New York City Department of Youth and Community Development

Neighborhood Development Area
Concept Paper
May 16, 2014[1]

Following release of this concept paper, the Department of Youth and Community Development (DYCD) will issue requests-for-proposals (RFPs) for new Community Services Block Grant (CSBG) programs targeted to the most needed services identified by community representatives. Through these RFPs, 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). Only nonprofit organizations will be eligible to apply.

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. 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.[2]

CAAs utilize a range of approaches to achieve these goals. The federal statute suggests the provision of a variety of social services featuring maximum community participation and the strengthening of local organizational capacity.

As the City's CAA, DYCD incorporates federal goals into its approach to community development. 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.[3]

New York State (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 Services by the Department of State, 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:

---

[1]This concept paper supersedes the NDA concept paper released by DYCD in March 2013.
[2]42 U.S.C. 9901 et seq.
[3]J. 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.

- At-risk Youth
- Work Force Development
- Healthy Families
- Early Childhood

The program areas set forth in this concept paper, described below, align with the State's findings. CSBG programs for High School Youth will address the educational needs of struggling in-school youth and corroborate the State's focus on At-risk Youth. Programs for Disconnected Youth will also respond to the needs of the At-risk Youth population, and by engaging youth in the world of work support the State's Work Force Development priority area. Programs providing Adult Literacy services also align with Work Force Development by enabling participants to acquire the skills necessary to succeed in the workplace. The CSBG program area, Support Services, will provide support services for low-income families and individuals, including immigrants, seniors, and persons in need of housing services. By assisting these targeted populations to access the resources that will contribute to their well-being, the City has aligned its goals with the State's vision. Programs will address the needs of all family members, including young children, underlining the State's Healthy Families and Early Childhood program priorities.

Background

While the national recession officially ended in 2009 and the poverty rate in the City stabilized in 2011, economic data reflect a harsh reality for many individuals and families. The City's poverty rate actually increased in 2012 to 21.2 percent from 20.9 percent in 2011. Approximately 1.7 million City residents were officially poor, with an income of less than $23,314 for a family of four. Groups with the highest poverty rates included single mothers (43 percent), Latinos (29.8 percent), and those without high school diplomas (32.6 percent).[4] The poverty rate for children under 18 rose to 31 percent.

The continuing urgency for fighting poverty cannot be overstated. As noted above, the poverty rate 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.[5] 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.[6]

Low work rates and low wages result in poverty. Over 75 percent of families with children in which no adult is working full-time, year-round 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.[7] 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

---

[4]Source: U.S. Census Bureau, ACS 1-Year Estimates, 2012.
[5]*2012 Kids Count Data Book*, The Annie E. Casey Foundation, aecf.org.
[6]Ibid.
[7]Timothy Casey, "Single Mother Poverty in the United States in 2010," The Women's Legal Defense and Education Fund, September 15, 2011.

Americans in 2010. Limited education directly impacts earnings. In 2009 the difference in median family income between families headed by an individual who dropped out of high school and families headed by an individual with a bachelor's degree or higher was $31,100 compared with $99,700. About 20 percent of immigrants have less than a ninth grade education as compared with a little less than 3 percent of non-immigrants.[8]

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. CSBG plays a crucial role in the struggle against poverty in New York City. Through these RFPs, 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.

Neighborhood Development Areas (NDAs)

In order to maximize the impact of CSBG funding, DYCD targets programs to low-income communities, which it designates as NDAs.

Current NDA Criteria

The current approach to identifying NDAs was established in 2004. In compliance with the federal CSBG statutes[9] requiring that NDA funding be targeted to persons living below 125 percent of the federal poverty index, NDAs were defined as clusters of adjacent census tracts that meet the criterion of 30 percent or more poor residents (defined as living below 125 percent of poverty), with a minimum 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 42 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.[10]

Proposed NDA Criteria

Reliable socioeconomic data for a single census tract level 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).[11] These aggregations, typically of two-five 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.

---

[8]Brookings, "Combating Poverty: Understanding New Challenges for Families," Social Genome Project Research, Number 38 of 47, United Sates Senate Committee on Finance, June 5, 2012.
[9]See 42 U.S.C. 9901 et seq.
[10]A full review of the current method is presented in *Neighborhood Development Areas in New York City*, a 2004 report prepared by John Logan for DYCD.
[11]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.

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. While at least 80 percent of program participants must reside in the NDA the provider proposes to serve, 20 percent may reside outside the NDA.

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, then, 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 parts of NDAs represent areas of low concentrations of poverty, many of which have been steadily improving economically over the last ten years. New areas 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),[12] which is composed of residents of the community. In preparation for the upcoming RFPs, NAB members have conducted needs assessments for social services in their NDAs through public hearings and community surveys. NABs have identified and prioritized program areas from the list provided by DYCD and described below. The priority program areas for each NDA will be published in the RFPs and program proposals will be required to address these areas in order to be considered.

