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Department of
Youth & Community
Development

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Neighborhood Development Area Concept Paper

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Our Mission:

The New York City Department of Youth and Community Development (DYCD) invests in a network of community-based organizations and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish.

Our Vision:

DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents and assets of communities to help them develop, grow, and thrive.

The Department of Youth and Community Development (DYCD) is releasing this concept paper to solicit feedback on the next generation of federally funded Community Services Block Grant (CSBG) programs in New York City (City).

Following the release of this concept paper, DYCD will issue Requests for Proposals (RFPs) for programs targeted to the most needed services identified by community representatives. Separate RFPs will be issued for each of seven identified program areas. 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 the City's 41 low-income communities, designated as Neighborhood Development Areas (NDAs).

A. Background

CSBG at the National Level

In 1964, the federal government passed the Economic Opportunity Act, whereby Community Action Agencies (CAAs) were tasked to enable "low-income families and low-income individuals of all ages, in rural and urban areas, to attain the skills, knowledge, and motivation to secure the opportunities needed for them to become self-sufficient."¹

CAAs utilize funding for programs on a local level in accordance with the goals of the federal CSBG statute and accomplish these goals through careful service planning and coordination with input from a wide variety of local resident stakeholders, using community-based approaches to address the causes and conditions of poverty and increasing resources to alleviate poverty in the community.²

In 1998, CSBG legislation was amended to mandate the implementation of a comprehensive performance-based management system, "Results Oriented Management and Accountability" (ROMA), across the entire network of Community Action Agencies. The 1998 CSBG act defined ROMA as "a sound management practice that incorporates the use of outcomes or results into the administration, management, and operation of community action agencies,"³ and since 2001 all partners in the network have been required to report on performance.⁴

¹Title II—CSBG Program Section 201 Reauthorization, Subtitle B CSBG Program, Sec. 672; https://www.acf.hhs.gov/sites/default/files/ocs/leg_title_ii_community_services_block_grant_act_10271998.pdf.

²Ibid.

³P.F. Drucker, *The Drucker Foundation Self-Assessment Tool—Participant Workbook*, Jossey-Bass, 1999.

⁴R. Carter, *The Accountable Agency*, Sage Human Services Guide 34, 1983.

Recently, the National Association for State Community Services Programs (NASCSPP) has engaged in a process to reexamine the principles and practices of ROMA. ROMA Next Generation will transform ROMA from a monitoring and reporting model to a system for continuous quality improvement of CSBG services, strategies, and outcomes to further measure, analyze, and communicate performance. NASCSPP has developed a National Community Action Theory of Change (TOC)⁵ that encapsulates the proposed focus and articulates three new long-term anti-poverty goals:

- Individuals and families with low incomes are stable and achieve economic security.
- Communities where people with low incomes live are healthy and offer economic opportunity.
- People with low incomes are engaged and active in building opportunities in communities.

ROMA Next Generation includes community performance indicators that enable CAAs to report over time on multi-year community-wide programs and initiatives.⁶

CSBG in New York City

Since 1996, DYCD has served as the CAA for the City. As such, DYCD is the recipient of federal CSBG funds through the State of New York, Department of State (DOS). DOS encourages local CAAs to assist low-income individuals and families to overcome barriers to achieve self-sufficiency. Although New York City is one of the most economically dynamic cities in the world, many New Yorkers struggle to overcome challenges due to the rising cost of living, growing income inequality, and disparities across racial groups, geography, and immigration status. In areas of concentrated poverty, the challenges are even greater and include lack of employment and education opportunities, high crime rates, and poor housing quality.

The City has been a national leader in recognizing the need to address poverty and has implemented an aggressive response to poverty in New York City. The overall poverty rate declined from 20.6 percent in 2014 to 19 percent in 2017, with an estimated 236,500 fewer people in poverty or near poverty in 2017.⁷ Even though progress is being made through a variety of City programs and initiatives, the poverty rate remains high. 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 low-income individuals and families 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.

The upcoming NDA programs will target low-income communities and provide strategies that address the needs of older youth, the working poor, immigrants, and struggling families through education and employment services, literacy services, and assistance to individuals and families in accessing community and social services. Programs will also promote community development through addressing safety and crime issues and supporting business development.

Over the long term, the NDA programs will impact communities in ways that support DYCD's mission and vision. The NDA programs will also support DYCD's theory of change which sets out an integrated and aligned logic model for community impact across all DYCD programs.

⁵Details on the ROMA theory of change can be found at https://communityactionpartnership.com/wp-content/uploads/2018/04/toc_dg_romang_icp.pdf.

⁶For more information on CSBG and ROMA, see <https://www.dos.ny.gov/dcs/index.htm>.

⁷NY Opportunity, "New York City Government Poverty Measure 2017."

The TOC brings to life DYCD’s embrace of settlement house principles such as community building, multiple points of entry, embeddedness in the community, and reciprocity of strengths and assets.

As individuals and families acquire assets and skills to improve their circumstances and stability, the communities in which they live will also benefit. Improved individual resources will be reflected in the reduction of neighborhood conditions associated with high concentrations of poverty such as lack of employment opportunities and unsafe streets. NDA community programs like Economic Development and Safety Awareness and Crime Prevention (described in detail below) will directly bring additional resources to communities through development of small businesses, increased job opportunities, and heightened public engagement to combat neighborhood crime. NDA’s emphasis on civic engagement throughout the program areas seeks to cultivate leaders who will give back to their communities by promoting community initiatives that work toward creating environments where all residents will thrive.

B. 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. In 2019, a new analysis of poverty data for New York City, in the process described below, resulted in the following NDA designations.⁷

<i>Borough</i>	<i>NDAs</i>
Bronx	1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
Brooklyn	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Manhattan	3, 9, 10, 11, 12
Queens	1, 3, 4, 7, 8, 9, 12, 14
Staten Island	1

NDA Criteria

The City’s Department of City Planning collects poverty data for aggregations of census tracts called Neighborhood Tabulation Areas (NTAs).⁹ These aggregations, typically of two-five census tracts, create a geographic unit large enough to report reliable socioeconomic data, but small enough to capture niches of concentrated poverty within the City and exclude areas with low concentrations.

NTAs that meet the criteria of having 20 percent or more residents with low incomes (defined as living below 125 percent of poverty) and 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. This method results in 41 NDAs.

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 with historically high concentrations of poverty, many of which have been steadily improving economically. New areas to be included are those that have experienced an increase in the number of persons with low incomes. As a result, CSBG dollars will reach the neighborhoods and individuals intended by the federal legislation.

⁷Maps of the NDAs are attached.

⁹NTAs 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 New York City as a whole.

Each NDA is represented by a Neighborhood Advisory Board (NAB), which is comprised of residents of the community. Each NAB has a maximum of twelve members, six of whom are appointed directly by DYCD and six of whom are nominated by elected officials with the highest number of low-income families in their jurisdiction and appointed by DYCD.

C. Stakeholder Engagement

Community Needs Assessment

The program areas set forth in this concept paper, described below, were identified by an extensive community needs assessment conducted by DYCD. A primary objective of community action is maximum feasible participation by low-income individuals and families and their representatives to determine which services are most needed in their communities. NDA residents and the Neighborhood Advisory Boards participated in the community development planning process to help guide DYCD in allocating CSBG funding.

In 2016 a survey was disseminated throughout New York's low-income neighborhoods, containing a question about the programs and services that respondents and their household members needed, but did not receive in the previous twelve months. Respondents were given a menu of 29 service areas to choose from, plus the option to write in another need if it was not included in the list. Data collected was analyzed to compile a list of needs that included the top five needs of each NDA. Residents were surveyed again in 2019 to determine the rank order of these five needs. Related needs were grouped and mapped onto seven resulting program areas that comprise the forthcoming NDA RFPs: Adult Literacy, Economic Development, Healthy Families, High School Youth: Educational Support, Immigrant Services, Safety Awareness and Crime Prevention, and Senior Services. Going forward, the NAB members will meet to determine the program areas that will be funded in their NDAs, based on their top priorities identified through the Community Needs Assessment.

Other Stakeholder Engagement

In addition to the Community Needs Assessment, DYCD conducted extensive stakeholder engagement to inform this concept paper. Feedback was elicited through focus groups with providers in the currently funded NDA program areas as well as with participants in Senior Services and High School programs. Providers of Healthy Families and participants in Senior Services programs also completed surveys. School principals connected with the High School programs were interviewed. DYCD program staff also provided input. For the new program areas (Economic Development, Safety Awareness and Crime Prevention) DYCD conducted meetings and focus groups with non-DYCD-contracted providers as well as with staff from other City agencies and recognized experts in those fields. Interviews were conducted with providers who withdrew their contracts prior to the end of their contract terms to learn more about the administrative and operational reasons for doing so. Finally, DYCD reviewed practices of select other public CAAs concerning their approaches to the ROMA Next Generation framework. Feedback from stakeholder engagement incorporated in this concept paper includes the following:

Adult Literacy

- ABE/HSE will continue to be the focus of the program.
- Case management will not be a required program element.
- The average daily attendance (ADA) will be 12-15 students for all class levels.
- Students will be enrolled as a cohort each quarter.
- Students will be post-tested at the end of each quarter; it will no longer be expected for students to attend a certain number of class hours to be post-tested.

Economic Development

- Programs will focus on business development within the NDA, including developing entrepreneurs, starting small businesses, and supporting existing small businesses.
- Programs will be staffed by individuals who have demonstrated experience working with entrepreneurs and small businesses.

Healthy Families

- More than one outcome will be required for a percentage of participants.
- Self-advocacy will be an added outcome.
- The case manager will be full time and must have at least an associate's degree in a human services field or would maintain current enrollment toward such degree.
- The case manager must complete the Family Development Credential (FDC) program.

High School Youth: Educational Support

- The program will not focus exclusively on academic achievement.
- Outcomes related to SEL (social and emotional learning) will be added.
- College and career exploration and preparation will be emphasized, and related outcomes will be incorporated.
- Internships will be required; hours will be reduced and stipends increased.

Immigrant Services

- The program will comprise two separate program options: (1) ESOL instruction in the context of civics and (2) immigration application assistance.
- The ADA for ESOL instruction will be 12-15 students for all class levels.
- ESOL instructors must have bachelor's degrees or certification in ESOL plus at least three years of experience teaching ESOL.

Safety Awareness and Crime Prevention

- The program will engage community members to identify and implement strategies to address domestic and gender-based violence, safety awareness, and crime prevention in the NDA.

Senior Services

- Both Access Services and Social, Cultural, and Recreational Services will be required activities.
- Homebound Services may be included but will not be required. Senior participants will determine the specific activities, including intergenerational and civic engagement activities, to be offered. Partnerships will be expected with the Department for the Aging (DFTA), with DYCD ESOL programs, and with agencies that provide computer literacy instruction and exercise programs.
- The case manager will be full time and have at least an associate's degree in a human services field or would maintain current enrollment toward completion of such degree.

D. NDA Program Models

Common Features of the Program Models

Target Population: Individuals and families with incomes at or below 125 percent of the federal poverty level are eligible for program services. Eighty percent of participants must reside within the proposed NDA. For the High School program, 80 percent of participants must reside in or attend school within the proposed NDA.

Outreach: The contractor would be familiar with the populations in each of the NTAs the NDA comprises (demographics, needs, languages spoken, key assets and resources, etc.) and have outreach strategies for each segment of the population to be served.

Program Facility: The program site would be located within or within one-half mile of the boundaries of the proposed NDA.

Safe and Welcoming Environment: The contractor would ensure a friendly and supportive environment where participants feel welcome and are treated with dignity and respect, regardless of age, gender or gender identity, sexual orientation, culture, or background.

Strengths-based Approach: The contractor would embrace DYCD's strengths-based approach in which the strengths and assets of individuals, families, and communities are valued. The contractor would adopt the interconnected concepts of the Positive Youth Development (PYD), Social and Emotional Learning (SEL), and Youth Leadership frameworks that make up DYCD's Promote the Positive approach. Program staff would function as responsible, caring adults and positive role models, promoting participant safety, engagement, confidence, and empowerment. Programs would demonstrate the benefits of prosocial behaviors and responsible decision-making, reliability, critical thinking, and good communication skills.

Family Engagement: The contractor would embrace the principles and vision underpinning DYCD's Circles of Support family engagement framework. DYCD defines family in broad terms to include those individuals who care for and support participants but are not blood relatives. Programs would create opportunities for those who have positive influences on program participants to engage with the program. These might include involving families in marketing and recruitment strategies, providing them with ongoing program information, and inviting families to program events and celebrations.

Civic Engagement: DYCD encourages providers across all program areas to promote civic engagement activities. DYCD defines civic engagement as "individual or collective action that seeks to enhance the well-being of individuals, families, and communities." As examples, participants might take part in project-based, service learning, or community service activities; participate in neighborhood or program boards, councils, or advisory bodies (e.g., the NABs); advocate or organize around topics of interest and need; or participate in democratic processes.

Partnerships: The contractor would have knowledge of local and citywide resources relevant to the target populations and establish community partnerships with external organizations. Community partnerships may take different forms and would include referral agreements, co-location of services, and joint projects. The contractor would ensure that some of its partners also have program sites within the NDA. The partnerships would intentionally promote service integration at the local level and build provider networks that maximize options for youth, adults, and families.

Community partners may include other DYCD-contracted programs and would support DYCD's settlement house model by creating pathways to serve participants holistically and further assist them to reach long-term goals. The Discover DYCD digital tool is available to help identify DYCD-contracted programs by neighborhood. Community partners would also include other City agencies and specialists in areas such as housing, mental health, physical

health, dental health, legal services, childcare, child support, employment, financial literacy and counseling, arts/culture, and recreation. Specific required partnerships are listed under the program area descriptions. At least three partnerships must be at the “coordinating” level or above as defined in DYCD’s Partnership Toolkit.

Participant Voice: The contractor would provide a mechanism for participants to provide input in decisions related to program activities and for participants to provide feedback for program improvement.

Transition Assistance: The contractor would have strong and effective transition strategies in place to ensure that participants feel supported as they move to next steps either within or outside the organization.

Record-keeping and Reporting: Agencies must maintain program files that include registration forms, Individual Service Plans (ISPs), and supporting documentation to validate outcome achievement. Outcome achievement will be measured using the CSBG National Performance Indicators (NPIs) that are appropriate for the programs and services.¹⁰

Program data must be entered into DYCD’s Participant Tracking System (PTS), a new, user-friendly application in DYCD Connect that will house all information related to participants served, program activities, and program outputs and outcomes across various domains (e.g., income, employment, housing, education). PTS will contain complete participant records that can be viewed across all DYCD programs and transferred from program to program and year to year, reducing duplication and data entry needs. In addition, there will be an online application and enrollment process available for participants, featuring a universal application with standardized questions and response options across all DYCD-contracted programs.

Distinctive Features of the Program Models

1. Adult Literacy: ABE and HSE Tests Preparation

Among the top needs identified through DYCD’s Community Needs Assessment was the need for adult education. This need will be addressed at the individual/family level through the Adult Literacy program.

Program Mission:

The Adult Literacy program would assist adults aged 18 and older, not enrolled or required to be enrolled in secondary school under New York State law, to obtain the basic skills in reading, writing, and math necessary for further education, employment training, and employment. Instruction would be provided in contexts relevant to students’ needs and interests such as employment, health, finances, and parenting.

¹⁰ A complete list of NPIs is available at <http://www.ndo.org/roma/documents/NPI%List%20Pilot.pdf>.

Activities:¹¹

- **Required:** Adult Basic Education (ABE), High School Equivalency (HSE), Education/Career Counseling
- **Suggested:** Access Services, College Preparation, Tutoring

ABE programs will 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 11 and 12).

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/week with cohort enrollment quarterly (12 weeks). If enrollment drops under eight students, enrollment would be reopened for two weeks to fill the class. At least three classes must be provided simultaneously. Classes must be provided continuously from September through June; summer classes are optional. The average daily attendance rate for all levels would be 12-15 students. Post-tests would be administered at the end of each quarter.

A program that offers ABE instruction must also offer HSE preparation. The contractor could also choose to offer HSE preparation only.

Staffing:

- Program director with at least a bachelor's degree, knowledge and experience in adult education learning practices and standards and at least two years of successful experience within the past five years in providing adult literacy services to low-income adults. The program director would devote 30 percent of time to the program.
- Instructor(s) would have at least a bachelor's degree, knowledge and experience in adult education learning practices and standards, and at least two years of successful experience within the past five years in providing adult literacy services to low-income adults. DYCD recommends that instructors be full time within the agency as a best practice.
- Part-time counselor (12 hours/week) with at least a bachelor's degree in social work or a related field and knowledge and experience in utilizing appropriate resources and working with City systems such as public assistance, child welfare, education, and housing.
- Part-time program assistant (19 hours/week) with knowledge and experience in intake, data entry, and reporting.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above¹² with appropriate public, private, and community-service providers working in areas related to adult basic education and HSE, such as employment training programs and college/career readiness programs to assist students with transitions to next steps.
- The program would also develop, as needed, partnerships with organizations that would meet the identified needs of the participants, such as food assistance, mental health,

¹¹All activities listed under the program area descriptions are fully defined in the attached Program Activity Definitions.

¹²A "coordinating partnership" is defined as one that is characterized by "exchanging information and modifying activities for mutual benefit."

physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.

Expected Outcomes:

- Participants advance to the next ABE level as evidenced by TABE tests. The achievement rate would meet or exceed the minimum achievement standards set by DYCD.
- Participants attain the HSE diploma. The achievement rate would meet or exceed the minimum achievement standards set by DYCD.

2. Economic Development

Among the top needs identified through DYCD's Community Needs Assessment were assistance starting a business/entrepreneurship and job skill or employment training/internships. These needs will be addressed at the community level through the Economic Development program.

Program Mission:

The Economic Development program would provide technical assistance to prospective entrepreneurs and small business owners to start or develop existing businesses within the NDA, including in ways that increase the number of employment opportunities for individuals with low incomes in the community.

Activities:

- *Required:* Small Business Start-Up and Development Counseling, Employer Education
- *Suggested:* Education and Training Support, Education/Career Counseling, Internships, Translation Services

The Neighborhood Advisory Board would assist with recruitment.

Staffing:

- Program director with knowledge of business development practices and experience as a successful entrepreneur and at least three years within the last five years of experience working with the business community in the proposed NDA.
- Instructor(s) with knowledge of business development practices and experience working with the business community in the proposed NDA.
- Full-time program assistant with experience in administrative functions such as scheduling, data entry, and reporting.

Partnerships:

- To supplement the resources of the program and meet the needs of the participants, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to workforce and business development. In addition, as directed by DYCD, it is expected that the program would take advantage of resources made available by DYCD and other City agencies, as well as the local Business Improvement District or Local Development Corporation.

Expected Outcomes:

- Individuals/partners would gain skills for starting, developing, or maintaining businesses.
- Jobs are created to increase opportunities for people with low incomes in the NDA.

- Jobs are maintained in small businesses in the NDA.

3. *Healthy Families: Support Services*

Among the top needs identified through DYCD's Community Needs Assessment were the following: food and nutrition, health care, financial assistance, legal services, transportation, heating/utility assistance, income tax assistance, housing assistance, emergency shelter, eviction prevention, substance abuse treatment, summer recreation, childcare/Head Start, veteran services, services for people with disabilities, financial education/financial literacy, parenting support. These needs will be addressed at the individual/family level through the Healthy Families program. The Healthy Families program incorporates the current Housing program area. The program will serve participants holistically, but proposers must demonstrate in their proposals the ability to meet the top needs identified for the NDA.

Program Mission:

The Healthy Families program would support and strengthen families by providing a range of services using a strengths-based, case management approach based on the principles of family development to improve health and well-being and increased self-sufficiency.

Activities:

- ***Required:*** Access Services
- ***Suggested:*** Education/Career Counseling, Emergency Services, Employment Assistance, Family Budgeting and Consumer Education, Individual/Family Housing Advocacy, Individual/Family Housing Assistance, Legal Assistance, Parent Skills Training, Review of Child Support Status

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. Programs would assist families in accessing resources to address identified needs, including domestic and gender-based violence, housing, health, and nutrition. Programs would also provide advocacy and assistance in obtaining government benefits and other social services.

Staffing:

- Program director with a minimum of a bachelor's degree in social work or a related field, experience working with diverse populations, and at least three to five years' supervisory experience. The FDC credential is preferred. The program director would assist with casework, supervise the case manager, and complete a professional development plan for staff. The program director would devote 30 percent of time to the Healthy Families program.
- One full-time case manager would have, at minimum, an associate's degree in a human services field or would maintain current enrollment toward such degree. The case manager would have at least two years' experience within the last five years providing case management services and experience working with diverse populations. The FDC credential is required;¹³ language proficiency would align with that of the community served. Responsibilities include outreach and recruitment, case management of 40-45 individuals/families at any given time with contact at least every two weeks,

¹³If the case manager does not have the FDC credential at time of hiring, he/she would enroll in the program at the earliest possible date.

maintaining case notes, and reporting to DYCD. The case manager would devote 100 percent of time to the Healthy Families program.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to the target population.
- Programs would also develop, as needed, partnerships with organizations that would meet the identified needs of the participants, such as employment, education, vocational training, parenting, childcare/eldercare, substance abuse treatment, domestic and gender-based violence prevention, food assistance, mental health, physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.

