which is composed of residents of the community. In preparation for the upcoming RFP, NAB members will be conducting needs assessments for social services in their NDAs through public hearings and community surveys. NABs will identify and prioritize program areas from the list provided by DYCD and described below. The priority program areas for each NDA will be published in the RFP and program proposals will be required to address these areas in order to be considered.

Content of the RFP

The following program areas will be funded through the upcoming RFP according to the priorities identified by the NABs. The first three program areas encompass the services the NDA portfolio currently funds; the fourth area is new and will support work experiences for disconnected youth. Other changes include creating one program area serving middle-school and high-school students and one program area that would encompass general family services as well as senior, immigrant, and housing advocacy services. For each program area, the corresponding State priority area is indicated in parentheses.

1. Educational Support
(At-risk Youth)
2. Adult Literacy: Adult Basic Education (ABE) and General High School Equivalency (HSE) Test Preparation
(Work Force Development)
3. Healthy Families: Support Services
(Healthy Families and Early Childhood)
4. Disconnected Youth: Supported Work Experience
(At-risk Youth and Work Force Development)

Proposers may only propose services in the program areas specifically prescribed for each NDA by the needs assessments. Proposers may propose services in one or more program areas within a particular NDA. Proposers also may propose services in more than one NDA. However, for each program area and each NDA proposed, a separate proposal must be submitted.

Brief descriptions of each program area, including population to be served, are outlined below. As required by the Americans with Disabilities Act of 1990, programs in all areas are to make reasonable accommodations to avoid discrimination against persons with disabilities.

1. Educational Support

Programs would provide services for middle school or high school youth who are struggling academically or at risk of dropping out.

¹⁶ Each NAB has a maximum of twelve members, six of whom are appointed by DYCD and six of whom are nominated by elected officials and appointed by DYCD.

Middle School Youth: The goal of this service area is to strengthen the educational skills, motivation, and engagement that enable youth to graduate from high school. Programs would incorporate leadership development and life skills development activities and would offer a wide range of creative, nontraditional, and experiential learning strategies to build educational skills. Such methods may include instruction embedded in the visual and expressive arts, opportunities for self-directed learning, collaborative and group work, project-based learning, computer-assisted instruction, community service projects, and service learning. Programs would include activities that help youth begin to explore careers and plan for postsecondary options.

High School Youth: Programs for high school youth would encourage and support youth in their efforts to stay in school and attain high school diplomas. Educational services would augment rather than replicate school-day learning and facilitate the acquisition of academic skills through project-based learning, including service learning. Programs would include youth in decisions regarding programming, would incorporate leadership development and career counseling, and would assist students in gaining the skills that will support their success in college, training programs, or jobs. To encourage attendance and retention, programs would offer incentives such as MetroCards, refreshments, or tickets to recreational activities.

All programs: Programs would offer homework help and tutoring as needed. Programs would be required to partner with local schools and to track youth participation.

Programs would be required to collect and review participant school report cards to assess academic needs and to verify achievement of the outcomes.

Programs would develop and implement family engagement strategies. Each program will develop a needs assessment and family engagement plan for each participant that includes the student's parent or guardian, school staff, and afterschool program staff.

Programs would operate for ten months, during the school year, and would provide a minimum of 250 hours of services for participants annually. Activities would take place during out-of-school hours, including weekends.

2. Adult Literacy: Adult Basic Education (ABE) and HSE Test Preparation

Adult literacy programs aim to assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency and to pursue further education. Instruction would be provided in contexts relevant to students' needs and interests such as employment, health, finances, and parenting. Contractors would be expected to provide both ABE and HSE classes.

ABE classes would provide instruction in reading, writing, and mathematics in English and are intended for students reading at or below the 8.9 grade level, as measured on the Test of Adult Basic Education (TABE).

HSE test preparation classes are intended for students reading at or above the 8.9 grade level (as measured by the TABE) who have yet to attain high school diplomas. They are designed to improve students' abilities to comprehend, analyze, and evaluate written information and to present their understanding in short essays.

3. Healthy Families: Support Services

The goal of this service area is to support and strengthen families. Programs may focus on general family support services or services focused on immigrants, seniors, or persons in need of housing assistance. Using a strength-based, case management approach based on the principles of family development, programs would address the particular needs of each participant. Case management would include working with the family to assess strengths, needs, and resources; developing individualized strategies to meet short- and long-term goals; and following up with the family to determine whether goals have been met or needs have changed.