Content of the RFPs

The following program areas will be funded through the upcoming RFPs 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 devoting funds for educational support to high school youth and creating 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: High School Youth
   (At-risk Youth)
2. Adult Literacy: Adult Basic Education (ABE) and High School Equivalency (HSE)
   Tests Preparation
   (Work Force Development)
3. Support Services
   a. Healthy Families
   b. Seniors
   c. Immigrants

---

[12]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.

      d. Housing
      (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 or program area subcategories specifically prescribed for each NDA by the needs assessments. Proposers may propose services in one or more program areas or program area subcategories within a particular NDA. Proposers also may propose services in more than one NDA. However, for each program area or program area subcategory and each NDA proposed, a separate proposal must be submitted Specifically, for Support Services, each subcategory (Healthy Families, Seniors, Immigrants, and Housing) requires a separate proposal and may be proposed in a particular NDA only if it has been identified as a priority by that NDA's needs assessment.

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: High School Youth*

Programs would provide services for high school youth who are struggling academically or at risk of dropping out. Programs 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. All programs would offer homework help as needed. To encourage attendance and retention, programs would offer incentives such as MetroCards, refreshments, or tickets to recreational activities.

Programs may be school-based or center-based. At least 80 percent of the population served would either reside in or attend school in the NDA the contractor proposes to serve. Programs would be required to partner with the school(s) which youth attend and to track youth participation. Parochial and charter schools, as well as public schools, are eligible school partners and eligible program sites. Programs may recruit youth who are enrolled in other DYCD-funded programs if the services provided in the two programs are distinct programmatically and occur at different times.

Providers would be required to collect and review participant school report cards to assess academic needs and to verify achievement of the outcomes. This expectation should be clearly communicated with participants and parents at the beginning of the program and could be included in a written agreement between the provider and the parent.

Providers 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. Programs will receive funding annually and be expected to submit twelve-month budgets. Funds may be used for start-up and program development during the summer.

2. Adult Literacy: ABE and HSE Tests 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 may choose to provide ABE classes or HSE classes or both. The proposer may provide instruction in job readiness skills as long as all DYCD requirements are met.

ABE programs will provide instruction in reading, writing, and mathematics in English and are intended for students reading at or below the 9.0 grade level, as measured on the Test of Adult Basic Education (TABE).

HSE Tests preparation classes are intended for students reading at or above the 9.0 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.

Classes would meet a minimum of six hours per week for at least 20 weeks. However, to optimize literacy and language gains, DYCD recommends that each class meet at least four times per weeks and for at least ten hours per week. If a class meets more than six hours each week, the duration of the class may be fewer than 20 weeks. However, any class must provide a minimum of 120 hours of instruction. The program must provide classes continuously for at least ten months (excluding appropriate short breaks). If the program does not offer classes during July and August, the program would still be in operation, attending to other tasks, such as planning and reporting.

3. Support Services

The goal of this service area is to support and strengthen families. Programs may provide general family support services or services for immigrants, seniors, or persons in need of housing assistance. Using a strengths-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.

Healthy Families: Programs would assist families in accessing resources to address identified needs, including child care, elder care, child support, parenting, employment, education, housing, legal assistance, health, nutrition, and addressing violence, domestic violence, and risky behaviors. 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 in 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 (youth aged 16-24 who are not working and not in school). 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 provider 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.

- The program would serve City residents, at least 80 percent of whom would reside in the NDA the contractor proposes to serve. For Program Area 1, Educational Support, at least 80 percent of participants would reside in or attend school in the NDA the contractor proposes to serve.

- The program would have site control of and provide services in an appropriate facility located inside or within one-half mile of the NDA the contractor proposes to serve.

- An asset/strengths-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 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.

- The contractor would ensure that designated staff members attend all meetings related to their respective program area(s) that are deemed mandatory by DYCD.

Program Area Outcomes

For each participant, programs must select and track one of the outcomes listed below. Programs must select one of the indicators listed next to the outcome to measure the outcome and report outcome achievements to DYCD.

Program Area	Program Area Subcategory	Outcome(s)	Indicators
Educational Support	N/A	Youth show academic improvement.	• Youth receive higher scores on tests such as Regents and SAT practice exams • Youth receive higher grades in English, math, social studies, or science as evidenced by report cards
Adult Literacy	N/A	*ABE:* Participants advance to the next NRS level.	• Participants achieve a higher NRS level as evidenced by ABE assessments and test scores.
		HSE: Participants attain the HSE diploma.	• Participants receive passing HSE test scores.
Support Services	Healthy Families	Participants attain needed benefits and services.	• Participants complete and file applications for services such as public assistance; Medicaid; housing such as SCRIE, DRIE, Section 8, or domestic violence shelters; and receive identified services. • Participants secure adequate and safe housing. • Participants secure employment. • Participants secure needed health care. • Participants secure health insurance. • Participants enroll in educational programs. • Participants enroll in job training programs.