Expected Outcomes:

- Participants would attain needed benefits and services.
- Participants would demonstrate self-advocacy skills.

4. High School Youth: Educational Support

Among the top needs identified through DYCD's Community Needs Assessment were college preparation, education/career counseling, and afterschool programs. These needs will be addressed both at the individual level and at the community level through the High School Youth: Educational Support program. An eligible youth would have a grade point average of 75 (C) or below, a failing grade in one or more subjects, or chronic school absenteeism.

Program Mission:

The High School Youth: Educational Support program aims to engage youth in grades 9-12 in a program that will, through project-based learning, support and encourage them to attain the academic skills and standing that will enable them to stay in school, attain high school diplomas, and plan their career paths.

Activities:

- ***Required:*** Academic Enrichment, College Preparation, Education/Career Counseling, Intergenerational Interaction, Internships
- ***Suggested:*** Job-readiness Skills, Life Skills, Mediation/Conflict Resolution Training, Peer Counseling. Programs would provide homework help and tutoring as needed.

At the beginning of the program, participants would identify an issue within the school environment or the wider community that concerns them. With program staff, they would explore strategies for addressing the issue and implement the strategies they have identified. Projects would incorporate some activities with other generations (children, adults, seniors). Each participant would also work with the counselor advocate to assess personal strengths and goals and devise a plan for achieving the goals.

Internships would be required in all programs. Internships would connect to students' interests and advance their career goals. Participants would engage in internships for a total of 60 hours annually and receive stipends of \$10/hour worked.

Staffing:

- The program director would devote at least ten percent of time to program oversight.
- A full-time counselor advocate would provide academic counseling, identify participant issues, and facilitate access to relevant supports, both inside and outside of school. The counselor advocate's work would be informed by a case management model including development of an individual service plan (ISP), implementation and review of the plan, and follow-up. The counselor advocate would meet with each assigned participant once every four weeks and more frequently if needed. The FDC credential is required.¹⁴
- Instructional staff would lead the program activities with a designated instructor providing direction and oversight for the selected program project.
- Key staff (program director, counselor advocate, instructional staff) would have, at minimum, bachelor's degrees; knowledge and experience in providing nontraditional, experiential learning strategies; experience working with City systems; and experience working with youth. They would have at least two years of experience within the last five years in providing relevant services within the proposed NDA.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to educational support and the target population. In addition, as directed by DYCD, the program would take advantage of resources made available to it by DYCD and other City agencies, including the Mayor's Office to End Domestic and Gender-Based Violence (ENDGBV).
- Programs would also develop, as needed, partnerships with organizations that would meet the identified needs of the participants, such as employment, postsecondary education, vocational training, parenting, childcare/eldercare, substance abuse treatment, mental health, physical health and nutrition, food assistance, health insurance access, domestic and gender-based violence prevention, child support, and financial literacy, including tax preparation.
- The program would have a strong relationship with the school(s) from which youth are recruited based on a mutual framework for planning, collaboration, and working toward the shared goal of strengthening educational skills and motivation of enrolled youth. A School Partnership Agreement, articulating the contributions and responsibilities of each partner, is required with each school that participants attend.

Expected Outcomes:

- Youth would improve their SEL skills.
- Participants would meet at least one of the following goals:
 - Improvement in grades
 - Completion of a career portfolio
 - Submission of a college application
 - Submission of an application to an advanced training program
 - Other significant goal identified in the ISP

5. Immigrant Services

Among the top needs identified through DYCD's Community Needs Assessment was the need for English classes. This need will be addressed at the individual/family level through the Immigrant Services program, along with civics education and application assistance. There will be two service options: ESOL/Civics Instruction and Immigration Application Assistance.

¹⁴If the counselor advocate does not have the FDC credential at time of hiring, he/she would enroll in the program at the earliest possible date.

Option 1: ESOL/Civics Instruction

Program Mission:

The ESOL/Civics Instruction option would assist immigrant adults aged 18 and older to obtain the English language skills necessary for employment and further education and to obtain the knowledge that will enable them to navigate government, education, and workplace systems; to become engaged community residents integrated into the social fabric of their communities; and to achieve legal immigration status and U.S. citizenship.

Activities:

- **Required:** English for Speakers of Other Languages (ESOL), Civics/Government Instruction, Education/Career Counseling, Access Services
- **Suggested:** Family Budgeting and Consumer Education, Health/Nutrition Instruction, Translation Services

ESOL/civics instruction would incorporate English literacy and civics education in an integrated model. Classes would meet a minimum of six hours/week with cohort enrollment quarterly (12 weeks). If enrollment drops under eight students, enrollment would be reopened for two weeks to fill the class. At least three classes must be provided simultaneously. Classes must be provided continuously from September-June; summer classes would be optional. The average daily attendance rate for all levels will be 12-15 students.

Staffing:

- Program director with at least a bachelor's degree; knowledge and experience in adult education learning practices and standards; and at least three years of successful experience within the past five years in providing literacy services to low-income immigrant families residing in New York City. The program director would devote 30 percent of her/his time to the program.
- Instructor(s) would have at least a bachelor's degree or ESOL certification; knowledge and experience in adult education learning practices and standards; and at least three years of successful experience within the past five years in providing ESOL instruction to low-income immigrants residing in New York City. An individual with an ESOL certification earned from an entity other than a higher education institution must have five years of experience in providing ESOL instruction to immigrants.
- Part-time counselor (12 hours/week) would have, at minimum, an associate's degree in a human services field or would maintain current enrollment toward such degree. The counselor would have knowledge of City systems and resources and at least two years of experience within the last five years providing counseling and access services to immigrants. The FDC credential is required.¹⁵
- Part-time program assistant (19 hours/week) would have experience in administrative functions such as recruiting and intake, data entry, and reporting.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to immigrant services and adult literacy, such as postsecondary education and vocational training. One of the partnerships must be with a legal services provider specializing in immigration law.

¹⁵If the counselor does not have the FDC credential at time of hiring, he/she would enroll in the program at the earliest possible date.

- Programs would also develop, as needed, partnerships with organizations that would meet the identified needs of the participants such as food assistance, mental health, physical health and nutrition, health insurance access, child support, domestic and gender-based violence prevention, childcare/eldercare, and financial literacy, including tax preparation.

Expected Outcomes:

- Participants would advance to the next ESOL level as evidenced by BEST Plus test scores.
- Participants would demonstrate proficiency in knowledge of American history, civics, and government.

Option 2: Immigration Application Assistance

Program Mission:

The Immigration Application Assistance option would seek to improve the lives of immigrants aged 18 and older and their families by providing application assistance related to immigration status and citizenship and by offering access to government benefits and entitlements and other social services to increase self-sufficiency.

Activities:

- ***Required:*** Immigration Application Assistance, Access Services
- ***Suggested:*** Family Budgeting and Consumer Education, Health/Nutrition Instruction, Legal Assistance, Translation Services

Staffing:

- Program director with, at minimum, a bachelor's degree and at least three years of experience within the last five years in providing services to immigrants. The program director would devote 20 percent of time to the program.
- Staff attorney licensed to practice law in New York State with at least two years of legal experience in immigration law within the past five years or a BIA-accredited staff person with at least two years of experience in immigration law within the past five years. The attorney or BIA-accredited staff person would devote 20 percent of time to the program.
- Full-time immigration specialist with at least three years of experience working with immigrants.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to immigrant services.
- Programs would also develop, as needed, partnerships with organizations that would meet the identified needs of the participants, such as employment, education, vocational training, parenting, childcare/eldercare, substance abuse treatment, domestic and gender-based violence prevention, food assistance, mental health, physical health and nutrition, health insurance access, child support, and financial literacy, including tax preparation.

Expected Outcomes:

- Participants would file all required papers to achieve or maintain legal immigration status.
- Participants would attain needed benefits and services.

6. Safety Awareness and Crime Prevention

Among the top needs identified through DYCD's Community Needs Assessment were domestic violence prevention, family counseling, safety and crime prevention, and interpersonal conflict resolution/mediation. These needs will be addressed at the community level through the Safety Awareness and Crime Prevention program.

Program Mission:

Community members will identify a priority need within the NDA related to safety awareness and crime prevention, including issues of domestic and gender-based violence and interpersonal conflict resolution and, by working with funded contractors, will raise awareness of the issue and develop coordinated prevention and intervention strategies to address it.

Activities:

- *Required Annually:* Leadership Skills, Volunteer Recruitment and Training. The Neighborhood Advisory Board would assist with recruitment.
- *Year 1:* Community members will be recruited and engage in a process to identify an issue of concern related to safety and crime within the NDA and devise strategies to address it.
- *Year 2:* With program oversight and input, community members will pilot and assess the strategies identified in Year 1.
- *Year 3:* With program oversight and input, community members will refine and fully implement the successful strategies piloted in Year 2.

Staffing:

- Full-time program director who would reside within the NDA; have at least three years within the last five years of experience in community organizing and facilitation; and have a background in crime prevention, mediation, or victim services. The FDC credential is preferred.
- Full-time program assistant with experience in administrative functions such as scheduling, data entry, and reporting.

Partnerships:

- To supplement the resources of the program, it is expected that the program would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to the issue selected.
- In addition, as directed by DYCD, it is expected that the program would take advantage of resources made available to it by DYCD and other City agencies, including the Community Affairs Bureau of the local police precinct and the Mayor's Office to End Domestic and Gender-Based Violence (ENDGBV).

Expected Outcomes:

- Community residents would increase skills, knowledge, and abilities to improve safety and crime conditions in the community.
- Safety assets and resources would be created in the NDA.
- Donated time, resources, or people to support implementation of strategies to address safety and crime conditions in the NDA would be increased.

7. Senior Services

Among the top needs identified through DYCD's Community Needs Assessment was the need for services for senior citizens. This need will be addressed at the individual/family level through the Senior Services program, using a case management approach.

Program Mission:

The Senior Services program would provide a range of services for adults aged 60 and older, such as social, cultural, and recreational activities; intergenerational activities; exercise and nutrition; and access to social services to improve their physical, social, and emotional well-being and increase self-sufficiency. Programs would serve both those who are homebound and those who are not.

Activities:

- ***Required:*** Access Services for Seniors; Senior Social, Cultural, and Recreational Services
- ***Suggested:*** Family Budgeting and Consumer Education, Friendly Visiting, Health/Nutrition Instruction, Homebound Services, Individual/Family Counseling, Intergenerational Interaction, Life Skills, Transportation Services

Activities offered will be determined through a process that will give the participant seniors an opportunity to voice their desired activities. Intergenerational and civic engagement activities would be options but would also be determined based on seniors' interest and input. The interest inventory would take place annually within the first month of the program. Programs must consider and comply with the reasonable requests of the seniors.

Using a case management approach, programs would also provide supportive services, including housing assistance, which would help older adults maintain independence and remain in their homes. Case management would include developing an ISP for each participant to assess strengths, needs, and resources; developing individualized strategies to meet short- and long-term goals; and following up with the participant to determine whether goals have been met or needs have changed.

Staffing:

- Program director with a minimum of a bachelor's degree in social work or a related field, experience working with diverse populations, and at least three years' supervisory experience within the last five years. The FDC credential is preferred. The program director would assist with casework, supervise the case manager, and complete a professional development plan for staff. The program director would devote 30 percent of time to the Senior Services program.
- One full-time case manager would have, at minimum, an associate's degree in a human services field or would maintain current enrollment toward such degree. The FDC credential is required.¹⁶
- Key staff (program director, case manager) would have at least two years of successful experience within the last five years in providing services to seniors or other relevant services in the proposed NDA and would have experience utilizing appropriate resources and working with City systems such as public assistance, child welfare, education, and housing.

¹⁶If the case manager does not have the FDC credential at time of hiring, he/she would enroll in the program at the earliest possible date.

Partnerships:

- To supplement the resources of the program, it is expected that programs would develop and maintain at least three partnerships at the coordinating level or above with appropriate public, private, and community-service providers working in areas related to senior services. In addition, as directed by DYCD, it is expected that the program would take advantage of resources made available to it by DYCD and other City agencies, including the Department for the Aging (DFTA).
- Programs would also develop partnerships, as needed, with organizations that would meet the identified needs of the participants, such as food assistance, mental health, physical health and nutrition, elder abuse prevention, domestic and gender-based violence prevention, substance abuse treatment, physical health and nutrition, exercise, health insurance access, child support, financial literacy, including tax preparation, and education, including ESOL instruction and computer literacy.

Expected Outcomes:

- Participants would attain needed benefits and services.
- Participants would demonstrate positive physical, psychological, and social well-being.

E. Total Funding Available/Anticipated Payment Structure

Maximum Available Funding: The maximum available annual funding for all contracts awarded from the upcoming RFPs is an estimated \$16,514,105. 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. Funding allocations within each NDA are 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: It is anticipated that minimum funding for programs will fall between \$50,000 and \$100,000.

Cost/Participant: The anticipated annual cost/participant range allowed for each program area is outlined below. The costs/participant are subject to change.

<i><u>Program Area</u></i>	<i><u>Annual Cost/Participant</u></i>
1. Adult Literacy	\$ 850-\$1,200
2. Economic Development	\$2,000-\$2,500
3. Healthy Families: Support Services	\$ 700-\$1,000*
4. High School Youth: Educational Support	\$2,400-\$3,000
5. Immigrant Services	
Option 1	\$ 700-\$1,000
Option 2	\$ 700-\$1,200
6. Safety Awareness and Crime Prevention	N/A**
7. Senior Services	\$ 650-\$1,000

*Cost per family unit

**This program model entails a community organizing intervention with related community outcomes.

F. Procurement Timeline/Proposed Contract Term

It is anticipated that DYCD will release RFPs for this procurement in spring 2020. 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, 2021 and end June 30, 2024 with an option to renew for up to an additional three years.

G. Planned Method of Evaluating Proposals

DYCD's evaluation committees will evaluate and rate each proposal that is responsive to the requirements of the RFP and rank them based on the evaluation criteria prescribed in the RFP. Award selection will be based on the best technically rated proposals for which the price falls within the price per participant cost or range for the proposed program area. DYCD will also take into consideration appropriate geographic distribution of services and program diversity. If a proposer is eligible for award for more than one program area or more than one NDA, DYCD reserves the right to determine, based on the proposer's demonstrated organizational capability and the best interests of the City, for how many and which program areas and NDAs the proposer will be awarded contracts.

H. Health and Human Services Accelerator System

To respond to the forthcoming RFP and all other client and community services (CCS) Requests for Proposals (RFPs), organizations seeking contract awards must first complete and submit an electronic prequalification application using the City's Health and Human Services (HHS) Accelerator System at www.nyc.gov/hhsaccelerator. 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 for one or more of the following will be eligible to propose.

- Academic Supports
- Capacity Building
- Caregiver Support
- Case Management
- Child Care
- Child Support Enforcement
- Community Engagement
- Conflict Resolution/Mediation
- Diploma/HSE Training
- Entitlements Assistance
- Family Planning
- Financial Counseling
- Food & Nutrition
- Health Education and Support
- Homelessness Prevention
- Homemaking Services
- Housing
- Interpretation
- Job Placement Services
- Job/Vocational Training
- Language Skills
- Legal Services
- Life Skills
- Literacy
- Mental Health Services
- Outreach
- Parenting Services
- Preventive Services
- Public Health
- Recreational Services
- Shelter
- Substance Abuse Services
- Translation
- Transportation
- Work Readiness

I. Contact Information for Comments

Please email comments to DYCD at CP@dycd.nyc.gov no later than **February 28, 2020**. 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
2 Lafayette Street, 20th Floor
New York, New York 10007

Program Activity Definitions

Academic Enrichment.

Provide innovative and creative group activities and other academic instruction to build educational skills, motivation, and engagement. This includes developing lesson plans in specific subject areas such as reading, math, English, history, science, and computers, along with a method of assessing the progress of each participant and an appropriate post-test to establish the level of academic improvement. It also includes providing instruction on proper study habits, student rights and responsibilities, and setting educational and career goals. Activities would supplement, rather than replicate, school-day learning and may include learning strategies such as instruction embedded in the visual and expressive arts, self-directed learning, collaborative and group work, community service projects, reading clubs, project-based learning, and computer-assisted instruction.

Access Services

Provide information, referral, and assistance in areas such as entitlement programs, education, employment, legal assistance, citizenship assistance, emergency services, Earned Income Tax Credit (EITC) and other tax credits, domestic and gender-based violence prevention and intervention, housing, transportation, and health and mental health services, including substance abuse and HIV/AIDS prevention and treatment. Referral consists of arranging appointments on behalf of participants with the appropriate service providers. Assistance includes a needs assessment interview and prescreening for eligibility for benefits or service programs; completing application forms; translation services; making telephone calls and writing letters on behalf of the participants; and follow-up to ensure participants received requested services.

Access Services for Seniors

Provide information, referral, and assistance to seniors, including information and explanation in areas such as entitlement programs, housing, general social services, reduced-fare Metro Card program, Medicare, Earned Income Tax Credit (EITC) and other tax credits, and health services. Referral consists of arranging appointments on behalf of participants with the appropriate service providers. Assistance includes a needs assessment interview and prescreening for eligibility for benefit or service programs; completing application forms; translation services; making telephone calls and writing letters on behalf of the participants; and follow-up to ensure participants received requested services. Ensure access to other programs and services by providing transportation.

Adult Basic Education (ABE)

Provide adult basic education classes for participants, including providing instruction by a New York City Department of Education teacher or other qualified instructor in areas of writing, reading, or math and administering a pre-test, periodic assessments, and a post-test to each enrolled participant. Upon completion of the objectives, the agency would refer participants to HSE preparation classes or other adult education programs or promote them to other classes offered by the contract agency.

Civics/Government Instruction

Provide instruction in civics/government to enable immigrants and refugees to participate more fully and knowledgeably in the civic affairs of their communities. Help them become U.S. citizens by preparing them to meet USCIS requirements in both English language proficiency and knowledge of American history and government.

College Preparation

Provide participants with listings of colleges and scholarship opportunities and with information on college fairs and visitations. Arrange meetings with college representatives and assist in filling out college, scholarship, and financial aid applications. Also, assist participants in writing college essays and preparing for SAT I, SAT II, Regents exams, and college entrance exams.

Education and Training Support

Provide the needed supports to enable participants to remain actively engaged in an education, work readiness training, or subsidized work experience program. Services would include assessment to ensure appropriate placement; assistance with enrollment in the education or training program; and support services, including individual or group counseling, and information, referral, and assistance to meet needs such as childcare, housing, and health care. Provide follow-up to ensure social service needs have been met. Assist participants with self-evaluation and goal setting and provide guidance for transitions to further education, advanced training, or employment.

Education/Career Counseling

Assist participants in the assessment of their educational and career goals; assist participants in the process of self-evaluation and future planning.

Emergency Services

Provide emergency services to individuals and families in one or more of the following areas: clothing, food, and shelter.

Employer Education

Provide information for managing a successful small business, including incorporation, tax laws and reporting, hiring and managing employees, employee laws and rights, MWBE registration, accessing resources for small businesses.

Employment Assistance

Provide employment assistance to individuals, including assessing each participant's employment readiness and providing help in areas such as job development, job placement, and job retention.

English for Speakers of Other Languages (ESOL)

Provide English language instruction for individuals whose primary language is other than English and who have limited proficiency in listening, speaking, reading, or writing the English language. Classes would be provided by qualified teachers experienced in providing ESOL instruction to immigrants. The program would include a pre-test, periodic assessments, and appropriate referrals including to ABE, HSE, or postsecondary education or training.

Family Budgeting and Consumer Education

Provide instruction in how to budget income to meet bills and daily and emergency needs (food, clothing, shelter); inform participants about their rights as consumers; and provide credit counseling.

Friendly Visiting

Make visits to the homebound to provide them with social and emotional support.

Health/Nutrition Instruction

Provide instruction in mental and physical health and nutrition-related issues, including substance abuse, physical fitness, chronic illnesses, pre/postnatal care, emotional well-being, and mental health awareness; utilize healthcare providers to conduct diagnostic tests such as blood pressure readings and blood tests. Emphasis should be placed on the awareness of immunization; prevention of tuberculosis, HIV/AIDS, and STDs; and how to deal with other health concerns such as stress, hypertension, vision, hearing, lead poisoning, hygiene, and asthma.

Homebound Services

Provide support services to the homebound, including light housekeeping chores, shopping and small errands, escort services, meal preparation, and personal grooming.

High School Equivalency (HSE)

Provide instruction for participants preparing for the High School Equivalency exams, which are administered by the New York State Department of Education. The course should consist of classroom instruction in the subject areas of reading, math, writing, science, and social studies, provided by a New York City Department of Education teacher or other qualified instructor. The course will also include administering a pre-test, periodic assessment in each subject area, and practice HSE exams to all enrolled participants.

Immigration Application Assistance

Provide assistance to enable immigrants to apply for permanent residency, U and T visas, Special Immigrant Juvenile Status, citizenship, or other Immigration benefits. Assistance may include screening immigrants for eligibility, filling out applications, preparing applications for submission to United States Citizenship and Immigration Services (USCIS), assessing applicants' needs and referring them to appropriate English for Speakers of Other Languages (ESOL) or U.S. history instructional programs, advocating on behalf of applicants as needed, and following up on applicants' immigration status.