General Family Support: Programs would assist families in accessing resources to address identified needs, including domestic violence, health, and nutrition. Programs would also provide advocacy and assistance in obtaining government benefits and other social services.

Seniors: Programs for seniors would provide a range of services for adults aged 60 and older such as social and recreational activities; intergenerational activities; exercise and nutrition; and access to health insurance, medical assistance, and community services. Programs would provide supportive services, including housing assistance, which would help older adults maintain independence and enable the homebound to remain in their homes.

Immigrants: Programs for immigrants would assist participants with accessing government benefits; legal assistance, including assistance with matters related to citizenship and immigration status (to be provided by an attorney or a BIA-accredited paralegal); education and employment; health care; and social services.

Housing: Housing programs would provide housing assistance to low-income tenants and homeowners and tenant groups with the goal of maintaining or attaining adequate, affordable, and safe housing. Programs would assist individuals and families to address rent issues, code enforcement, and landlord negligence. Programs would provide information and advocacy on tenants' rights, housing support programs, foreclosure prevention, and predatory lending practices.

4. Disconnected Youth: Supported Work Experience

The goal of this service area is to provide paid work experience for disconnected youth. The programs would develop subsidized jobs with outside employers or create in-house jobs that directly support the mission of the CBO. To the extent possible, jobs with outside employers would match youths' interests and provide opportunities for career exploration. In-house placements would allow CBOs to recruit disconnected youth who are not as job-ready and provide work-readiness training and experiential learning in a supportive environment. Youth would be assigned to work with staff who provide direct services and programming to the community. The community service aspect of this initiative would be designed to benefit the surrounding neighborhood as well as the participants.

Each program would serve two cohorts of 20 participants for a total of 40 participants annually. Each participant would complete 10 hours of work experience each week for a period of 20 weeks and would be paid minimum wage. DYCD will pay the wages directly to participants.

Program Requirements

The following elements would apply to all program areas.

- An asset/strength-based philosophy is required for all agencies. This approach encourages the worker to help participants assess their needs and build on their strengths in order to reach their goals.
- Agencies must maintain program files that include registration forms, Individual Service Plans (ISPs), and supporting documentation to validate outcome achievement. Program data must be entered into a computerized system that meets specifications set by DYCD.
- Agencies must follow a continuous quality improvement process that includes quality assurance measures for all aspects of the program. Continuous quality improvement entails a repeating cycle of defining or clarifying program goals and participant outcomes, monitoring progress through observation and the collection and analysis of data including feedback from DYCD, and making adjustments to program practice based on this analysis. It requires organizations to foster a culture that emphasizes a commitment to participant outcomes, program quality, and staff professional development.
- Agencies using volunteers must provide appropriate volunteer training, applicable to program design, and maintain records of their time commitment.
- Information, referral, and assistance; service coordination; and entitlement assistance are service approaches that must be employed by all agencies. Except for Program Area 3, they cannot be claimed on the service level report.
- Agencies must provide advocacy services to participants. Advocacy includes intervening and negotiating on behalf of participants through telephone calls; accompanying participants to housing court hearings, school suspension/truancy meetings, discrimination or entitlement hearings, administrative proceedings, and other meetings; and assisting participants in designing follow-up plans.
- All staff must have the appropriate education and experience for providing the proposed services.
- Agencies must describe proposed services and provide evidence of substantive collaborations and partnerships with appropriate public, private, and community-service providers working in areas related to the program area.

Program Area Outcomes

Programs will be required to select and track one appropriate outcome selected from the list below and report milestone and outcome achievements to DYCD. Programs will be required to propose indicators for each selected outcome which will further define the outcome and provide a means for measuring it. Examples of indicators are listed below next to each outcome.