	Seniors	Participants attain needed benefits and services. Participants demonstrate positive physical, psychological, and social well-being.	• Participants complete applications or referrals for services and receive identified services. • Participants attend at least 70 percent of the scheduled time of program activities for which they are registered throughout the program year. • Participants keep at least 75 percent of all health appointments throughout the program year. *If participants are homebound*: • Participants engage in biweekly visits in their homes with program staff throughout the program year.

	Immigrants	Participants file all required papers to achieve or maintain legal immigrant status.
		
		Participants show proficiency in knowledge of American history, civics, and government.
			• Participants present proof of filing as evidenced by the official receipt or notice issued by the USCIS for any one of the following:
			
			  o N-400, N-600, or N-600K forms (citizenship)
			  o I-130, I-485, I-589, I-730, or I-129 forms (legal residency and asylum)
			  o I-821D forms (DACA)
			  o I-751, I-687, I-698, or I-765 forms (temporary protective status)
			
			• Participants demonstrate knowledge as evidenced by class tests or other assessments.

	Housing	Participants resolve housing problems.	• Participants prevent eviction. • Participants have needed repairs completed. • Participants resolve legal issues related to housing. • Participants resolve tenant/landlord conflict or tenant/tenant conflict. • Participants complete recertification for Section 8 or NYCHA housing.
Disconnected Youth: Supported Work Experience	N/A	Participants exit with career plans for continuing with employment, education, or occupational training.	• Youth identify career and education goals.

Funding

Maximum Available Funding: The maximum available annual funding for all contracts awarded from the upcoming RFPs is $14,630,479. 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 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.

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

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

Program Area	Annual Cost/Participant
1. Educational Support*	$2000-$2200
2. Adult Literacy	$850-$950
3. Support Services	$675-$825 (cost per family unit)
4. Disconnected Youth*	$1200 (cost of services per individual) + individual wages**

*For program areas 1 and 4, a proposer 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.

**An individual's wages will be calculated according to the number of hours worked at the prevailing minimum wage. The hourly rate will increase each time the minimum wage increases. Wages will be paid directly by DYCD.

Procurement Timeline/Contract Term

It is anticipated that DYCD will release the RFPs for this procurement in September 2014. The proposal submission deadline will be approximately six weeks from the release of the RFPs. DYCD anticipates entering into three-year contracts for programs to begin July 1, 2015 with an option to renew for three additional years.

Use of HHS Accelerator

To respond to the forthcoming RFPs and all other client and community services (CCS) Requests for Proposals (RFPs), vendors must first complete and submit an electronic prequalification application using the City's Health and Human Services (HHS) Accelerator System. The HHS Accelerator System is a web-based system maintained by the City of New York for use by its human services agencies to manage procurement. Only organizations with approved HHS Accelerator Business Application and Service Applications to be determined by DYCD will be eligible to propose. To submit a Business and Service application to become eligible to apply for this and other CCS RFPs, please visit http://www.nyc.gov/hhsaccelerator.

Comments

Please email comments on the concept paper to DYCD at CP@dycd.nyc.gov no later than June 23, 2014. 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	453,139
Bronx 2	251,380
Bronx 3	398,972
Bronx 4	596,235
Bronx 5	623,872
Bronx 6	333,516
Bronx 7	343,627
Bronx 8	282,146
Bronx 9	430,311
Bronx 10	215,825
Bronx 11	177,906
Bronx 12	234,558
Bronx Total	**4,341,487**
Brooklyn 1	463,613
Brooklyn 2	222,183
Brooklyn 3	506,804
Brooklyn 4	485,646
Brooklyn 5	662,405
Brooklyn 7	436,851
Brooklyn 8	329,160
Brooklyn 9	275,968
Brooklyn 10	88,264
Brooklyn 11	372,955
Brooklyn 12	541,644
Brooklyn 13	218,863
Brooklyn 14	507,941
Brooklyn 15	143,135
Brooklyn 16	354,875
Brooklyn 17	119,975
Brooklyn Total	**5,730,282**
Manhattan 3	443,511
Manhattan 9	384,726
Manhattan 10	418,188
Manhattan 11	466,148
Manhattan 12	686,058
Manhattan Total	**2,398,631**
Queens 1	137,099
Queens 2	143,015
Queens 3	395,189
Queens 4	350,660
Queens 5	162,100
Queens 7	185,350
Queens 12	233,401
Queens 14	248,905
Queens Total	**1,855,719**
Staten Island 1	304,360
Staten Island Total	**304,360**
NYC Total	**14,630,479**