Individual/Family Counseling

Provide one-on-one or group counseling, including referrals to appropriate outside services.

Individual/Family Housing Advocacy

Provide housing advocacy in the areas of housing code violation complaints, dispossession, evictions, foreclosure prevention, and predatory lending practices.

Individual/Family Housing Assistance

Provide services to individuals and families including assistance in completing application forms for tenancy in New York City Housing or Section 8 housing, rent increase exemptions for senior citizens, homeowners' loan programs under HPD or HUD, rent stabilization.

Intergenerational Interaction

Foster the interaction between program participants and individuals or groups of another generation: seniors working with youth, youth working with adults, seniors, or young children. The interaction would include social, recreational, cultural, and educational activities such as mentoring relationships, running errands, and tutoring. The interaction could be collaborative work on a community service project. The interaction can be group or individual and occur in an organizational or home setting.

Internships

Sponsor or assist with placement in internships or volunteer positions for the purpose of employment skills and career development. Provide follow-up activities such as workshops for participants to give and receive feedback on their work experiences.

Job-readiness Skills

Provide employment assistance to participants, including assessing each participant's employment readiness and providing help in areas such as resume preparation, interview techniques, job applications, job search skills, and job retention skills (e.g., appropriate workplace conduct, teamwork, work habits, and time management skills). Provide information on labor market trends.

Leadership Skills

Provide practical, hands-on experiences geared to developing skills and potential. Leadership skills include communication, critical thinking, problem solving, conflict resolution, team building, public speaking, values clarification, project planning, supervising others, conducting meetings, and consensus building. Hands-on experience may include such areas as planning and implementing conferences or other events, advisory councils, or committees; performances and other artistic presentations; community service projects; team research projects; peer mentoring; and peer tutoring.

Legal Assistance

Provide free legal assistance by a staff attorney or paralegal working under the supervision of a staff attorney, including preparation and filing of legal papers in administrative proceedings and civil disputes; advocating for rights, benefits, and entitlements; and representing participants in court and at administrative hearings and appeals.

Life Skills

Provide workshops and other services that focus on skills building and preparation for or promotion of independent and responsible living including, but not limited to, stress management, birth control/safe sex practices, sexuality awareness, healthy relationships, cooking/nutrition, establishing credit/money management, assertive communication, positive social skills, and substance abuse awareness and prevention.

Mediation/Conflict Resolution Training

Provide basic learning steps in negotiation and understanding and identifying sources of conflict; recognizing and respecting differences of race, culture, ethnicity, class, age, and gender; using conflict resolution skills to enhance interpersonal interaction; applying conflict resolution skills to increase control of anger or aggression; learning to utilize neutral language; and recognizing the implication of nonverbal communication.

Parent Skills Training

Conduct parenting workshops on topics related to issues of understanding children as they progress through developmental stages; provide practical instruction in the art of parenting.

Peer Counseling

Provide participants with opportunities to interact with other participants to discuss common problems and solutions, to establish common goals, and to provide support and guidance to one another.

Review of Child Support Status

Verify current child support orders (including the obligation amount, status of the account, and payment history) either when parents present documentation to the provider or sign a waiver allowing the provider to obtain the information directly from HRA's Office of Child Support Enforcement. Discuss next steps and long-term goals in the child support process, including showing parents how to access OCSE information online and how to obtain a modification in the amount of the support award.

Senior Social, Cultural, and Recreational Services

Provide social, cultural, and recreational activities to seniors in a group setting which may include games, exercise classes, arts and crafts, cultural and recreational trips, birthday parties, and informal discussion groups.

Small Business Start-up and Development Counseling

Provide information to small business owners and prospective entrepreneurs on strategies for successful business development, including assessing neighborhood needs, writing business plans, securing private and government investments, including low-cost business loans. Hold training sessions on starting and managing a business.

Translation Services

Assist participants in translating, interpreting, and filling out legal and other administrative documents.

Transportation Services

Provide transportation services to ambulatory/handicapped/frail senior citizens, including transportation services to scheduled appointments for entitlement benefits, hospitals, doctors, dentist appointments, shopping centers, recreational/excursion trips, and senior centers and programs.

Tutoring

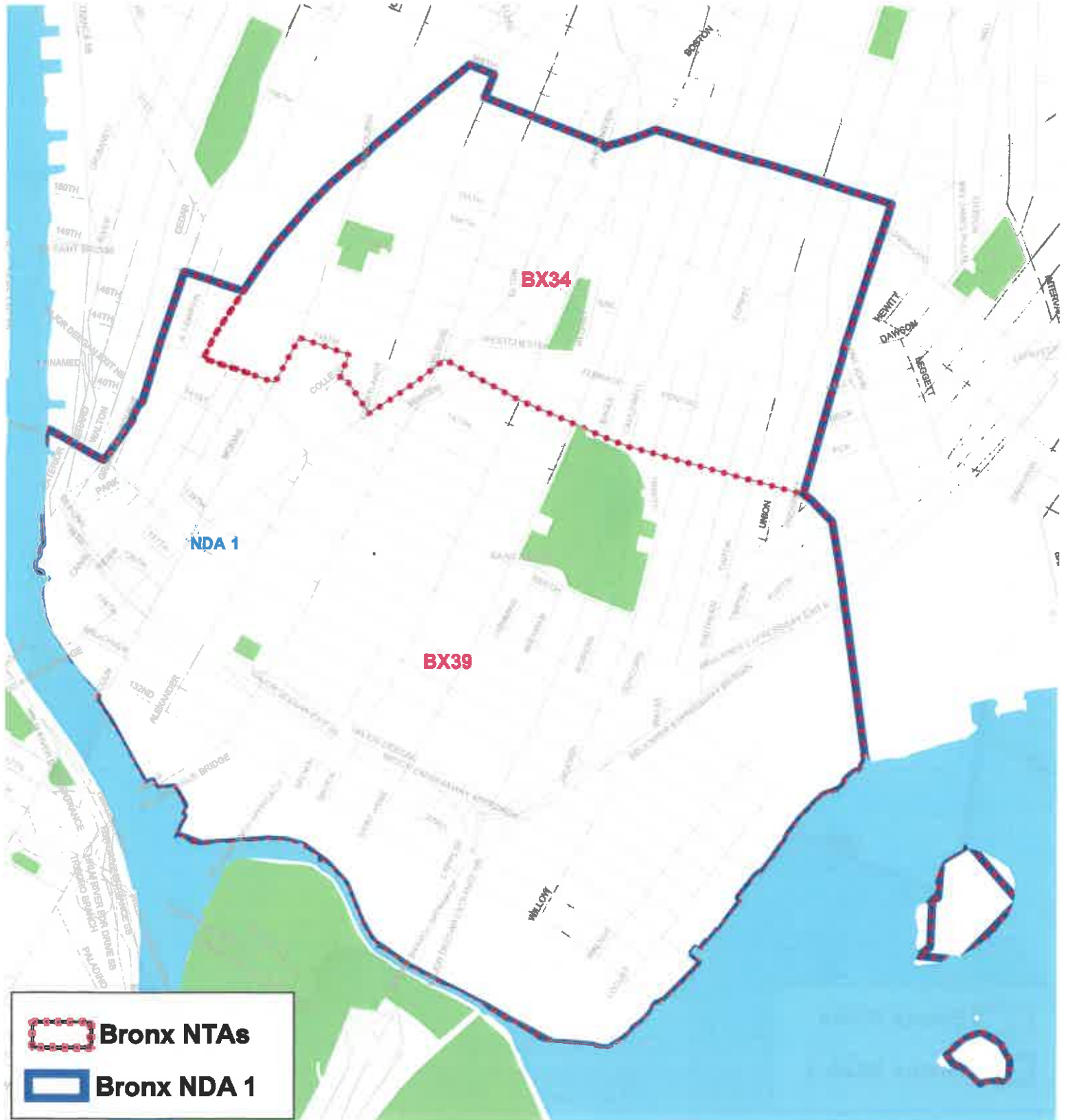
Provide one-on-one or group tutoring in one or more academic subjects.

Volunteer Recruitment and Training

Recruit community volunteers and provide training appropriate to the area(s) of their assignments.