Program Area	Program Area Category	Outcome(s)	Indicators
Educational Support	Middle School Youth	Youth show academic improvement. Youth are promoted to next grade.	<ul style="list-style-type: none"> Youth receive higher scores on tests such as ELA exams. Youth receive higher grades in English and math as evidenced by report cards. Youth achieve promotion as indicated by end-of-year report cards.
	High School Youth	Youth show academic improvement. Youth are promoted to next grade. Youth graduate from high school.	<ul style="list-style-type: none"> Youth receive higher scores on tests such as Regents and SAT practice exams. Youth receive higher grades in English and math as evidenced by report cards. Youth achieve promotion as indicated by end-of-year report cards. Youth receive high school diplomas.
Adult Literacy: ABE and HSE	N/A	Participants advance to the next ABE level. Participants attain the HSE diploma.	<ul style="list-style-type: none"> Participants achieve a higher level as evidenced by ABE assessments and test scores. Participants receive passing HSE test scores.
Healthy Families: Support Services	General Family Support	Participants attain needed benefits and services.	<ul style="list-style-type: none"> Participants complete applications for services such as public assistance; Medicaid; housing such as SCRIF, DRIE, Section 8, or domestic violence shelters; and receive identified services. Participants complete applications or referrals for services and receive identified services.
	Seniors	Participants attain needed benefits and services. Participants demonstrate positive physical, psychological, and social well-being.	<ul style="list-style-type: none"> Participants attend at least 70 percent of the scheduled time of program activities for which they are registered throughout the program year. Participants register for activities provided outside the program and attend at least 50 percent of the time throughout the program year. Participants keep at least 75 percent of all health appointments throughout the program year.

Healthy Families: Support Services (continued)	Seniors (continued)		<i>If participant is homebound:</i> <ul style="list-style-type: none"> • Participants engage in biweekly visits in their homes with program staff throughout the program year.
	Immigrants	<p>Participants file all required papers to achieve or maintain legal immigrant status.</p> <p>Participants obtain needed benefits and services.</p>	<ul style="list-style-type: none"> • Participants file N-400 or N-600 forms. • Participants file I130 or I485 forms. • Participants complete applications or referrals for services and receive identified services. • Participants secure adequate and safe housing. • Participants secure employment. • Participants engage in individual or family counseling for at least three sessions. • Participants show proficiency in knowledge of American history, civics, and government.
	Housing	Participants resolve housing problems.	<ul style="list-style-type: none"> • Participants prevent eviction. • Participants have needed repairs completed. • Participants resolve legal issues related to housing. • Participants resolve tenant/landlord conflict or tenant/tenant conflict.
Disconnected Youth: Supported Work Experience	N/A	Participants exit with career plans for continuing with employment, education, or occupational training.	<ul style="list-style-type: none"> • Youth identify career and education goals.

Funding

Maximum Available Funding: The maximum available annual funding for all contracts awarded from the upcoming RFP is an estimated \$16 million. The funding allocation for each NDA is a percentage share based on the number of poor persons residing in the NDA, as compared to the number of poor persons living in all the NDAs combined. (See attached NDA Funding Allocations Chart.) Funding allocations within each NDA will be proportionately allocated among program areas according to the priority of each program area identified by the NAB members through the needs assessment.

NDA Program Priorities: Through the NDA needs assessment, NABs will identify the program area priorities for their NDAs and assign a percentage of the total NDA funding to selected program areas and if applicable, related program area categories. For example, an NAB may assign 25% of its funding to Educational Support – Middle School, 25% to Educational Support – High School, 25% to Healthy Families – Seniors, and 25% to Disconnected Youth. No program area or category may be assigned a percentage that would result in less than \$50,000, the minimum program funding amount noted below.

Minimum Program Funding Amount: In order to ensure program quality and viability, no program will be funded for less than \$50,000 annually.

Annual Cost/Participant: The minimum and maximum annual costs/participant allowed for each program area are outlined below.

<i>Program Area</i>	<i>Annual Cost/Participant</i>
1. Educational Support	
Middle School	\$1,300-\$1,600
High School	\$2,000-\$2,200
2. Adult Literacy: ABE and HSE	\$94/instructional hour
	If full-time teachers are used, \$8 may be added to the instructional hour rate. If a teacher provides 700 instructional hours annually and is provided benefits (health insurance, sick leave, and annual leave), that teacher is considered full time.
3. Healthy Families: Support Services	\$675-\$825 (cost per family unit)
4. Disconnected Youth: Supported Work Experience	\$1,200 (cost of services per individual) + \$1,450 (maximum earnings per individual) ¹⁷

For program areas 1 and 4, proposers intending to serve youth with behavioral, cognitive, or physical disabilities may propose a higher annual cost per participant, but will be required to justify the higher cost.

¹⁷The \$1,450 in earnings is based on the current minimum wage of \$7.25 per hour x 200 hours. In the event the minimum wage is raised, the maximum earnings would be adjusted accordingly. Wages will be paid by DYCD directly to participants.