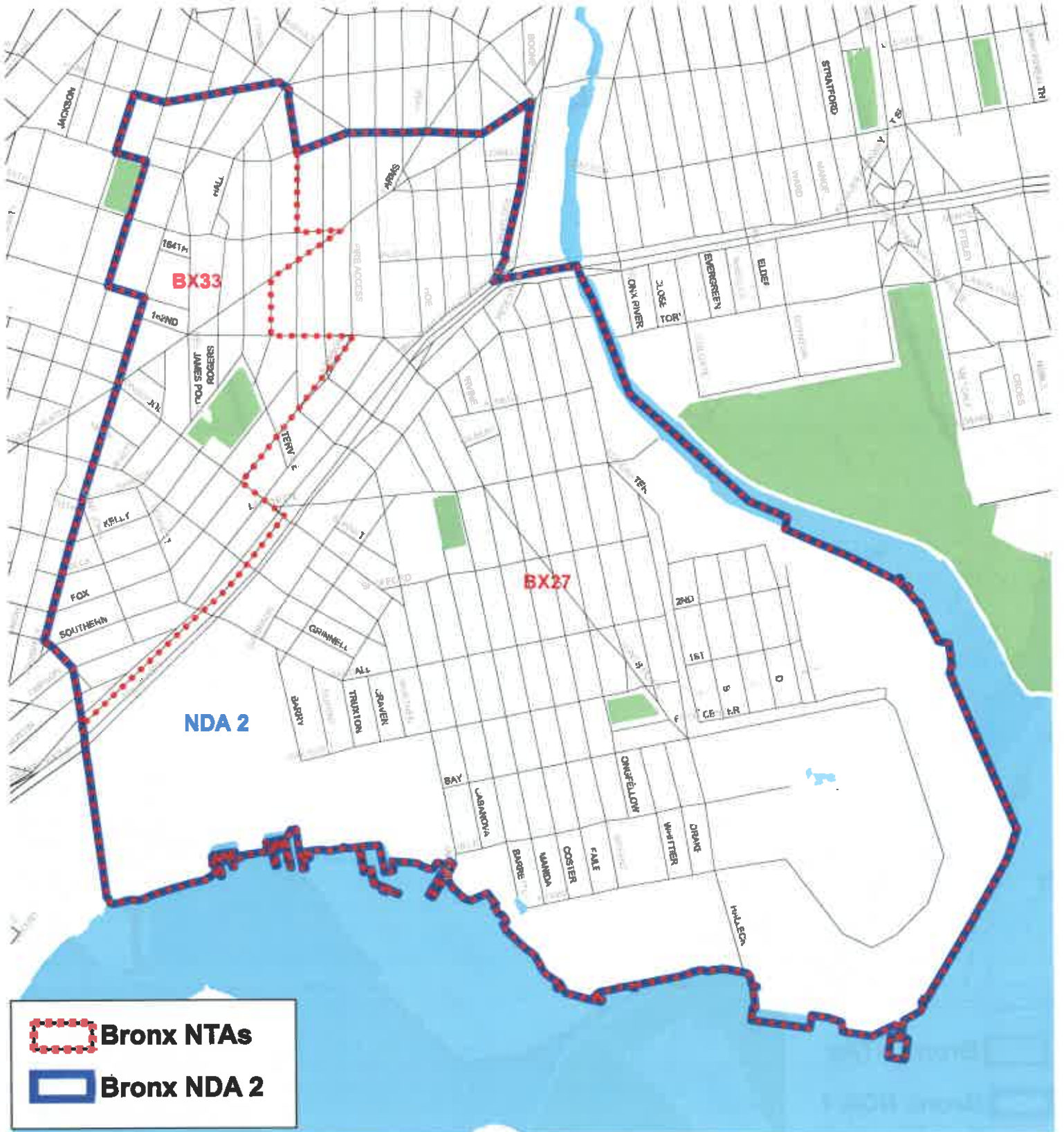
2019 NDA Map

Bronx 1



2019 NDA Map

Bronx 2

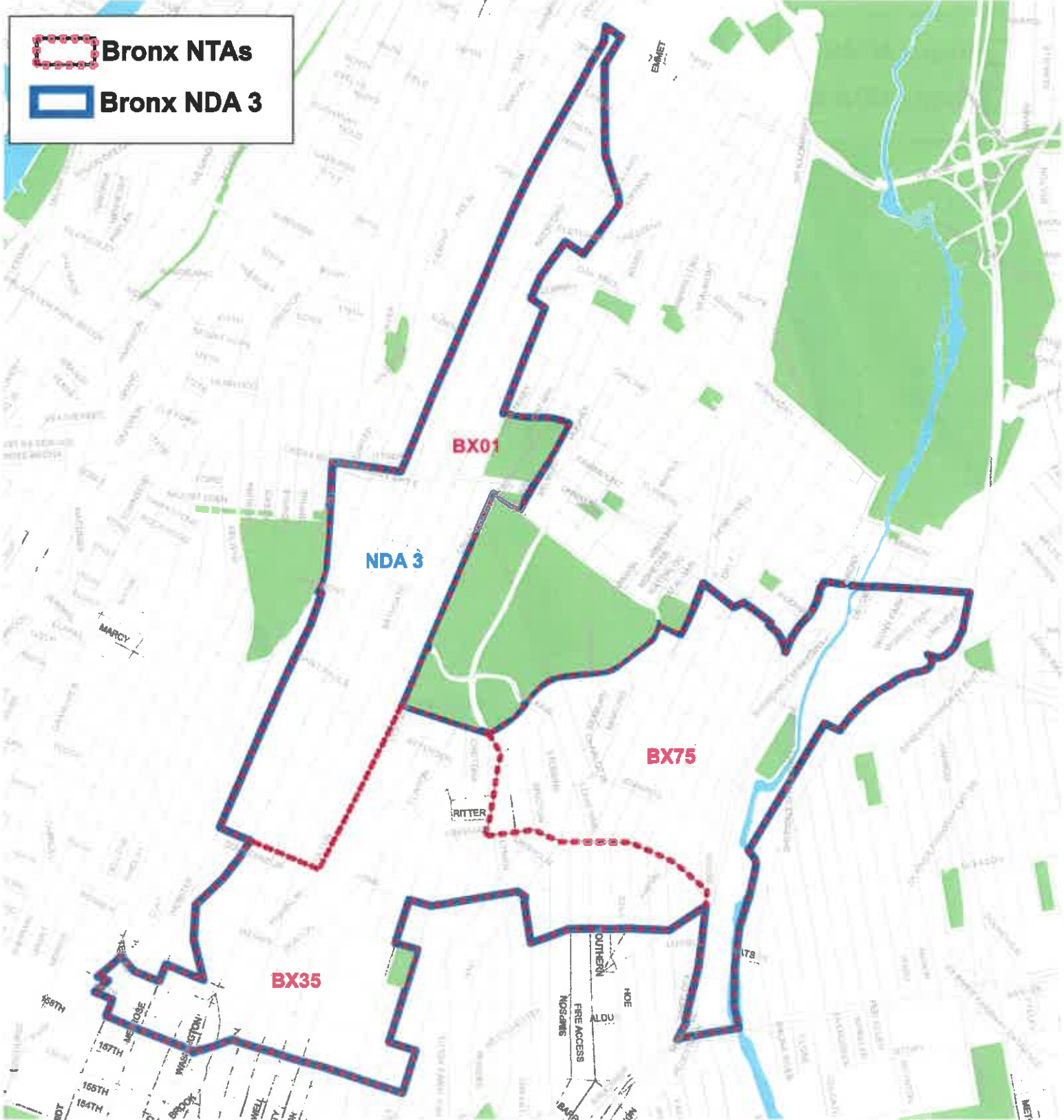


2019 NDA Map

Bronx 3

 Bronx NTAs

 Bronx NDA 3

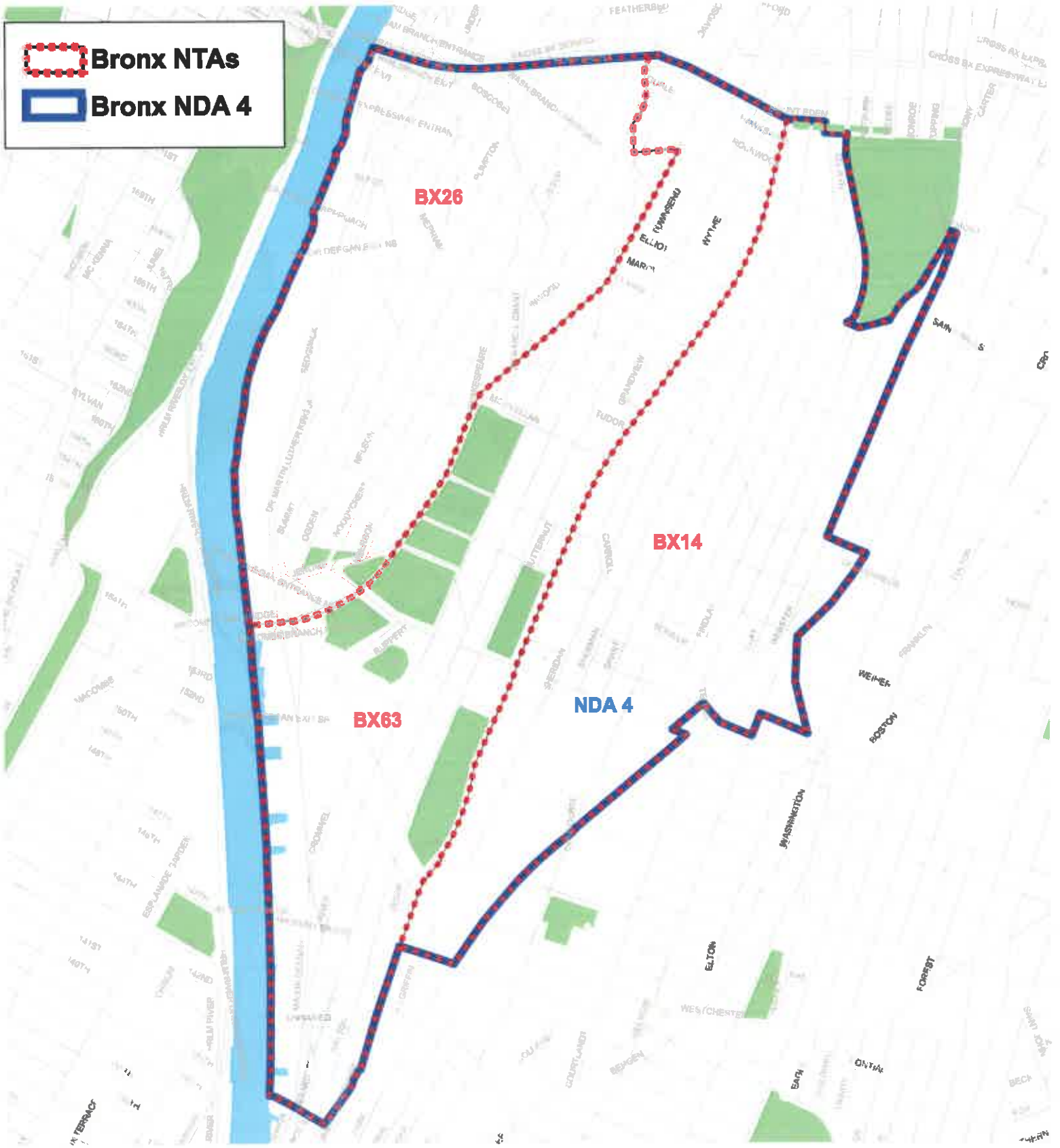


2019 NDA Map

Bronx 4

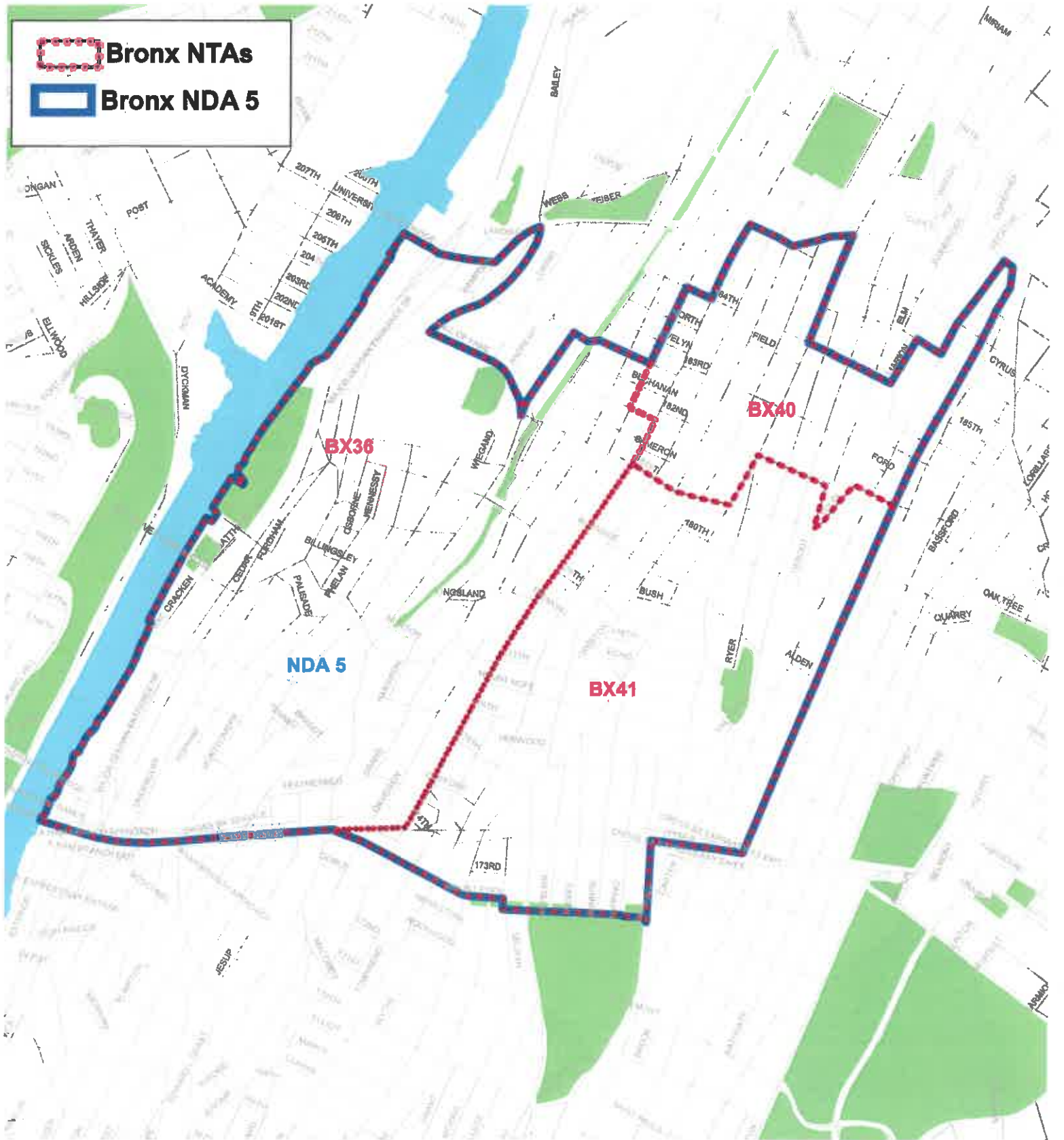
 **Bronx NTAs**

 **Bronx NDA 4**



2019 NDA Map

Bronx 5

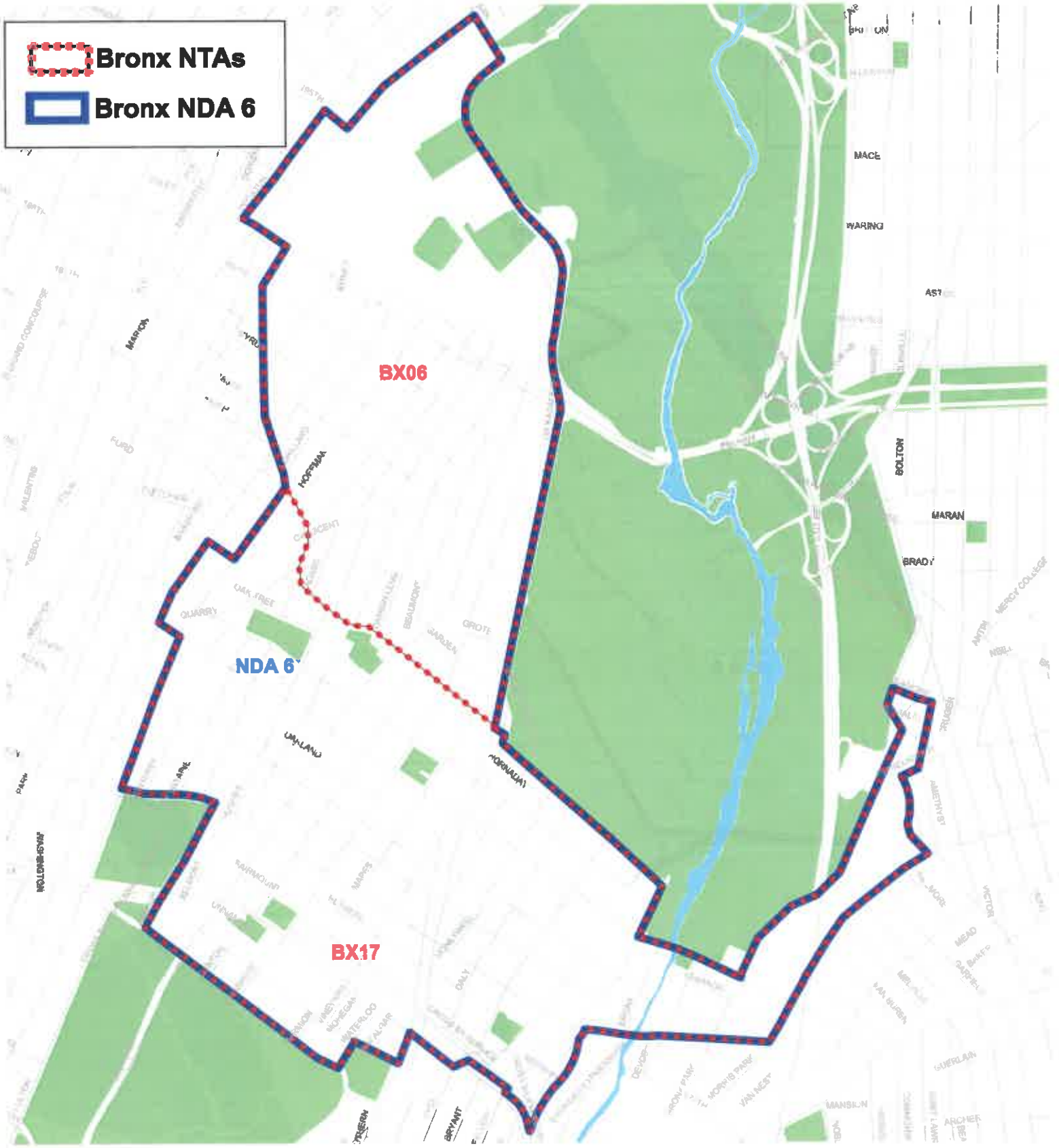


2019 NDA Map

Bronx 6


 Bronx NTAs


 Bronx NDA 6

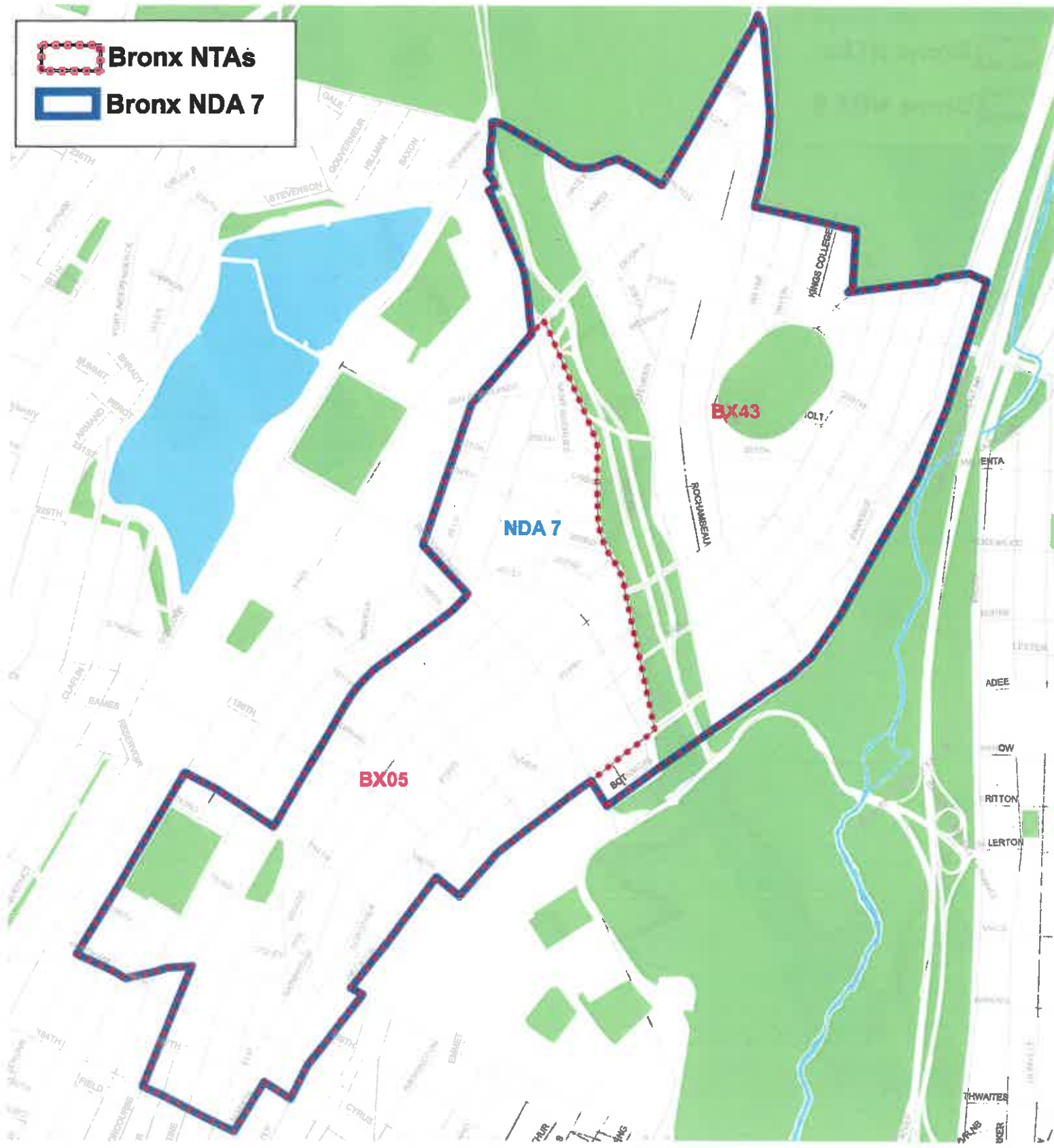


2019 NDA Map

Bronx 7

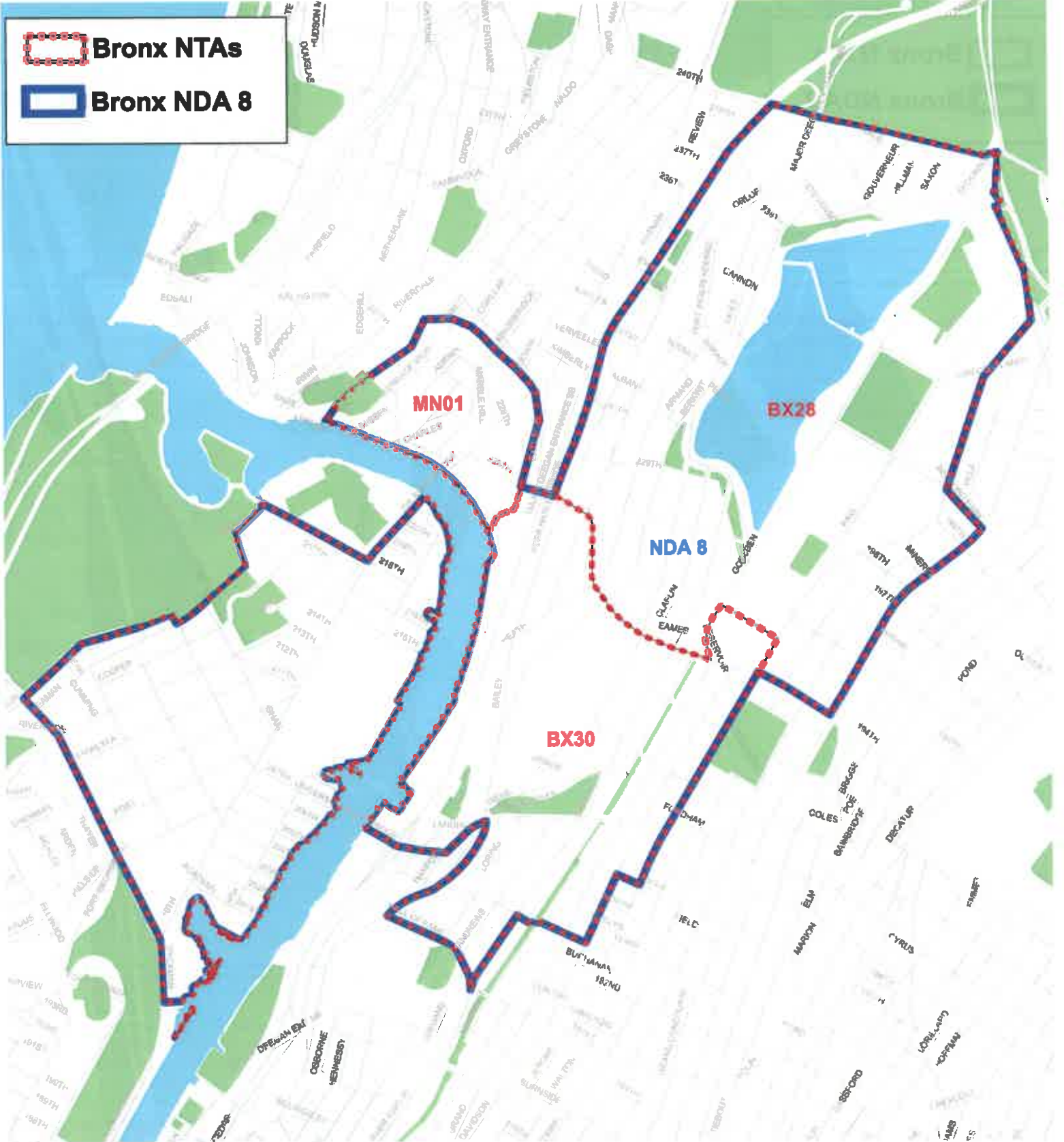
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 Bronx NDA 7



2019 NDA Map

Bronx 8

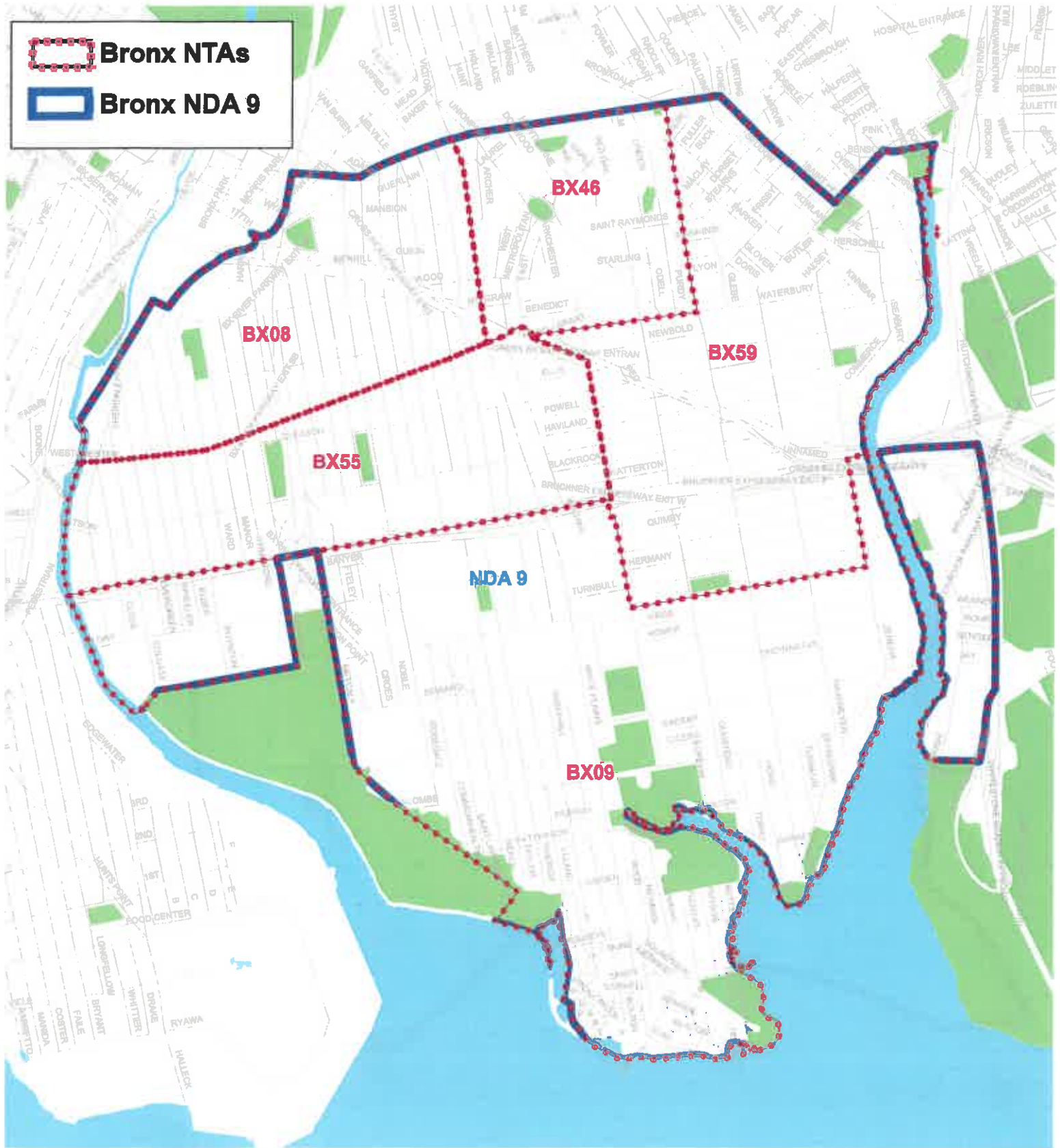


2019 NDA Map

Bronx 9

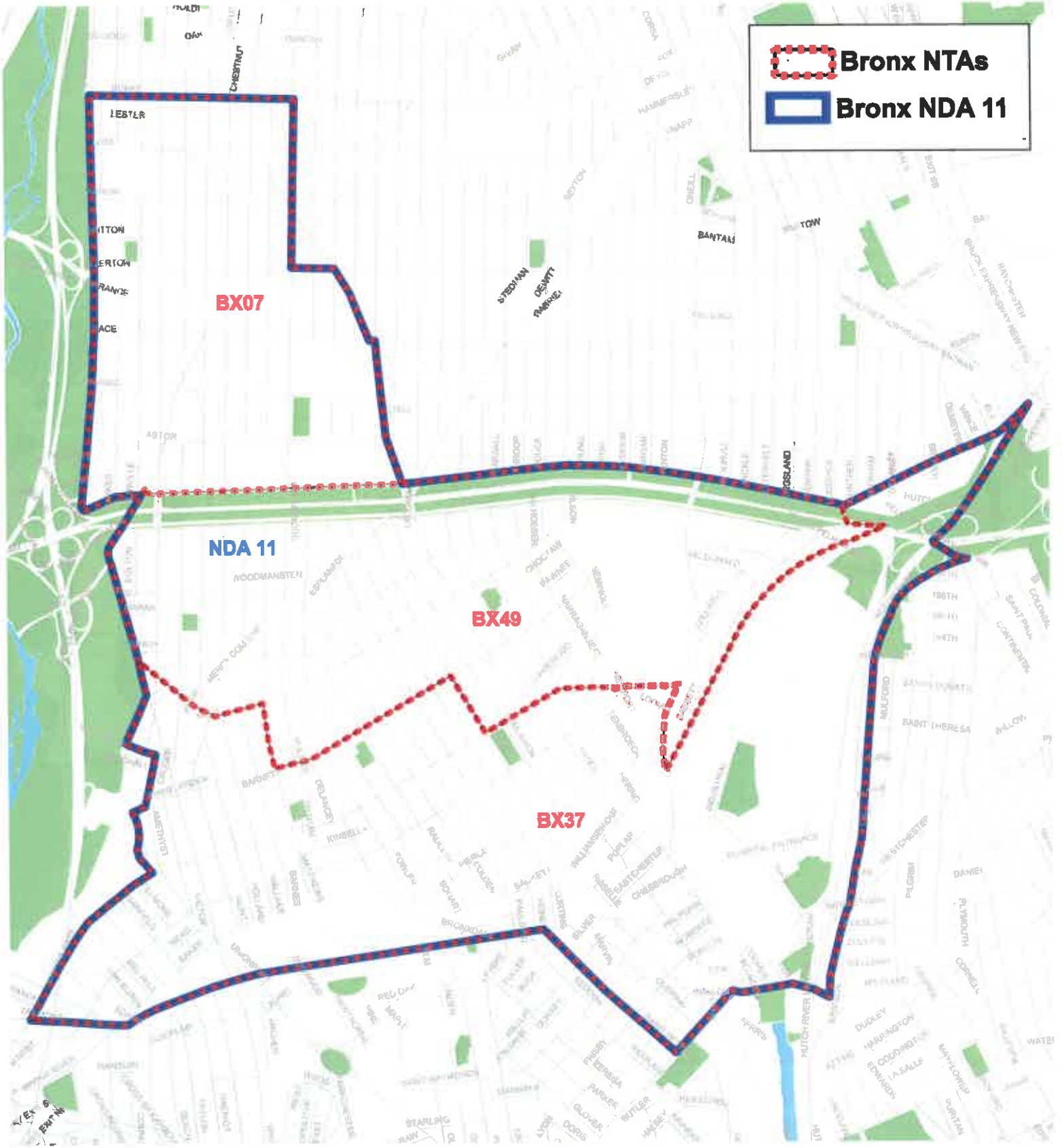
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 Bronx NDA 9