Procurement Timeline/Contract Term

It is anticipated that DYCD will release an RFP for this procurement in Fall 2013. The proposal submission deadline will be approximately six weeks from the release of the RFP. DYCD anticipates entering into three-year contracts for programs to begin July 1, 2014.

Comments

Please email comments to DYCD at CP@dycd.nyc.gov no later than April 22, 2013. Please enter “NDA Concept Paper” in the subject line.

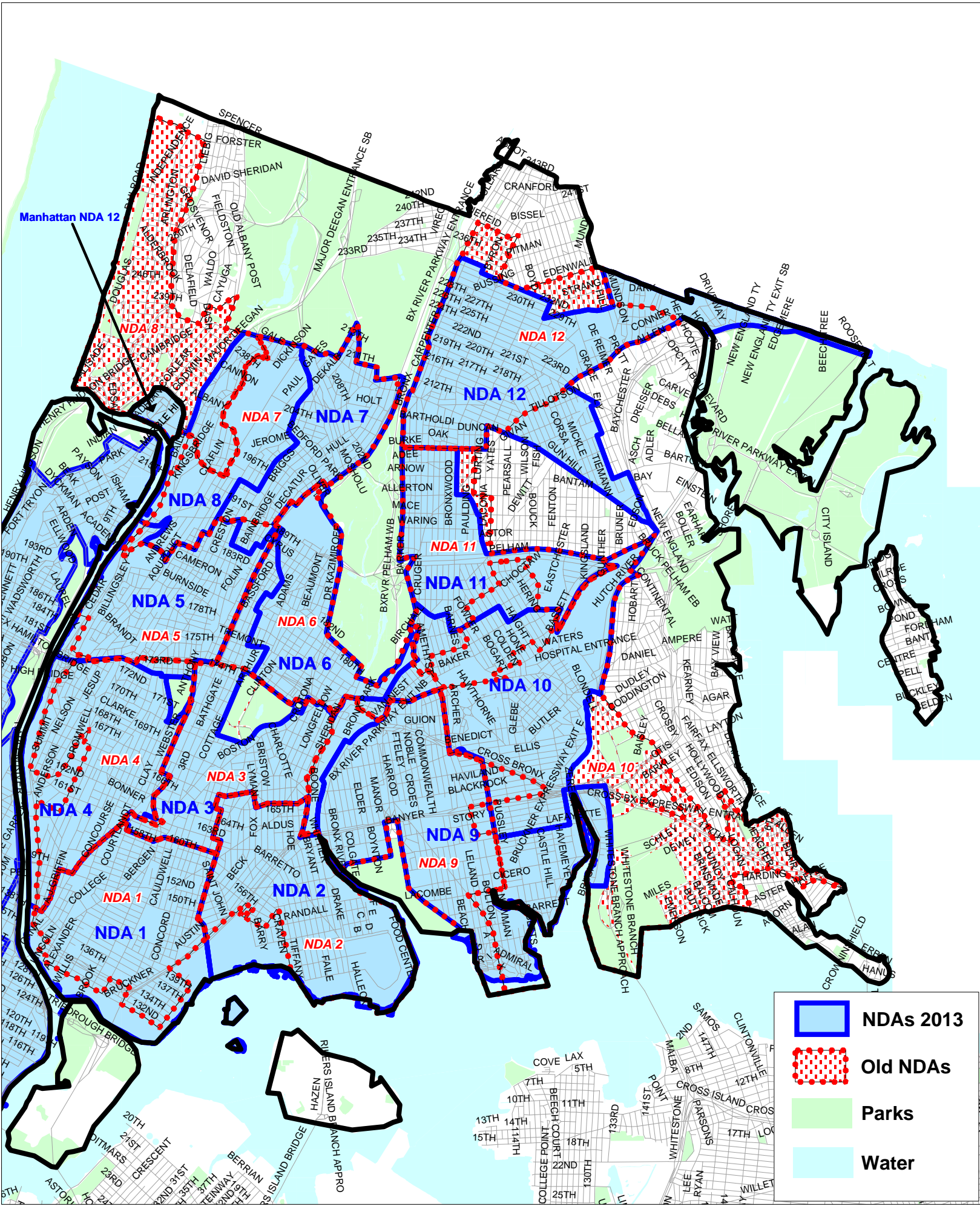
Written comments also may be submitted to:

Nancy Russell, Project Director
Department of Youth and Community Development
156 William Street, 2nd Floor
New York, New York 10038

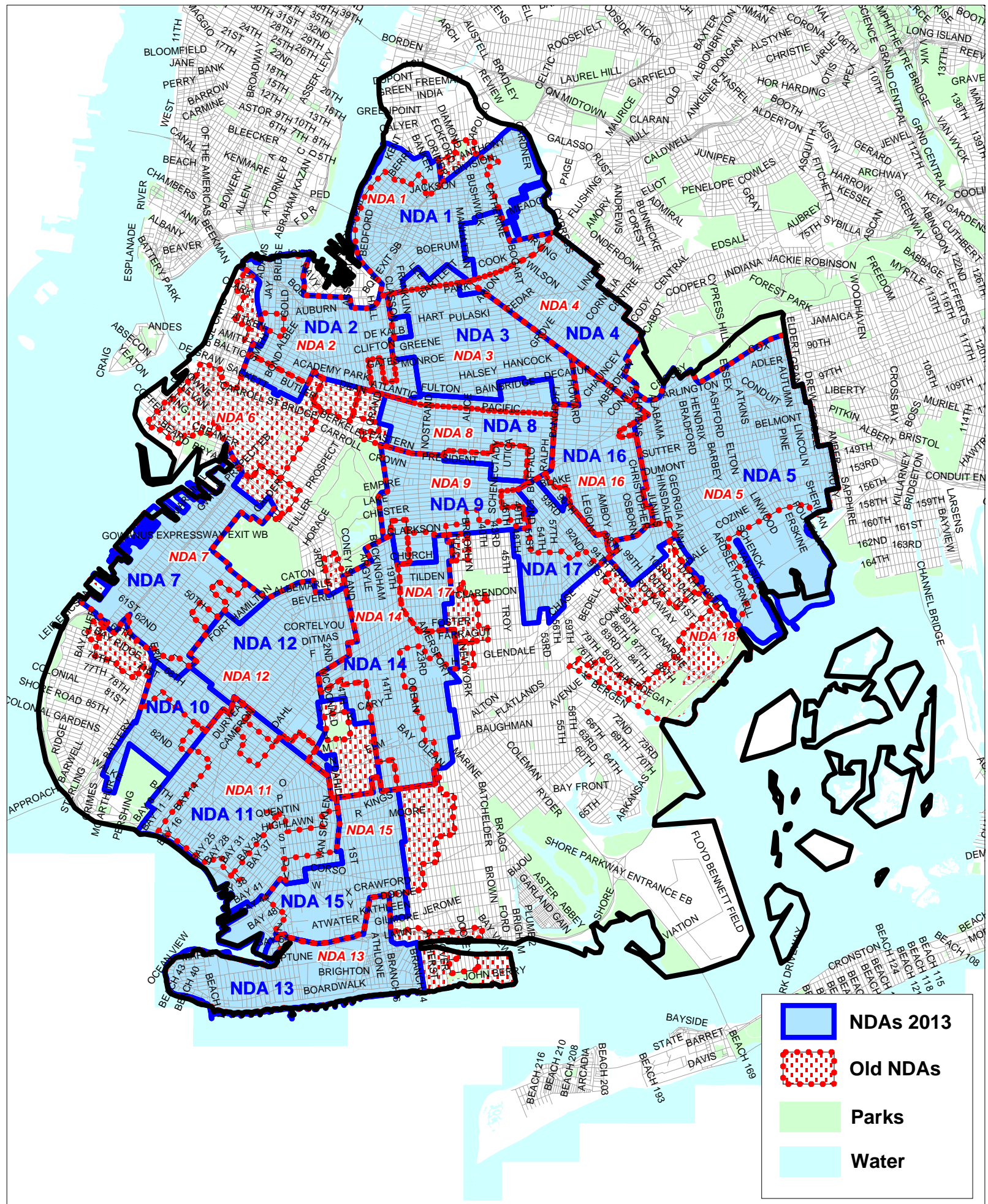
NDA FUNDING ALLOCATIONS CHART

NDA	FUNDING AMOUNT (\$)
Bronx 1	484,375
Bronx 2	268,708
Bronx 3	426,474
Bronx 4	637,334
Bronx 5	666,877
Bronx 6	356,506
Bronx 7	367,314
Bronx 8	301,595
Bronx 9	459,974
Bronx 10	230,702
Bronx 11	190,169
Bronx 12	250,727
Bronx Total	4,640,755
Brooklyn 1	495,571
Brooklyn 2	237,499
Brooklyn 3	541,739
Brooklyn 4	519,123
Brooklyn 5	708,066
Brooklyn 7	466,964
Brooklyn 8	351,850
Brooklyn 9	294,992
Brooklyn 10	94,348
Brooklyn 11	398,663
Brooklyn 12	578,981
Brooklyn 13	257,738
Brooklyn 14	542,954
Brooklyn 15	156,274
Brooklyn 16	379,338
Brooklyn 17	128,245
Brooklyn Total	6,152,345
Manhattan 3	474,084
Manhattan 9	411,246
Manhattan 10	447,015
Manhattan 11	498,281
Manhattan 12	733,349
Manhattan Total	2,563,975
Queens 1	146,549
Queens 2	152,873
Queens 3	422,430
Queens 4	374,832
Queens 5	173,274
Queens 7	198,127
Queens 12	249,490
Queens 14	266,062
Queens Total	1,983,637
Staten Island 1	325,340
Staten Island Total	325,340
NYC Total	15,666,052