2019 NDA Map

Bronx 11



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 Bronx NDA 11

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NDA 11

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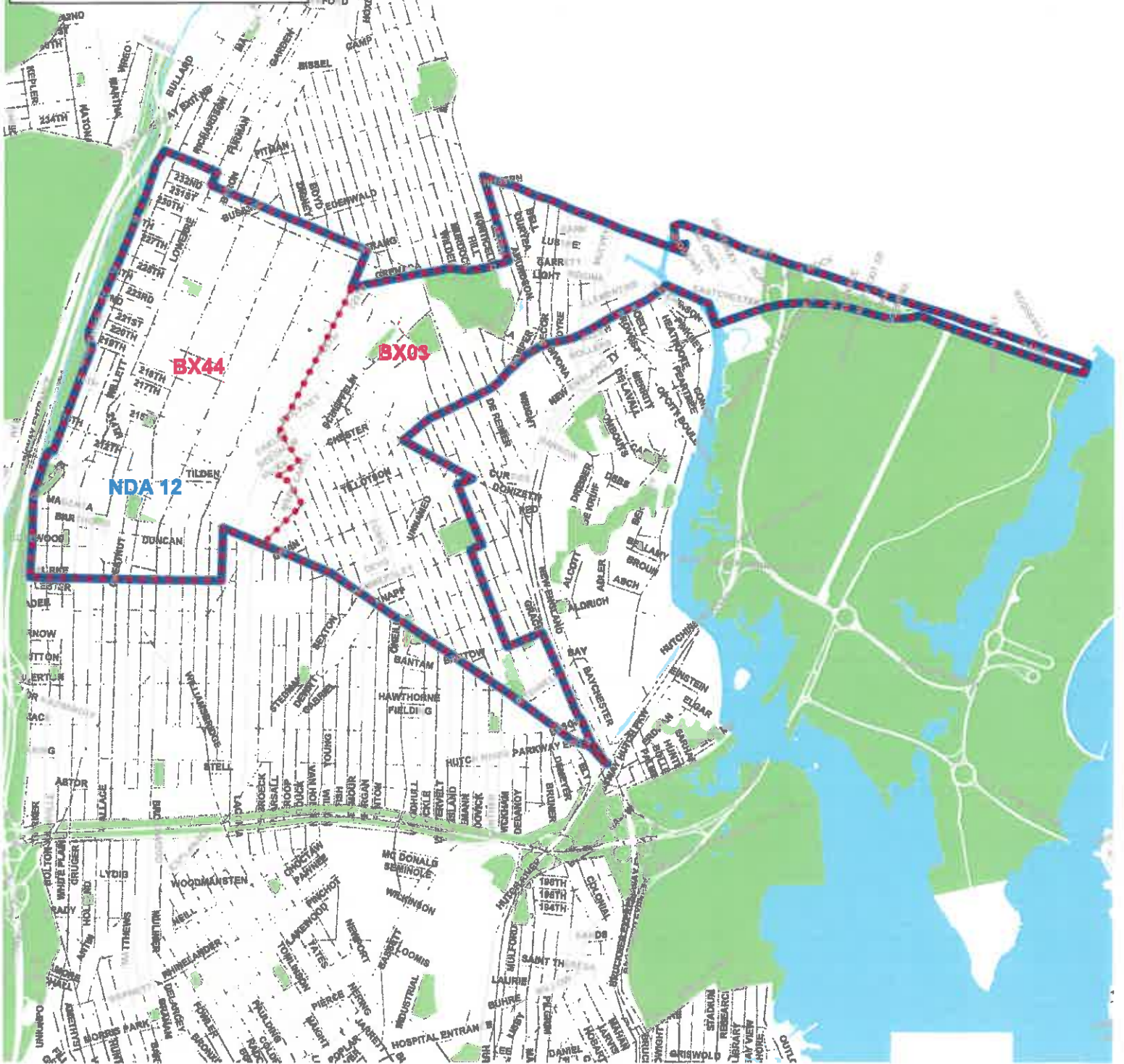
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2019 NDA Map

Bronx 12

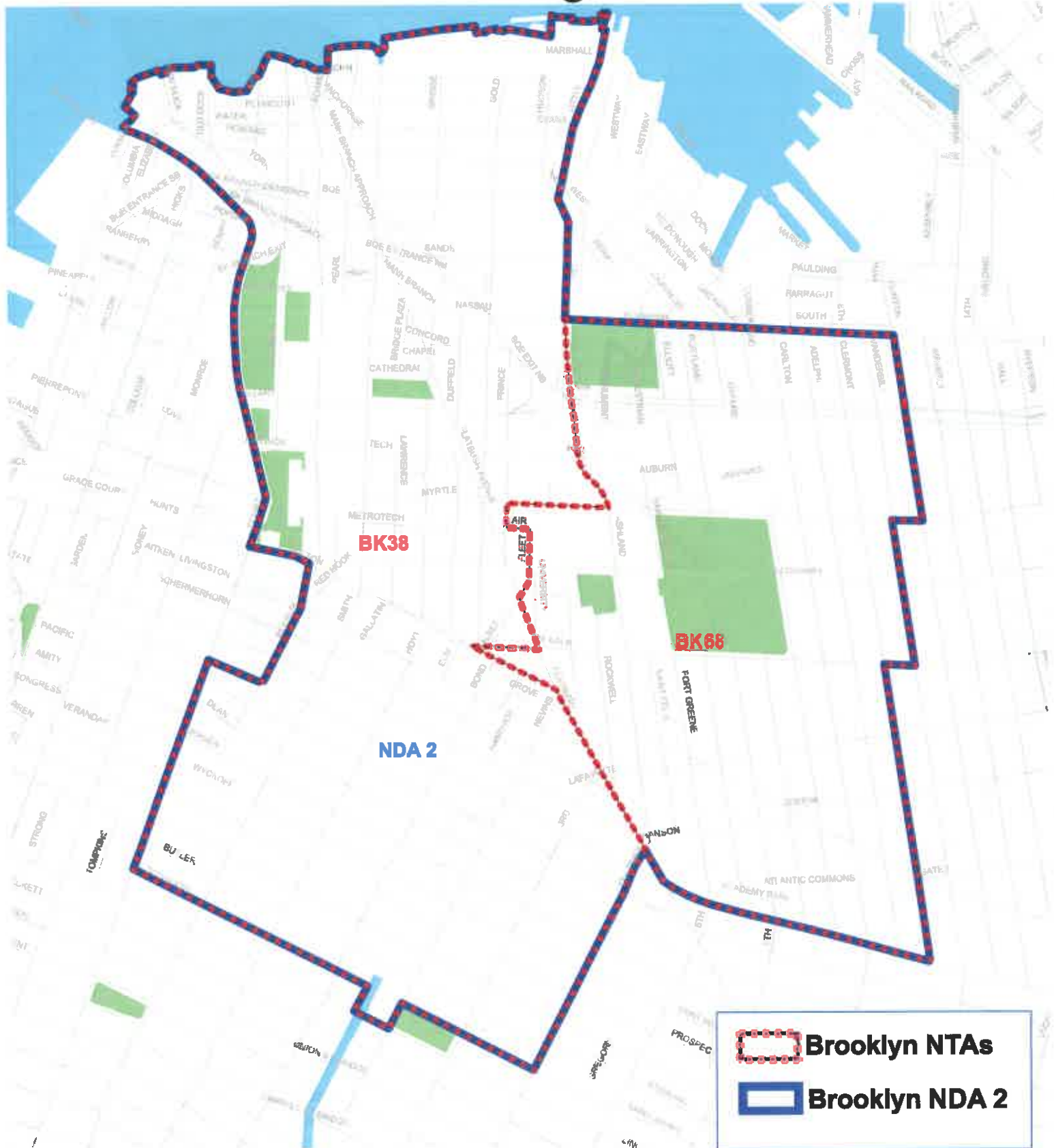
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 Bronx NDA 12



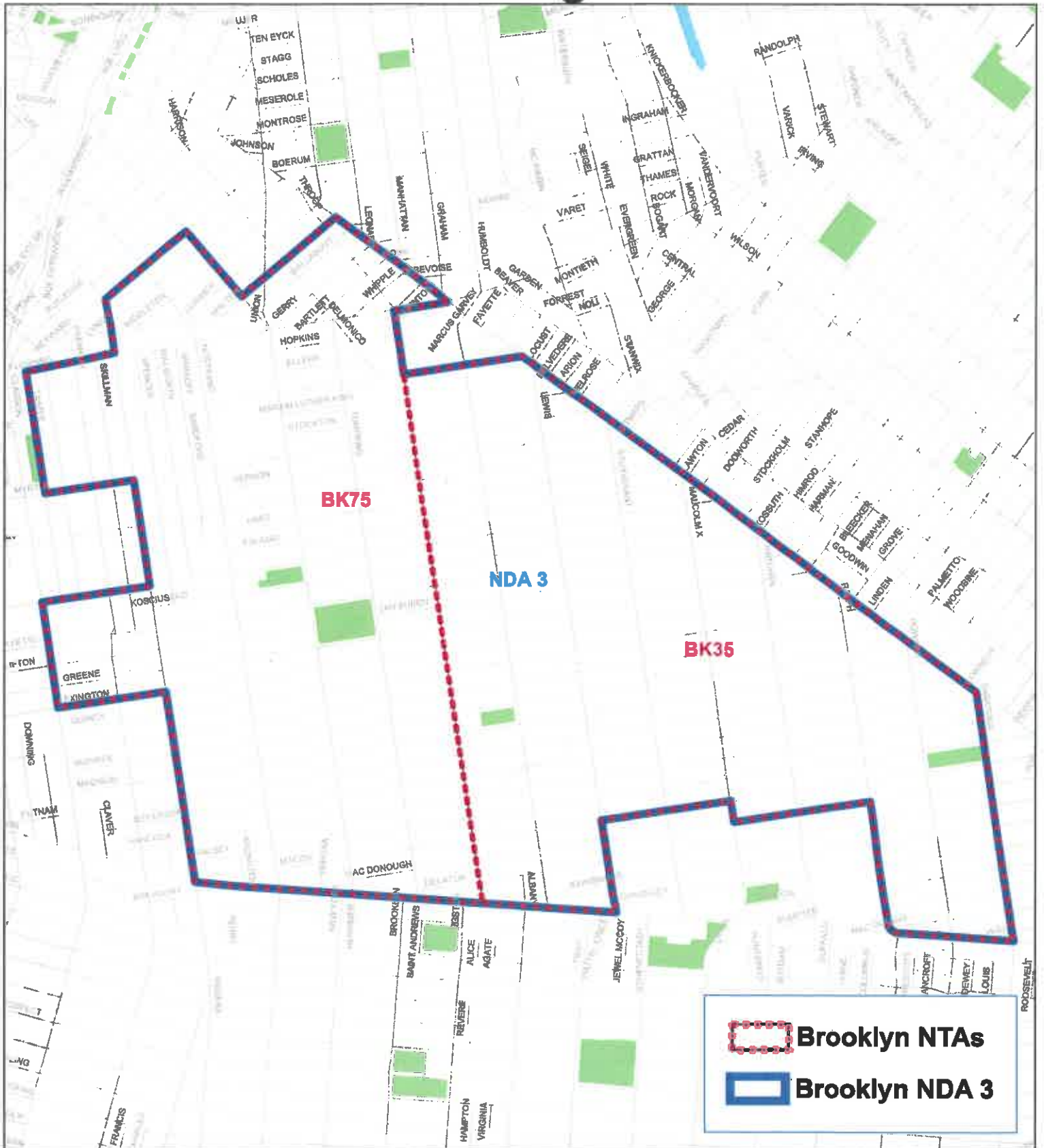
2019 NDA Map

Brooklyn 2



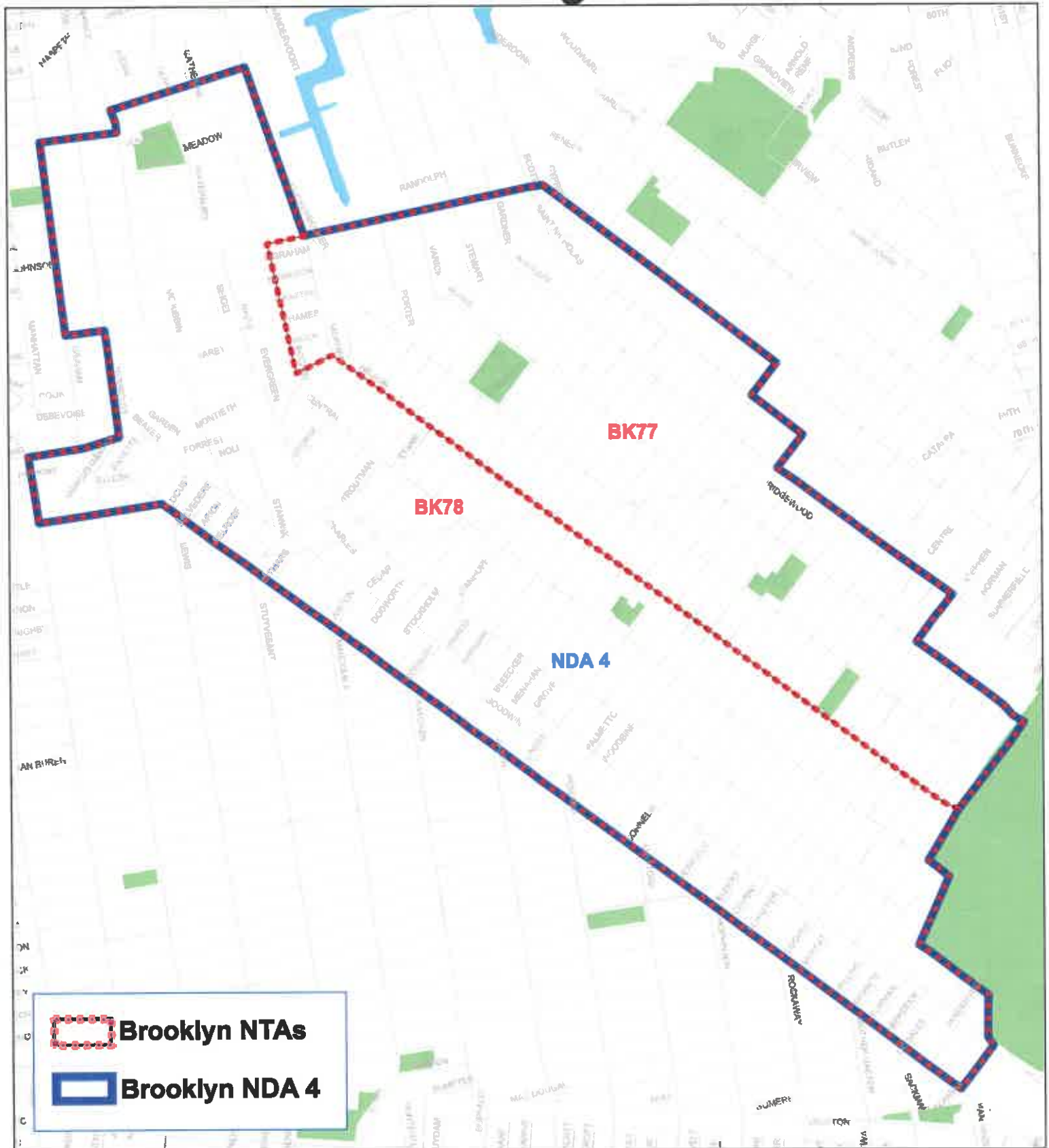
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Brooklyn 3



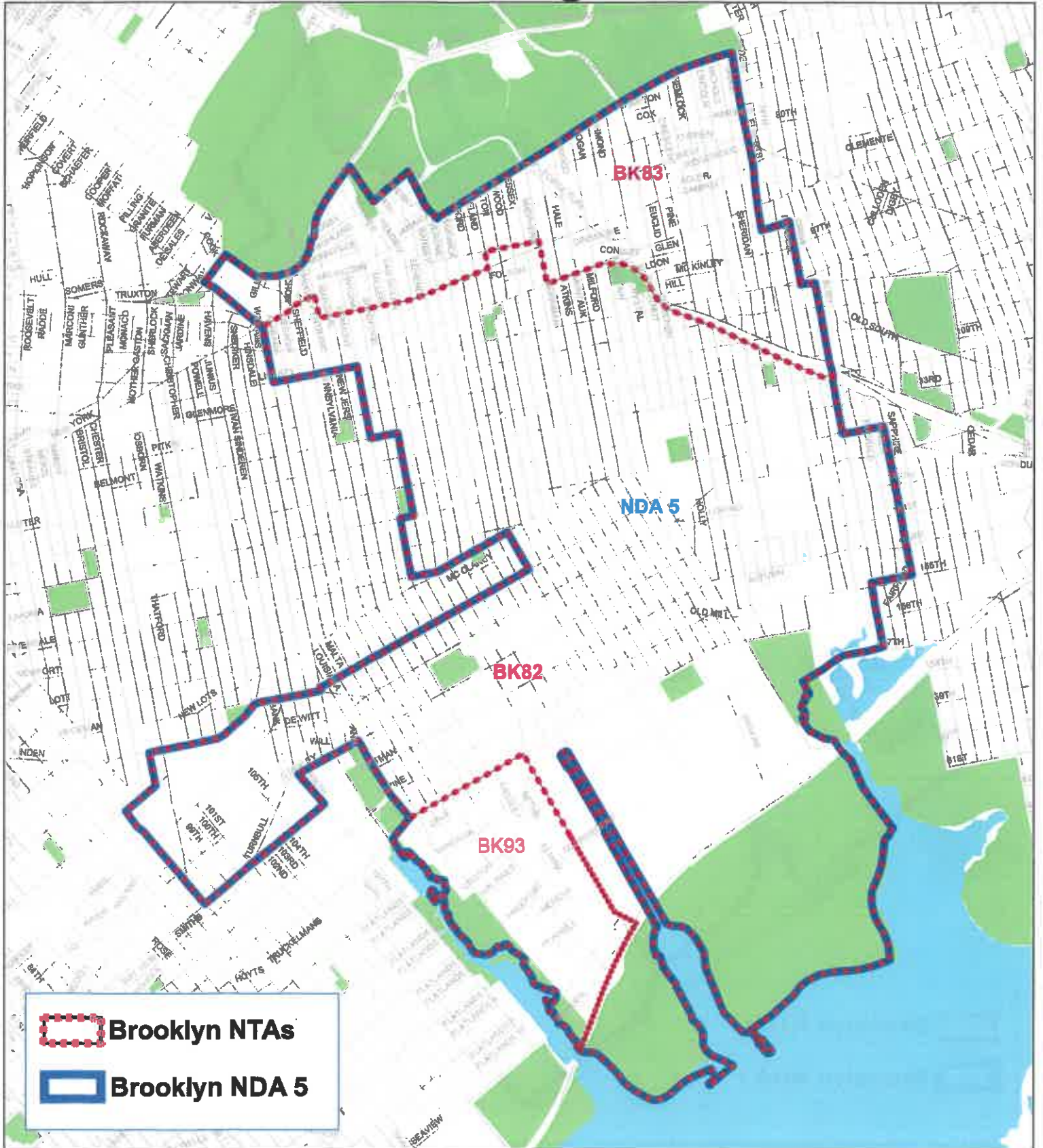
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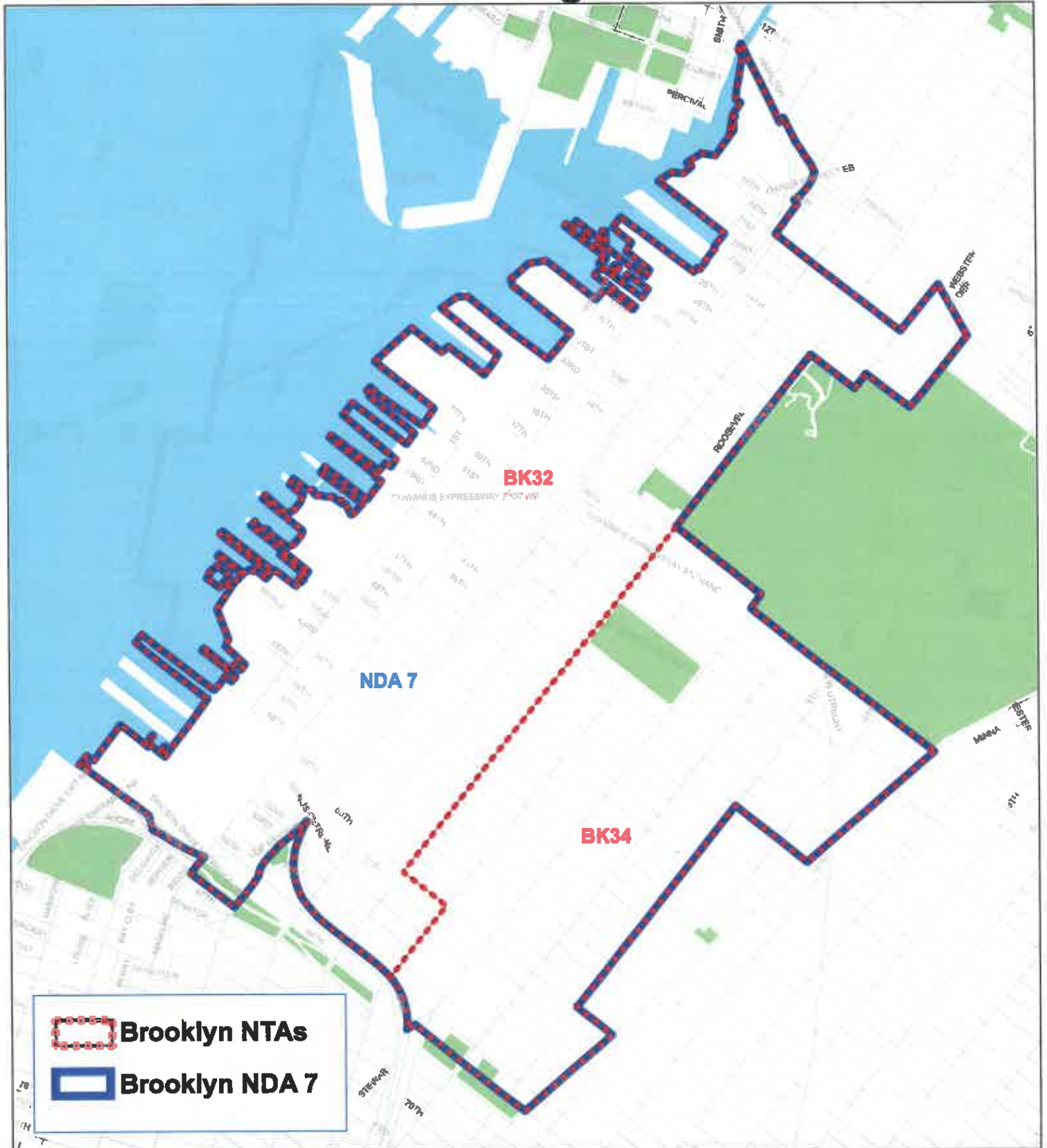