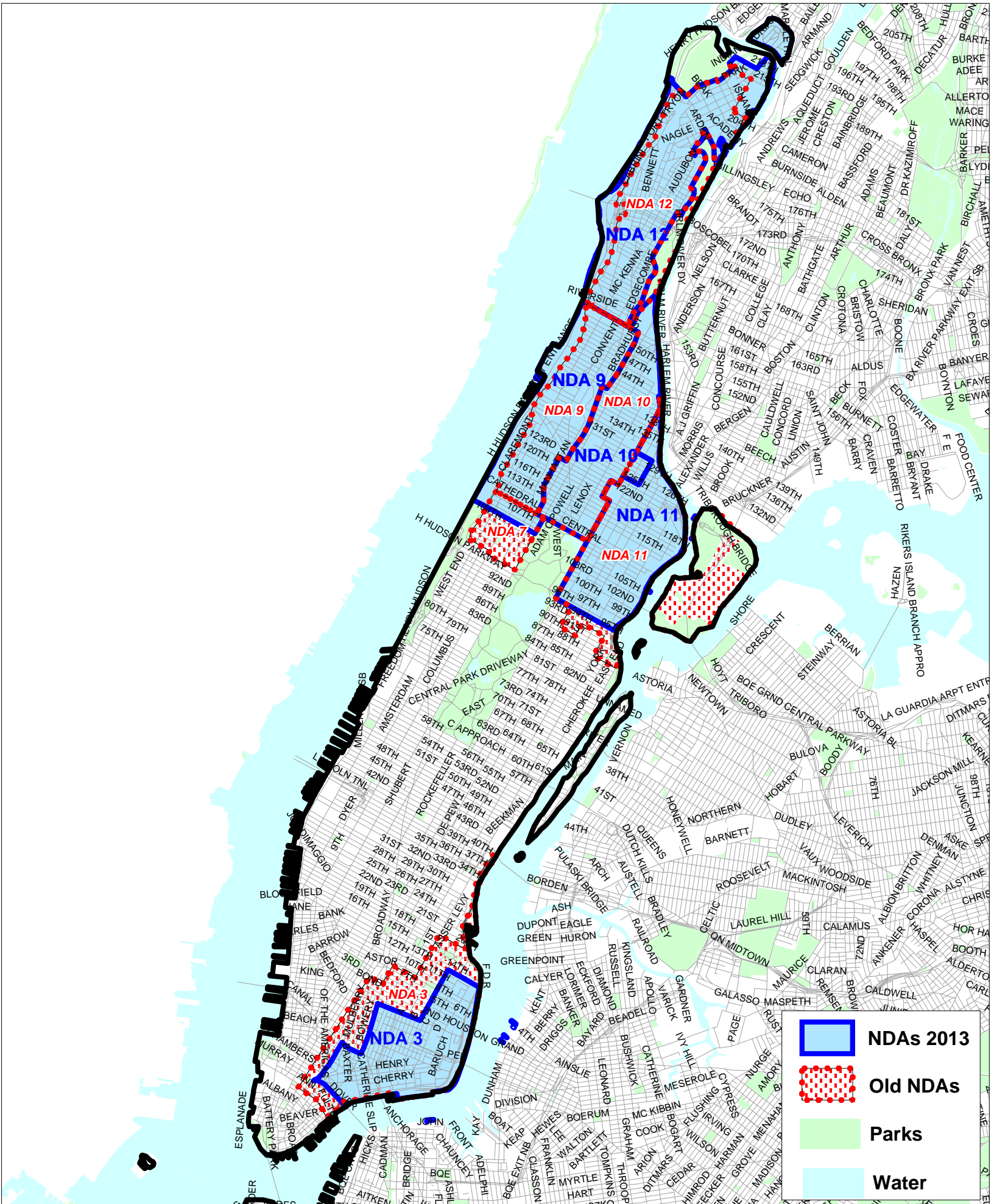
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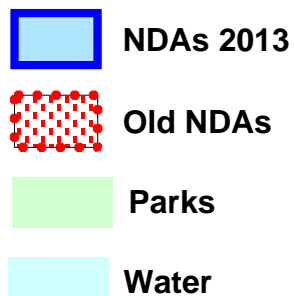
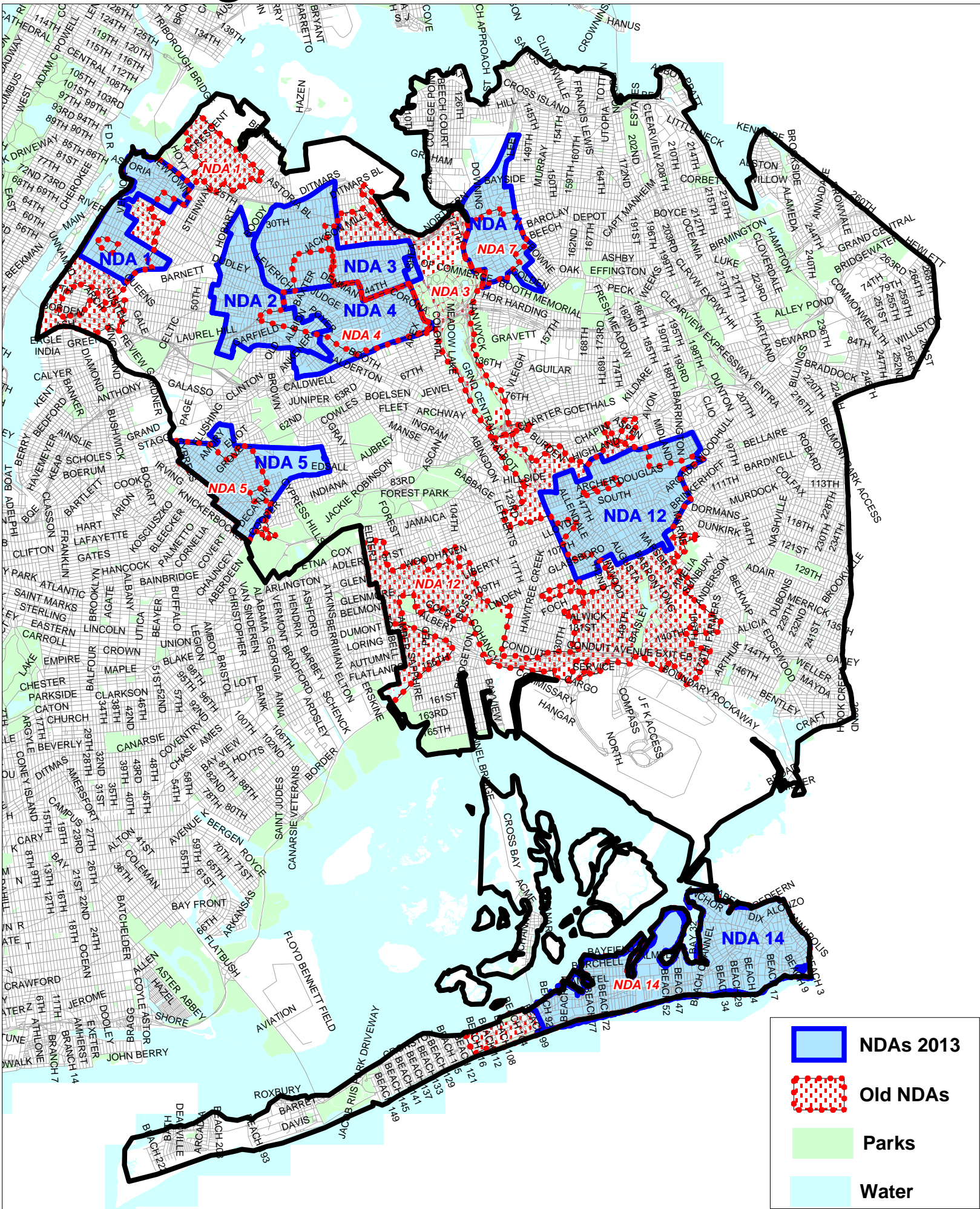
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