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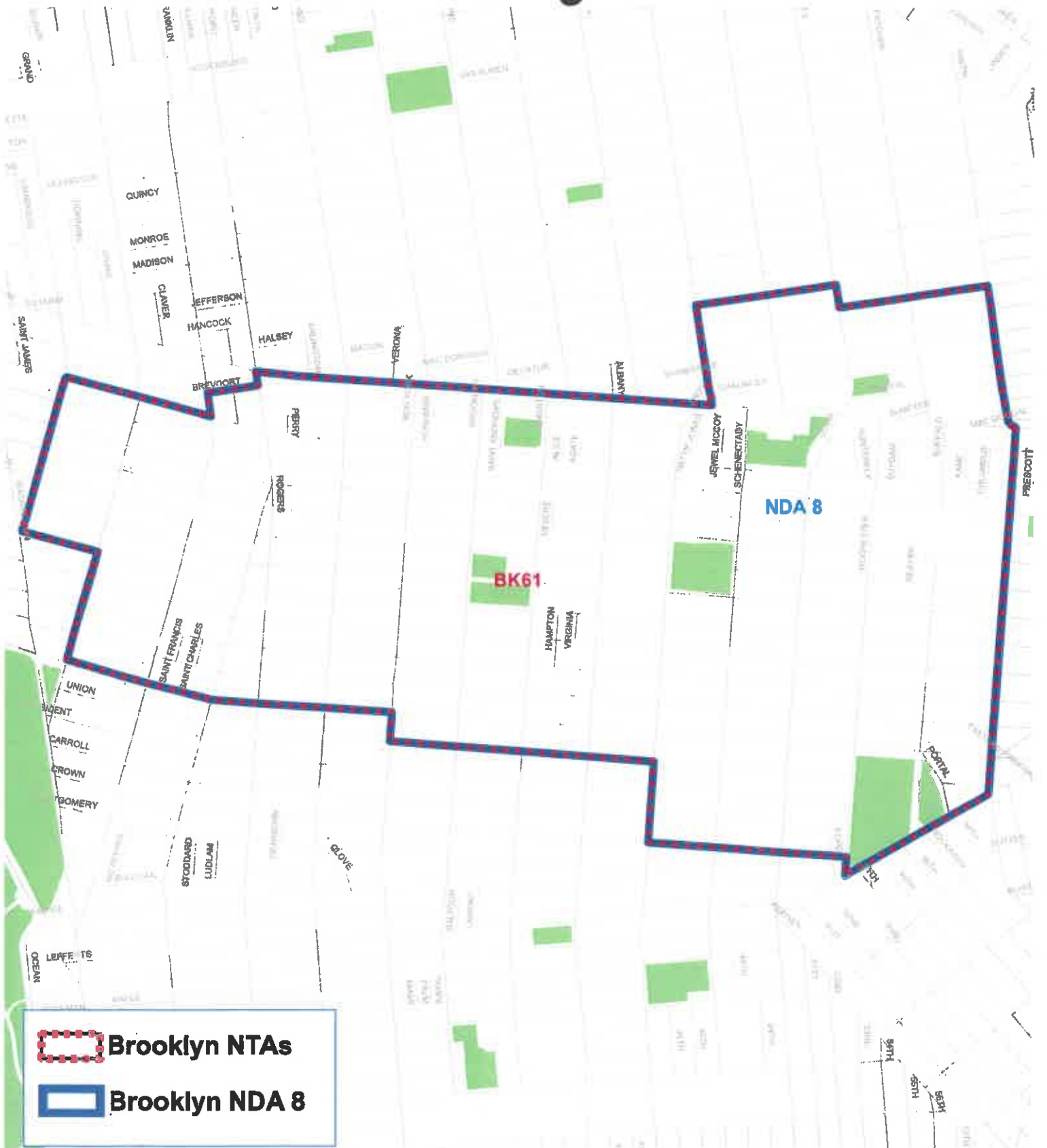
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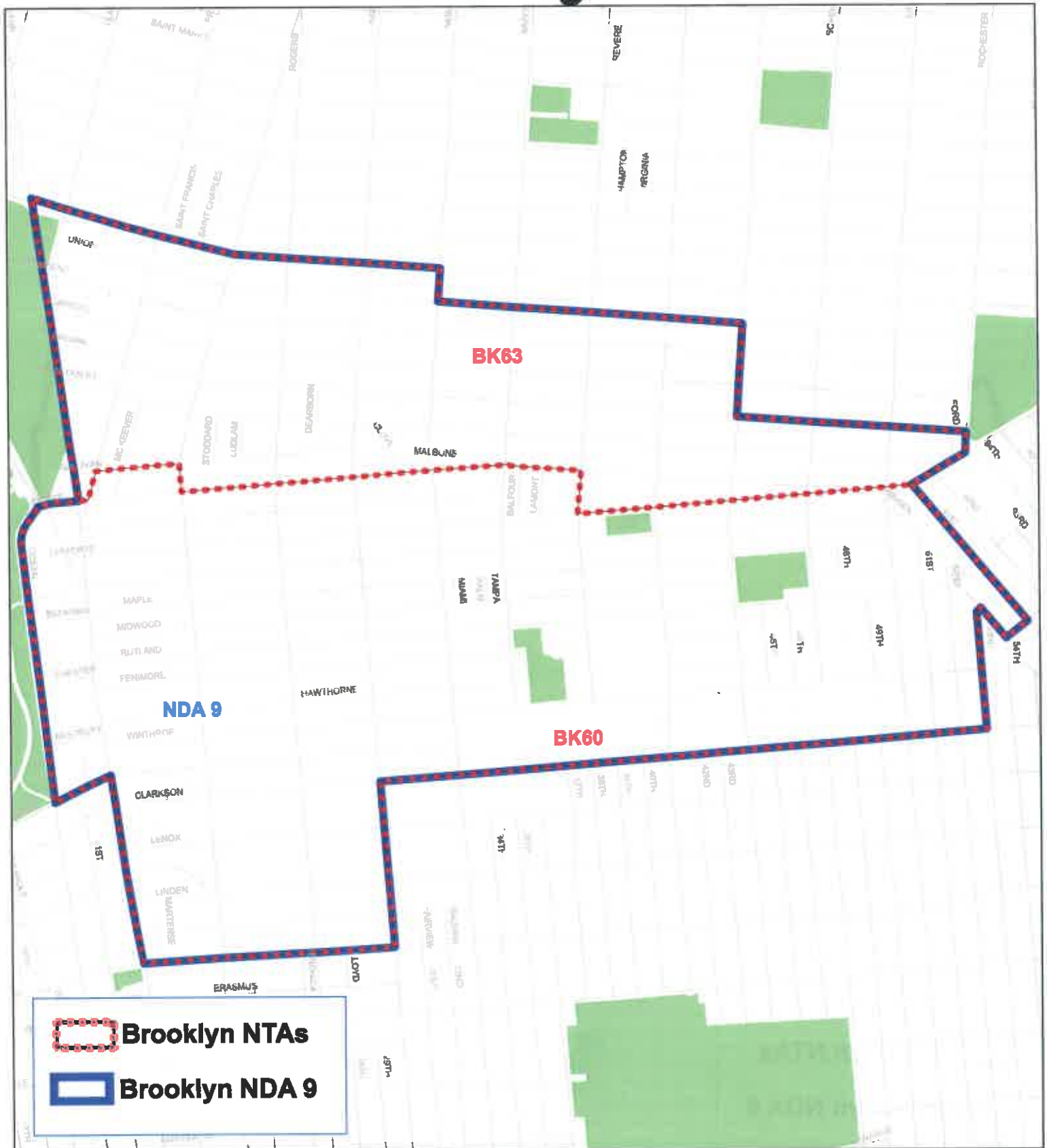
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2019 NDA Map Brooklyn 8