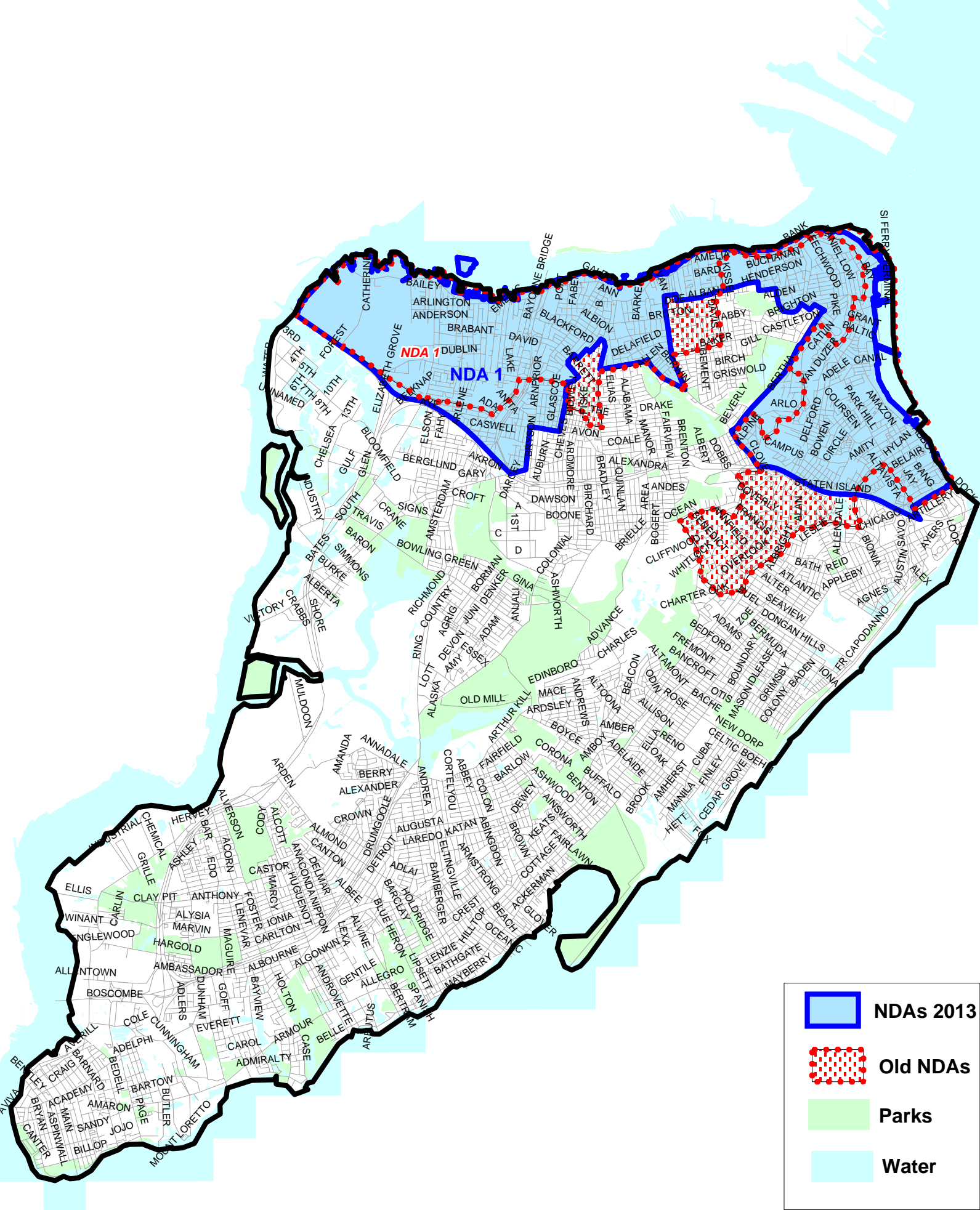
MANHATTAN NDAs 2013



QUEENS NDAs 2013



STATEN ISLAND NDAs 2013



CITYWIDE NDAs 2013