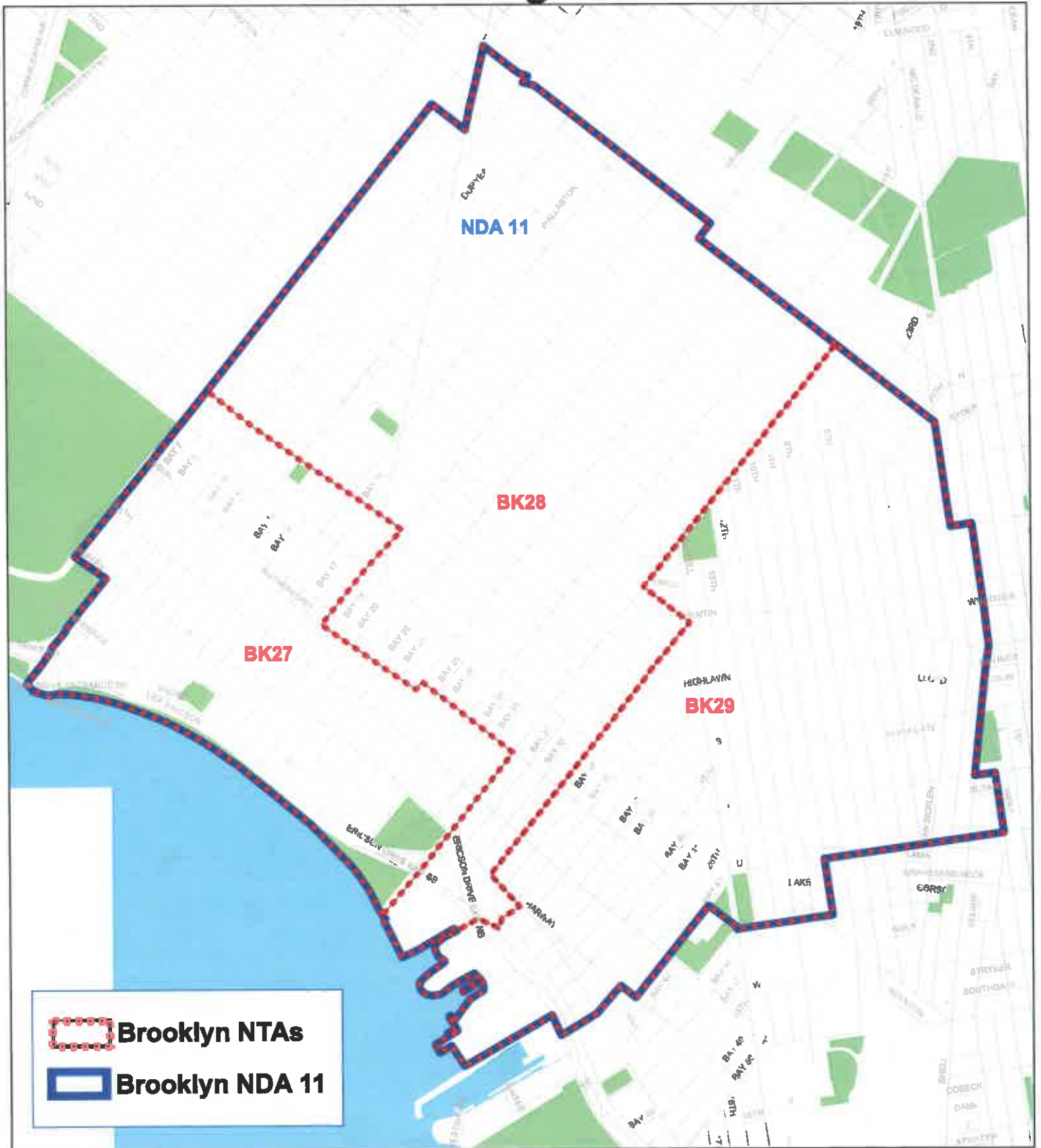
2019 NDA Map Brooklyn 9



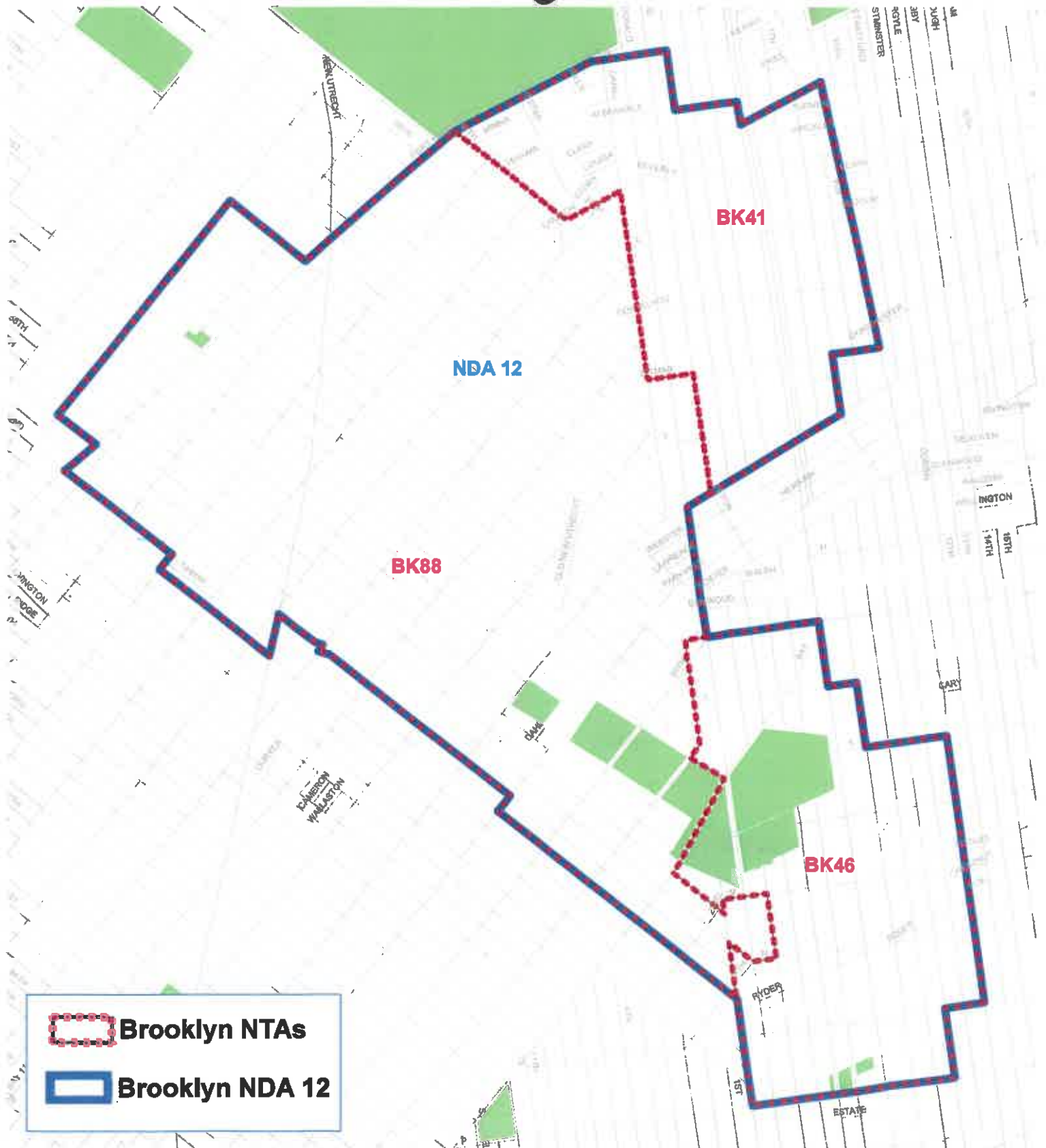
2019 NDA Map Brooklyn 10



2019 NDA Map Brooklyn 11



2019 NDA Map Brooklyn 12



2019 NDA Map Brooklyn 13

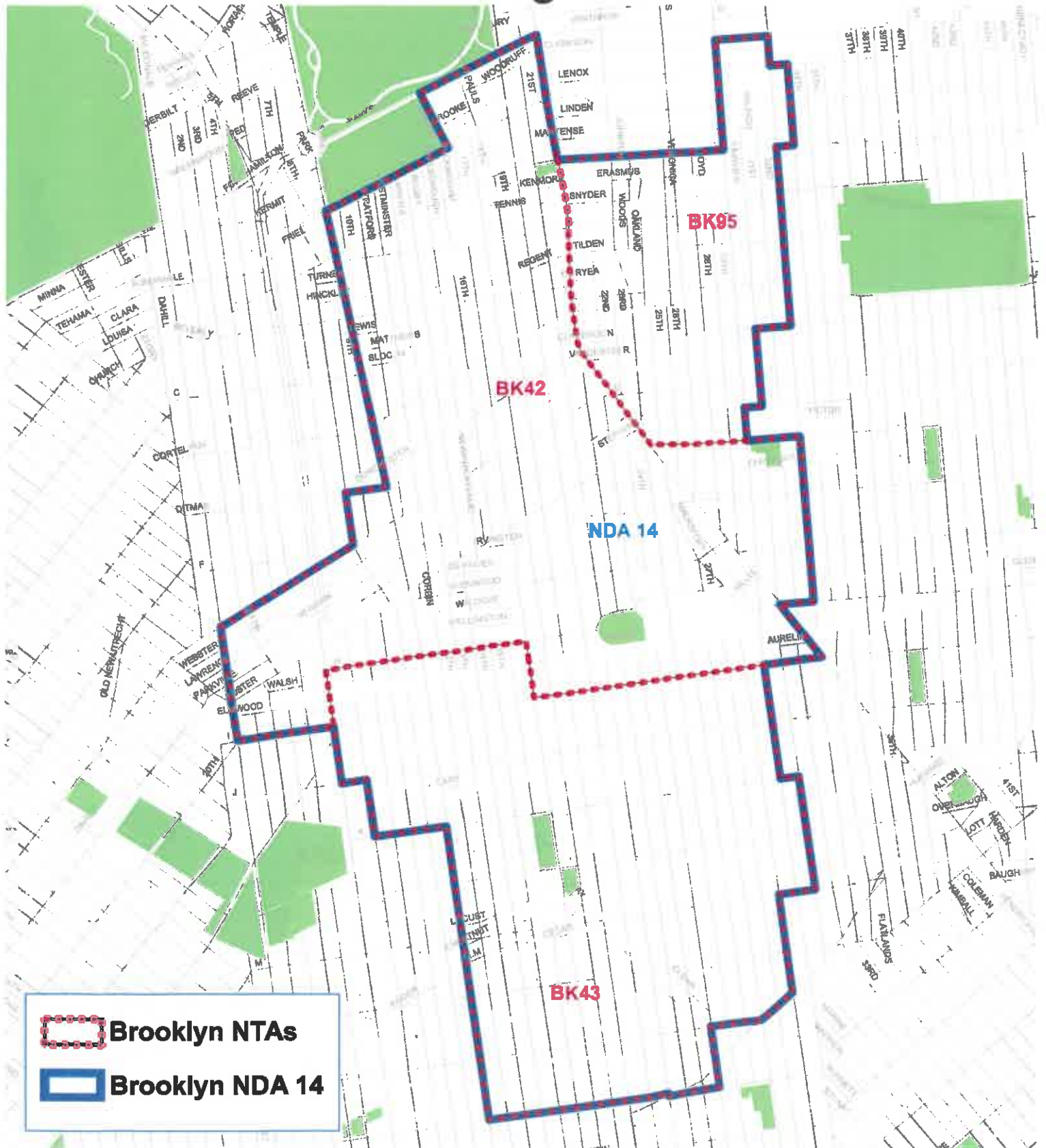


Brooklyn NTAs



Brooklyn NDA 13

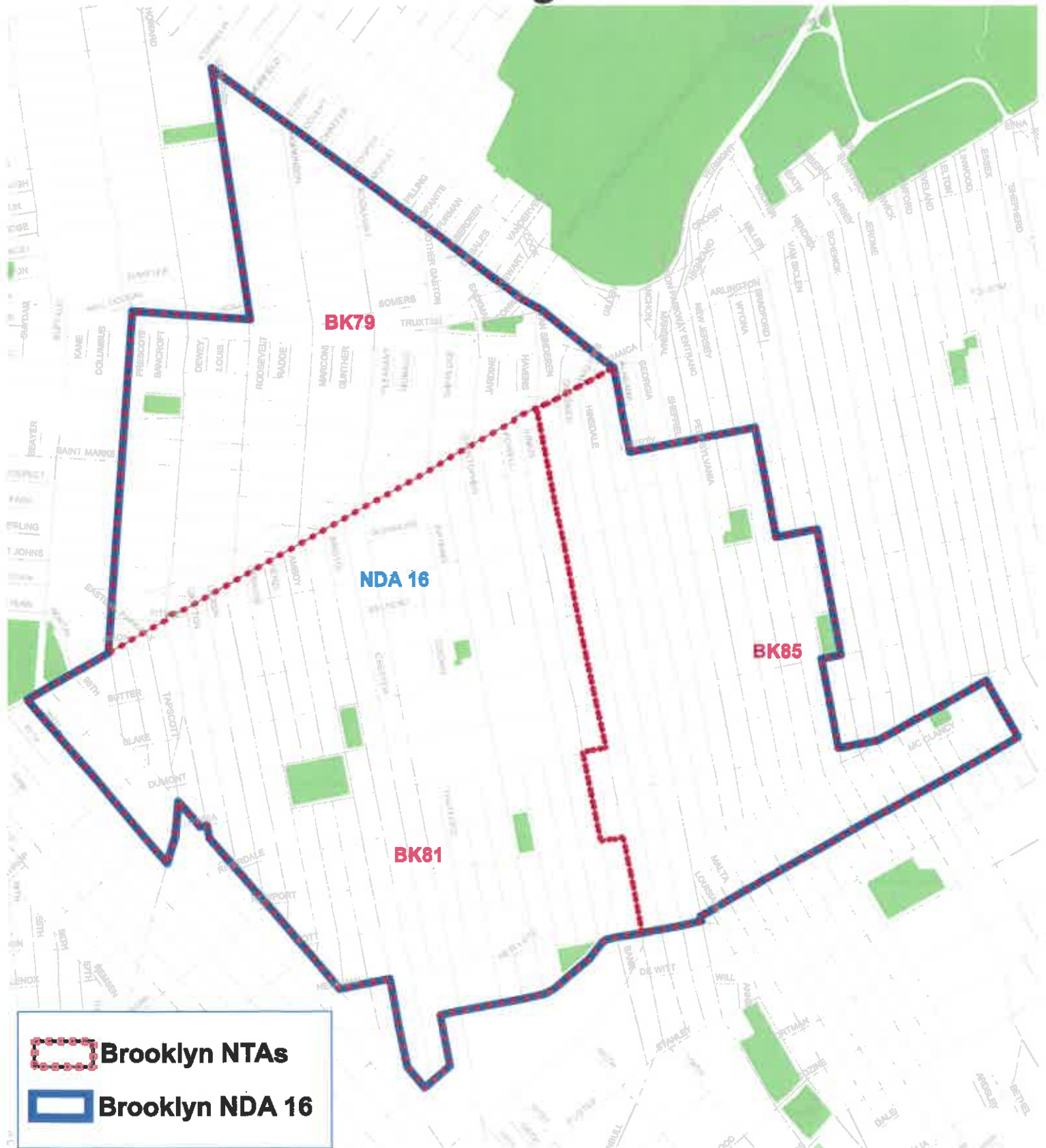
2019 NDA Map Brooklyn 14



2019 NDA Map Brooklyn 15

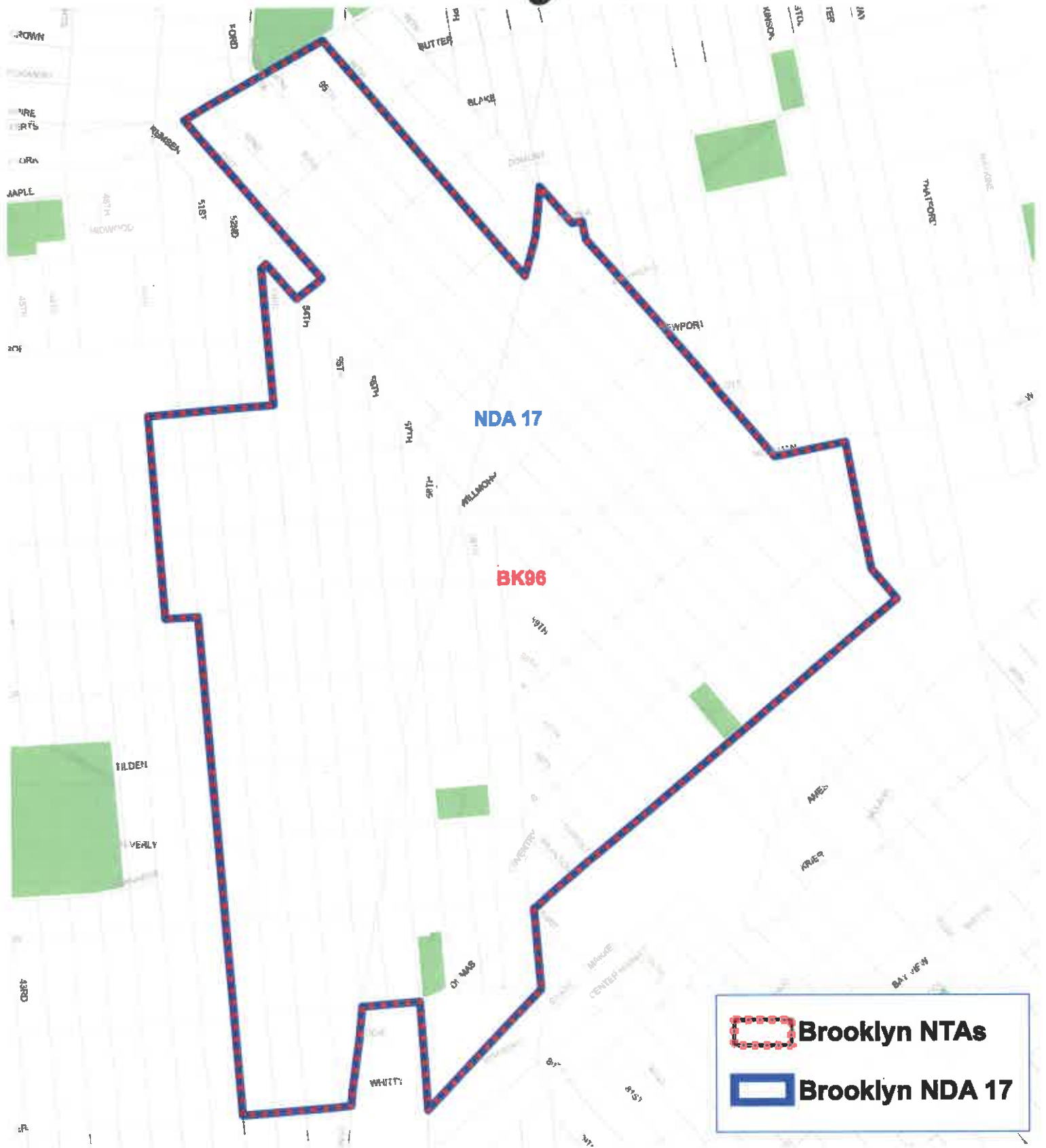


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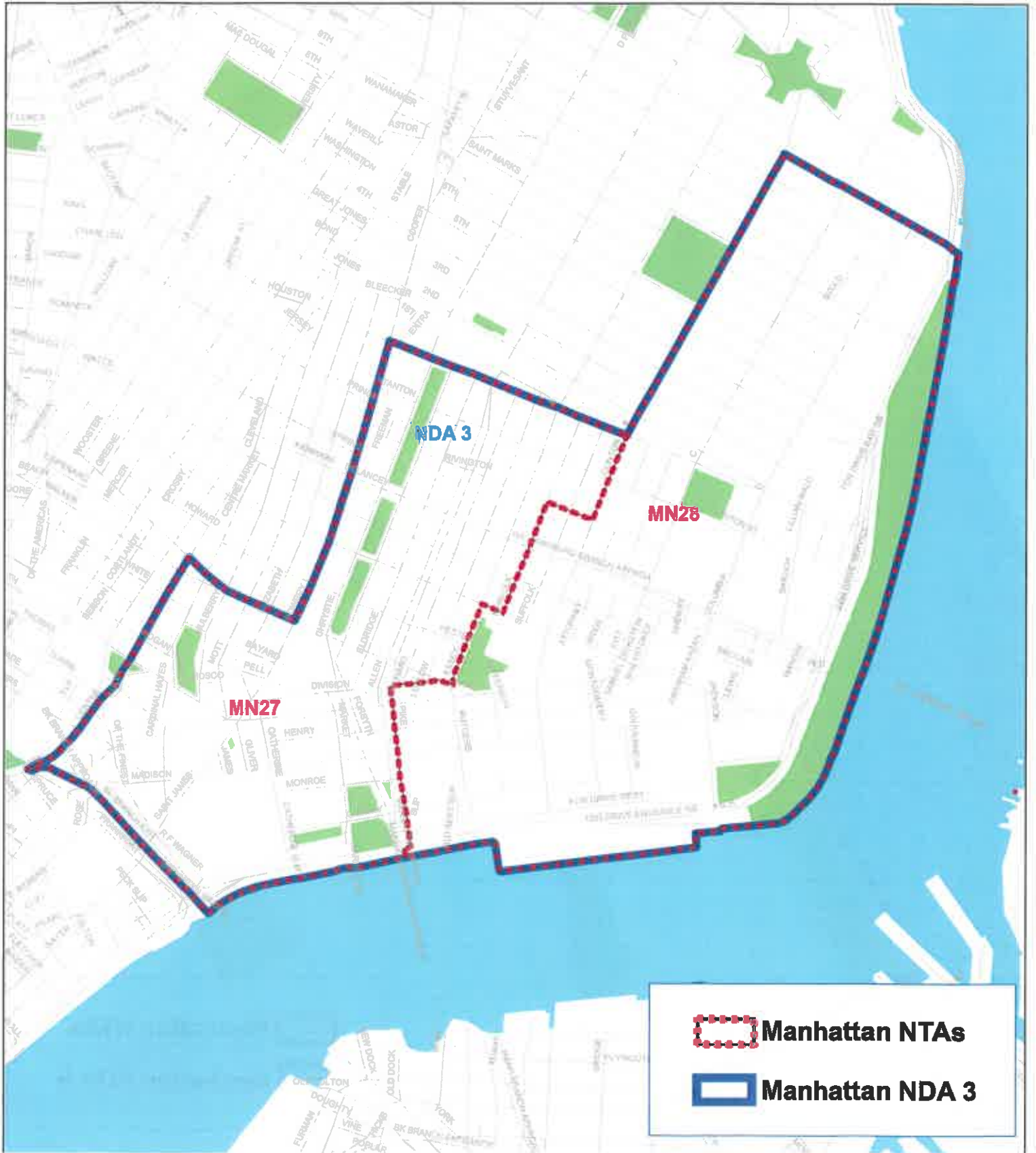


2019 NDA Map

Brooklyn 17



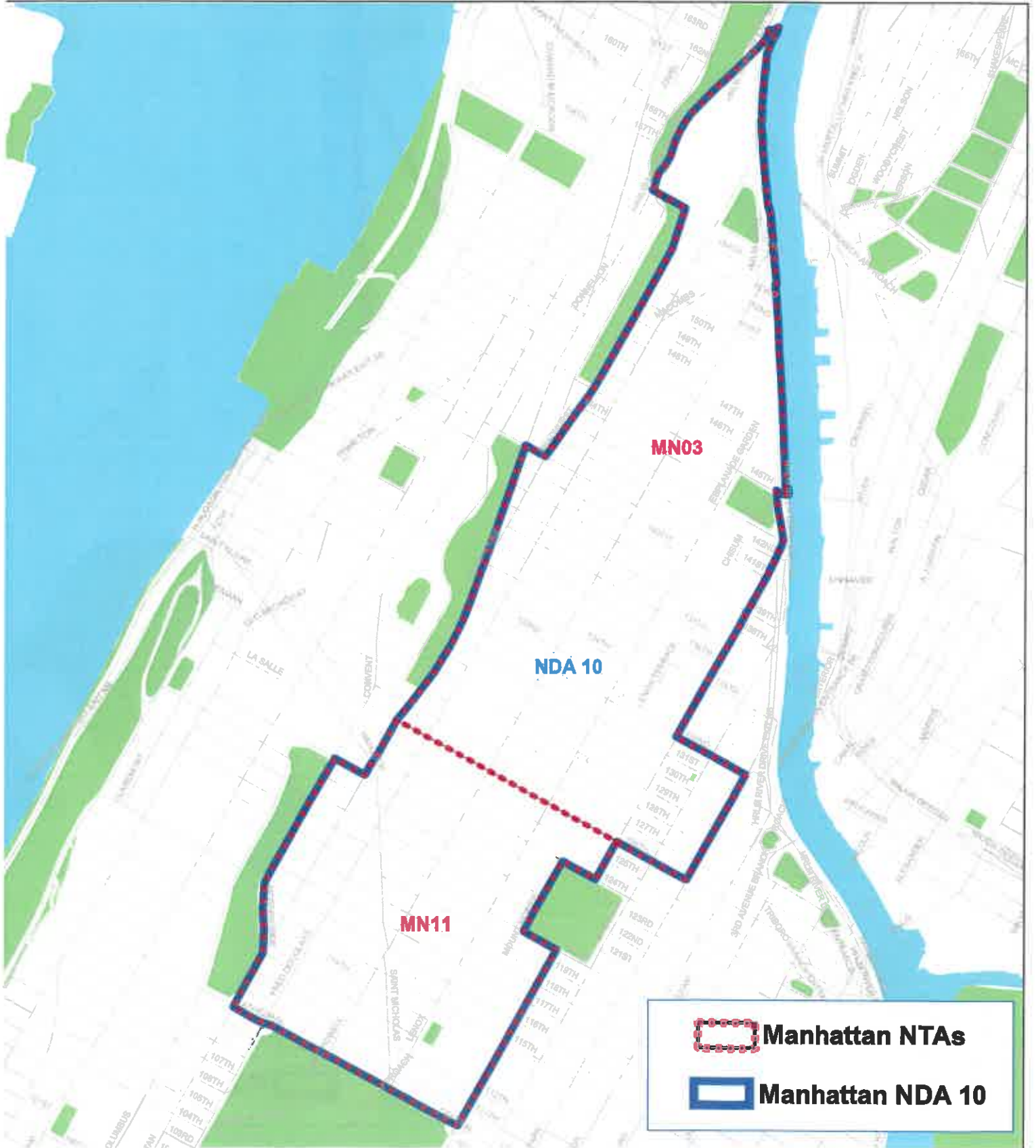
2019 NDA Map Manhattan 3



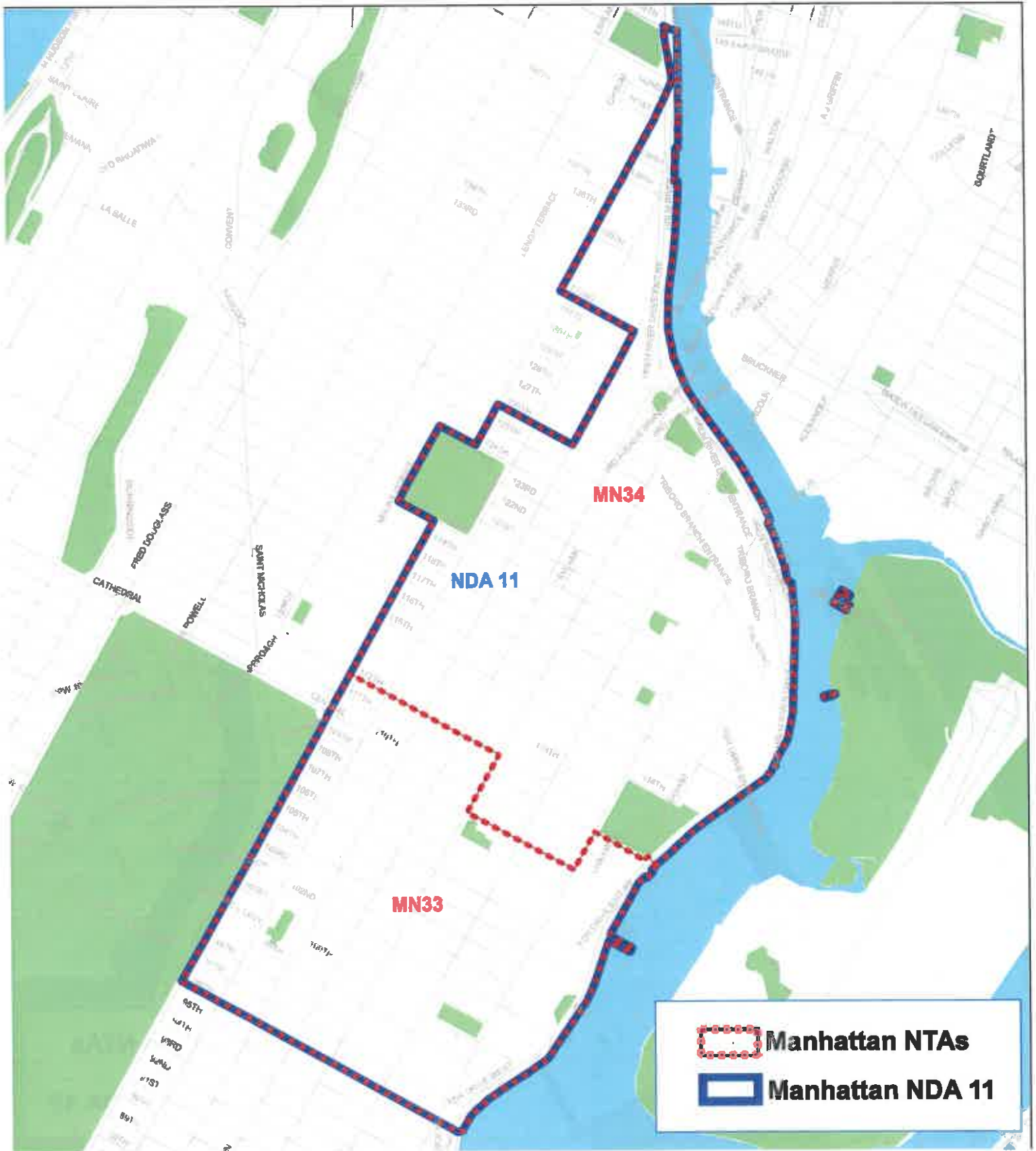
2019 NDA Map Manhattan 9



2019 NDA Map Manhattan 10



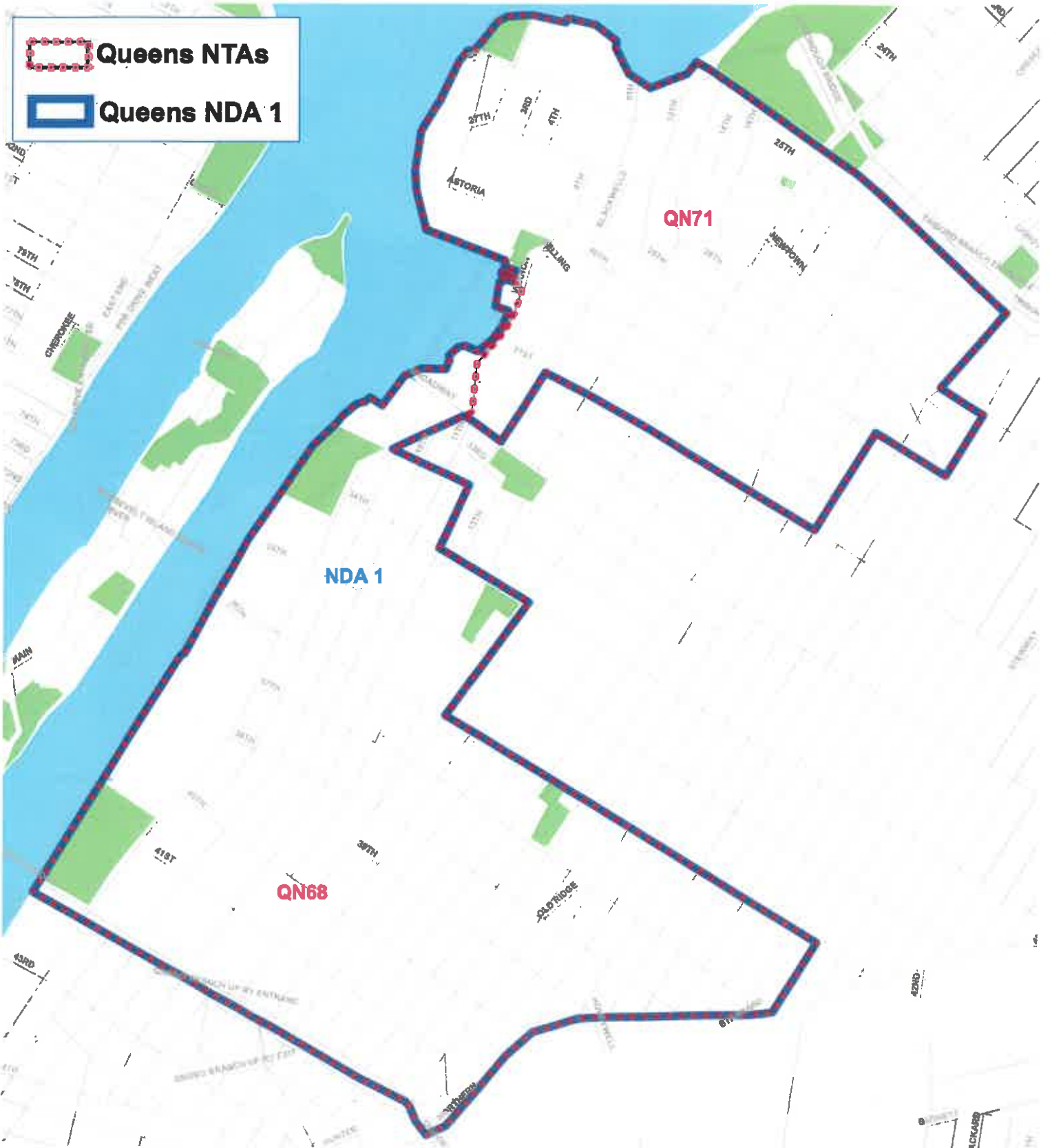
2019 NDA Map Manhattan 11



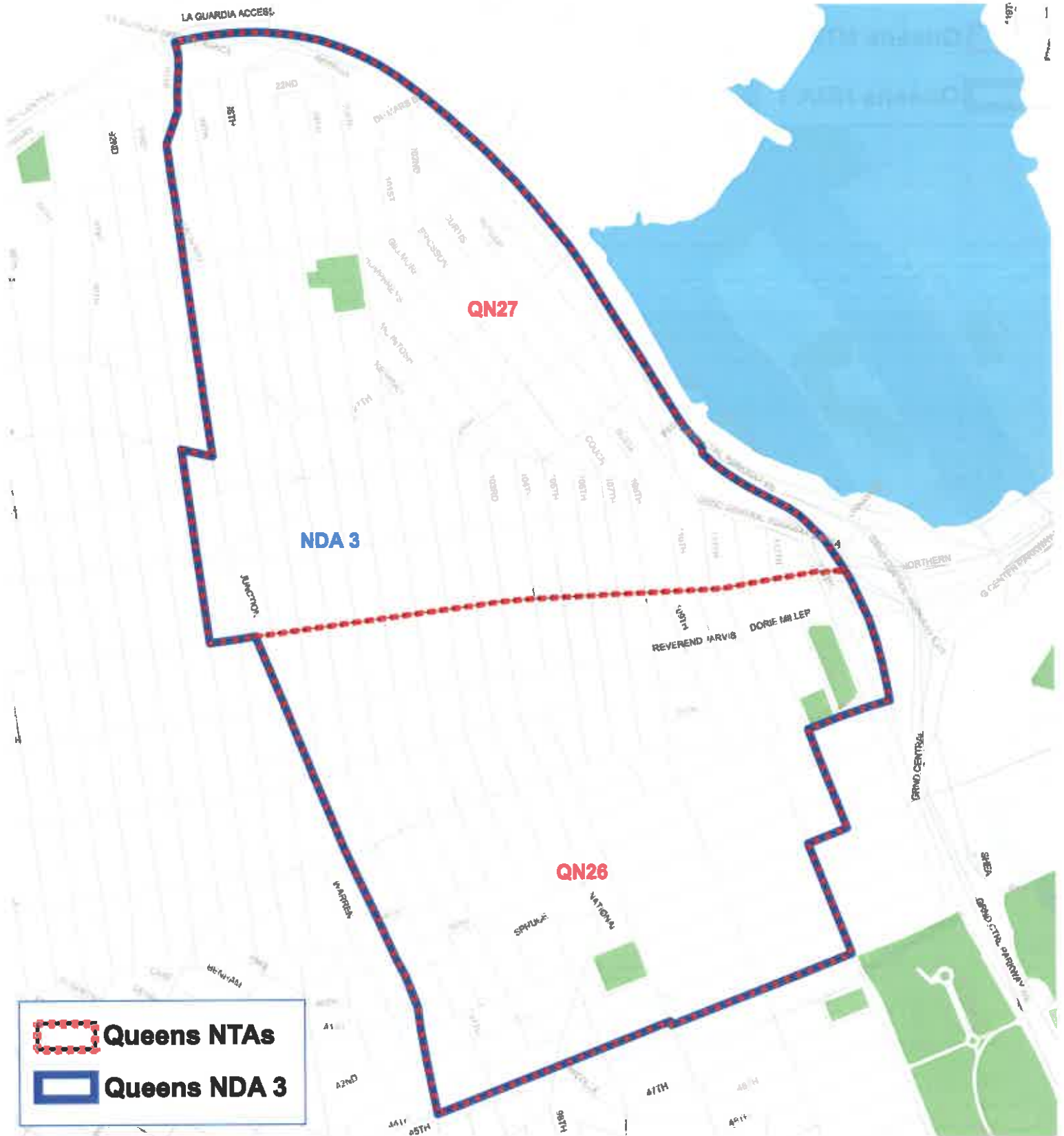
2019 NDA Map Manhattan 12



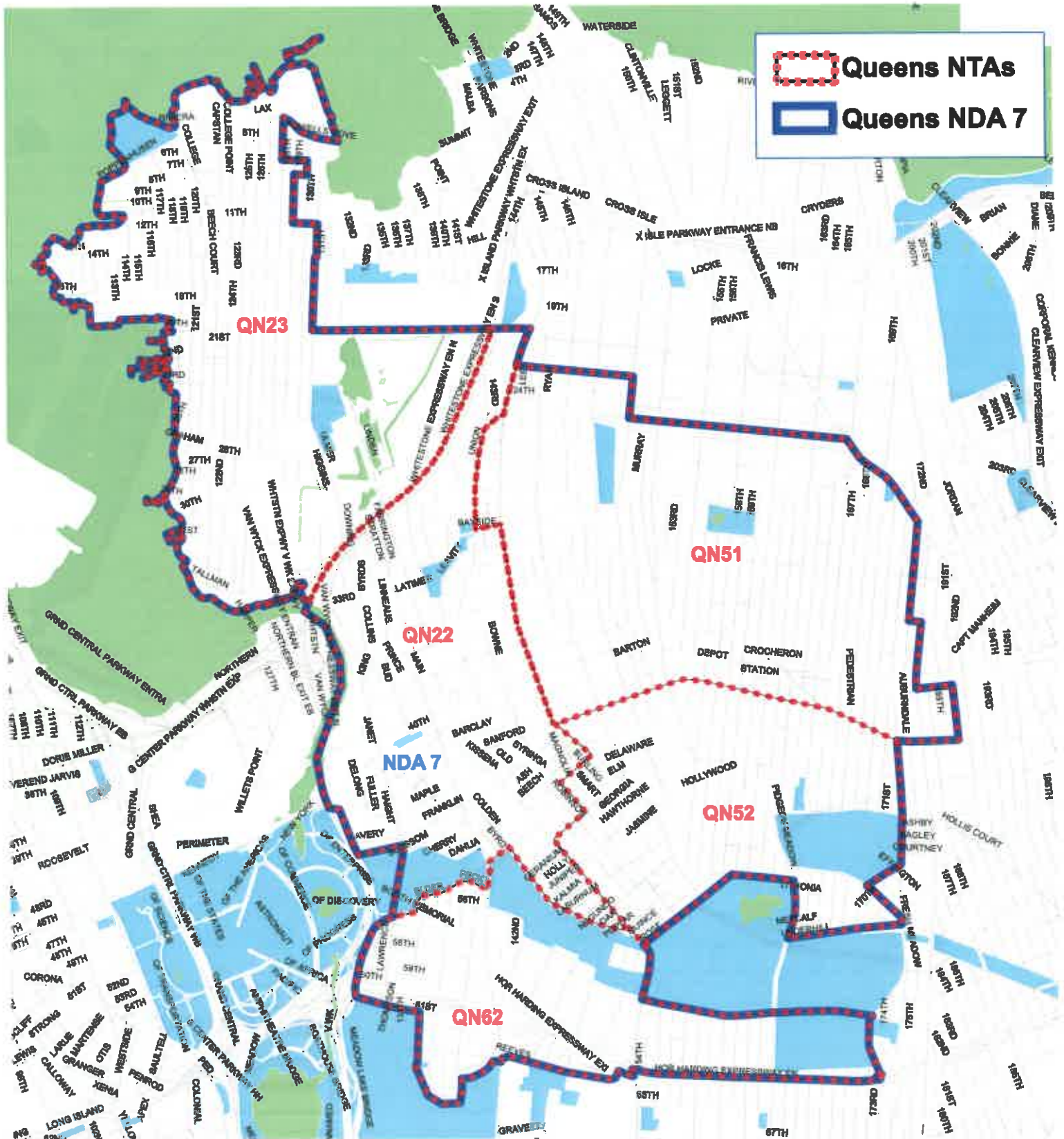
2019 NDA Map Queens 1



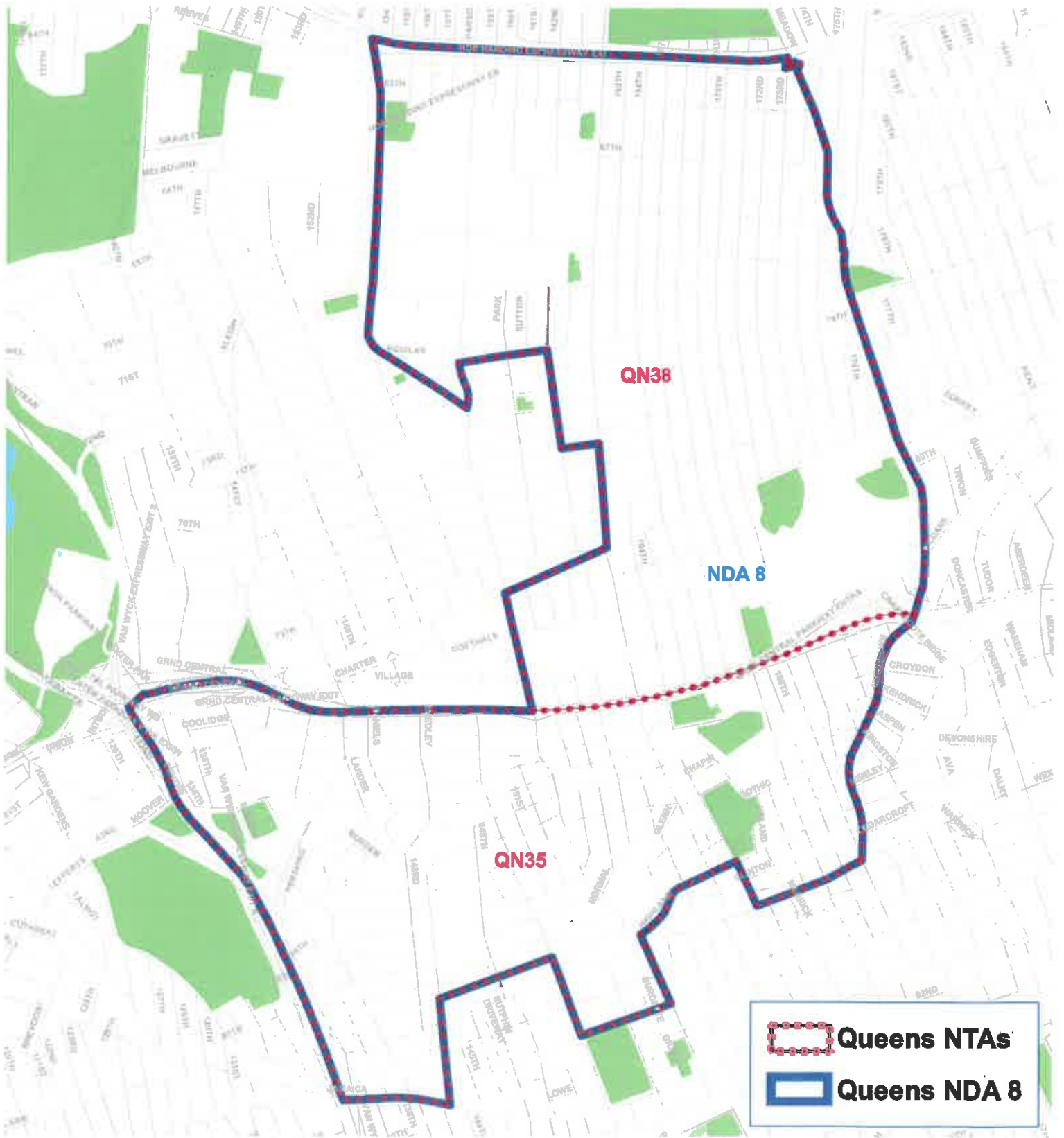
2019 NDA Map Queens 3



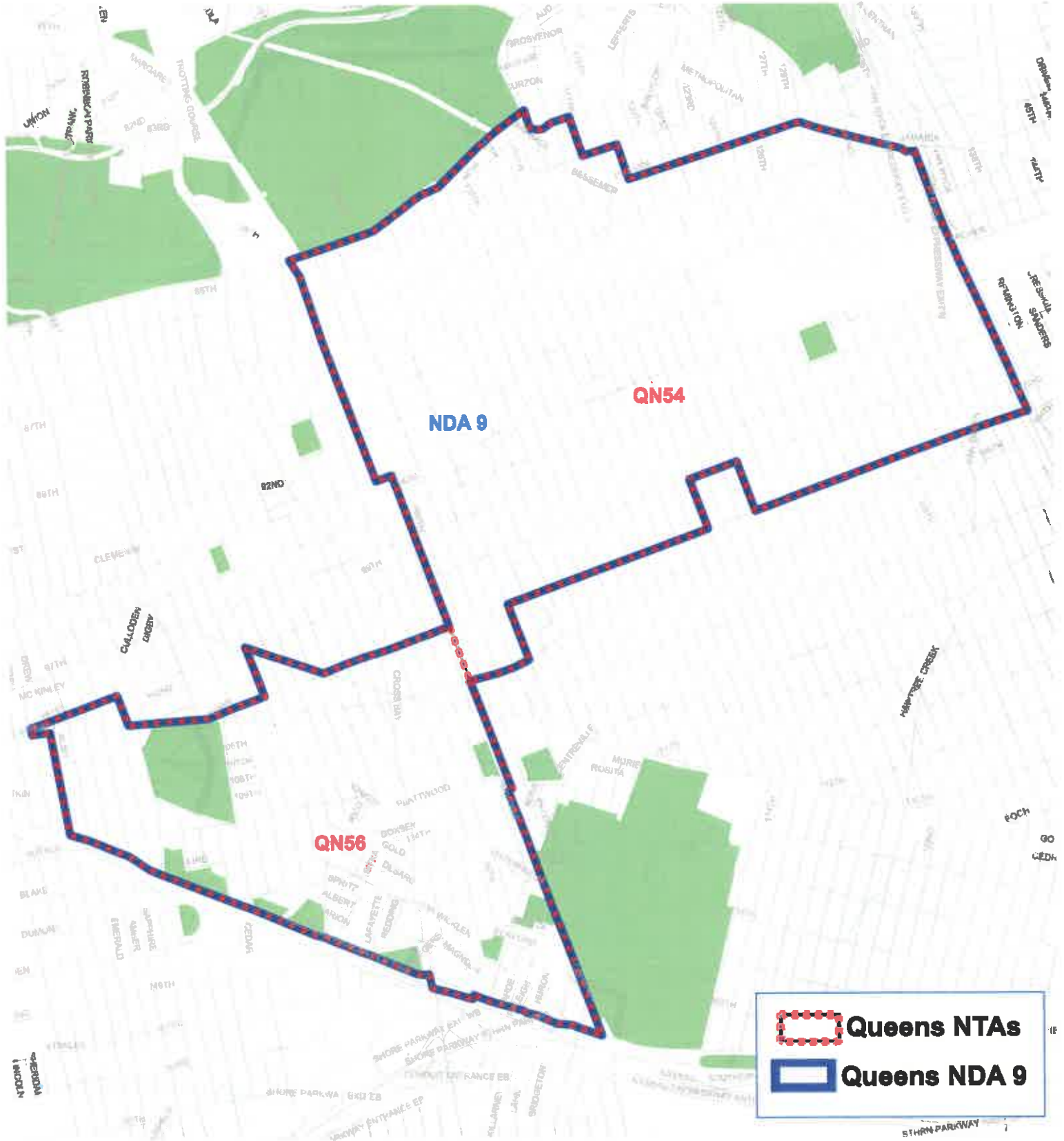
2019 NDA Map Queens 7



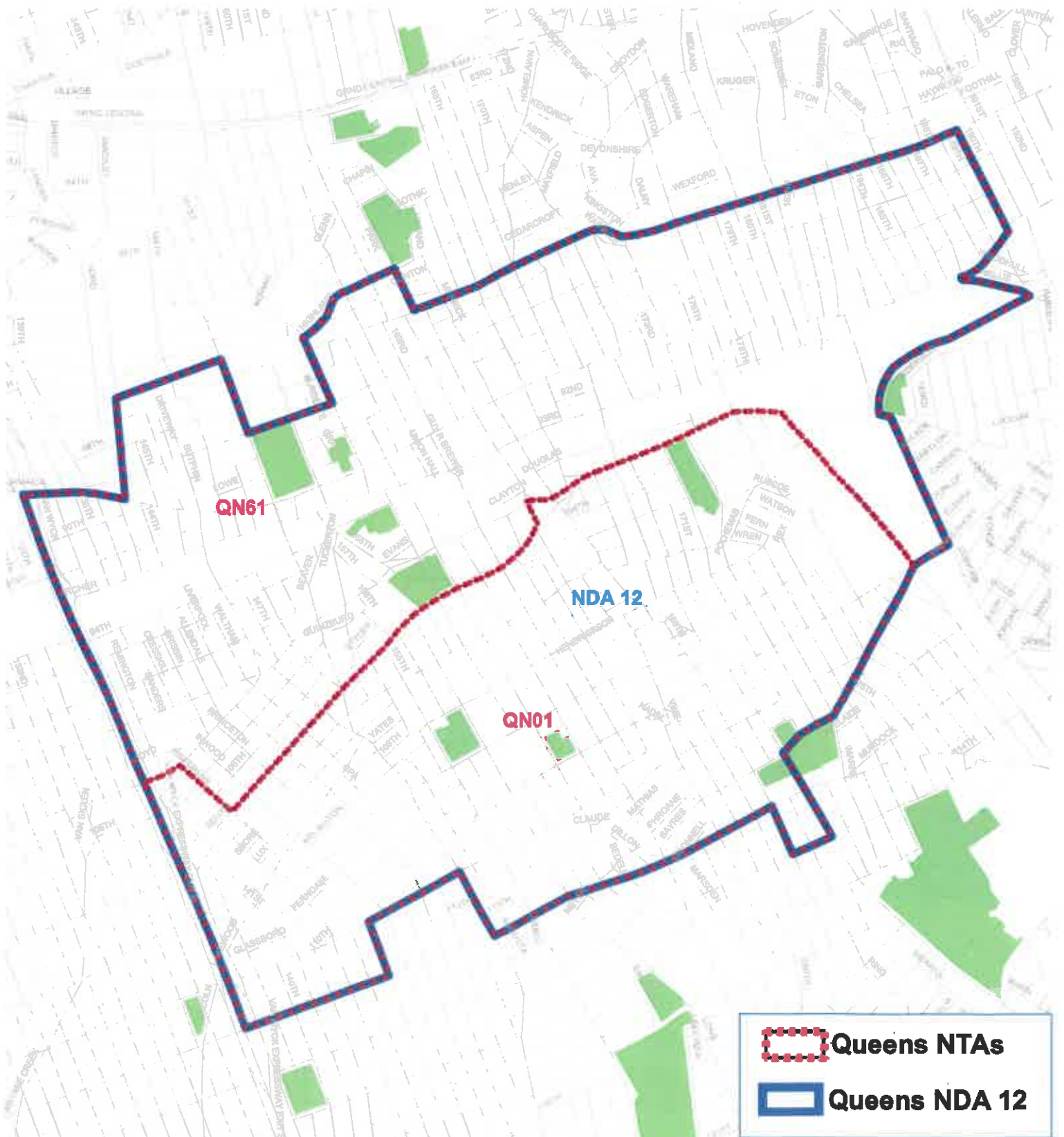
2019 NDA Map Queens 8



2019 NDA Map Queens 9



2019 NDA Map Queens 12



2019 NDA Map Queens 14



 **Queens NTAs**

 **Queens NDA 14**

2019 NDA Maps

Staten Island 1

