

A Working Report
Strategies and Resources
for
Helping Poor Families
in the
Chassidic Community of Williamsburg
Achieve Economic Self-Sufficiency



**Prepared
for
United Jewish Organizations of Williamsburg
and
Metropolitan Council on Jewish Poverty**

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The report is sponsored by the United Jewish Organizations of Williamsburg (UJO) and Metropolitan Council on Jewish Poverty.

The United Jewish Organizations of Williamsburg (UJO): The United Jewish Organizations of Williamsburg, Inc. (UJO) has advocated for and served the Williamsburg community for the past 36 years. It was created to help the Yiddish speaking community of the Williamsburg section of Brooklyn. It is an umbrella organization for more than 140 social, educational and charitable institutions, tenant and community organizations in South Williamsburg, Clinton Hill and Bedford Stuyvesant. The primary purpose of the UJO is to help families achieve stability and economic independence. Through its office at 32 Penn Street, the UJO operates a wide range of housing, social services, workforce and community development programs. The UJO is both multi-service and multi-issue. The UJO, through its advocacy efforts, has been a catalyst for some of the most important community initiatives in protecting the environment, developing new housing opportunities, delivery of social services and multi-ethnic group coalition building.

Metropolitan Council on Jewish Poverty: The Metropolitan Council on Jewish Poverty (heretofore referred to as Met Council) is a multifaceted community development and social service agency, serving more than 150 New York City neighborhoods through a network of 25 Jewish Community Councils (JCCs) located throughout the 5 boroughs. Met Council’s mission states that it “is the voice of the Jewish poor and the first line of defense for the community’s needy.¹” By offering comprehensive social services through a network of grassroots JCCs, Met Council is able to fight poverty by strengthening families and neighborhoods throughout New York City.

Thirty-five years after its founding, Met Council now serves more than 100,000 clients each year. In 2005 Met Council's annual budget was \$96 million dollars, of which 87% was procured through government funds.² Historically, Met Council was founded as a coordinating body to oversee the provision of social services directed towards at risk populations. Today, however, Met Council serves as both coordinator and service provider. Met Council specializes in serving insular Jewish communities, but serves anyone in need regardless of race, gender, age, disability, sexual orientation or language.



Executive Summary

Facing a 59% poverty rate and soaring population growth, the Williamsburg neighborhood in Brooklyn is facing a serious bottleneck with access to social services. Currently, the neighborhood's poor generate the City approximately \$10 million in federal dollars, however, little of the money is spent on it. The predominately Chassidic Williamsburg lags behind other communities with access to job training programs, food stamp enrollment, and publicly funded childcare.

The focus of the report is helping people to become economically self-sufficient. Workforce development programs are the main resource communities have to meet this need. In the Chassidic Williamsburg community, the United Jewish Organizations of Williamsburg (UJO), operates a workforce development program with a small amount of private and public funds. None of the funding sources are stable. In fact, each year, the UJO does not know if there will be sufficient funding to continue the workforce development program for the next year. The report shows that there are actually three very stable sources of non-competitive Federal and State funding with legislative purpose that includes the Williamsburg poor. These three programs are described in detail: United States Department of Labor Carl Perkins Vocational and Adult Education Act, New York State Education Department Education for Preparation for Employment (EPE) and the United States Department of Agriculture Food Stamps Employment and Training Program. If these three programs were being accessed, it would provide the UJO with a stable source of funding to plan and operate a wide range of much needed workforce development programs.

This report details the issues faced by Williamsburg's Chassidic poor, and the obstacles that still need to be overcome to deal with these problems. It also lists various recommendations to improve their access to programs, including government partnerships with community based organizations such as the United Jewish Organizations of Williamsburg (UJO).

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Main Findings and Recommendations

Overall Findings:

1. **While the community is experiencing a major population jump in numbers, the infrastructure of services has not been able to keep up with the increase in demand for services.** At the same time, a pattern exists in which Federal and State programs that are based on eligibility definitions that cover many members of the Chassidic community do not end up having any program dollars spent in Williamsburg. While Williamsburg generates an estimated \$10 million dollars in Federal programs for New York City, only a trickle of these dollars actually end up being spent on Williamsburg eligible and needy Chassidic residents.
2. **The inequitable distribution of government funding can be found in programs most highly valued by the rest of the public.** These programs include remedial education, workforce development and child care. These three programs are considered essential for helping people to fulfill their potential and become economically self-sufficient adults. However, in Chassidic Williamsburg, most of the people who need these services and are eligible for them, never get them. With minor modifications allowed under existing regulations, these services could be offered in Williamsburg.
3. **Similar to other New York City poor communities, children bear the brunt of poverty:** Based on New York State Education Department enrollment data, 18, 213 children are attending Williamsburg yeshiva schools in 2007-08. Of that figure, 15,804 or 86.7% of all children attending Williamsburg yeshivas participate in the Federal Free Lunch Program (includes age four and up). To be eligible, for the Free Lunch Program, a family can have no more than 130% of the Poverty level income (or \$27,560 for a family of four).
4. **The Chassidic community of Williamsburg generates millions of Federal dollars for New York City; however only a trickle of these dollars end up being spent on their needs.** Two Federal Department of Education programs, No Child Left Behind Title I and Carl Perkins Career and Technical Education Act of 2006, each year allocate millions of dollars to New York City based on funding formulas (mostly on the number of people living below the Poverty Level) that include the residents of the Williamsburg Chassidic community in the total count. While the Williamsburg Chassidic community generates this money, the existing program mechanisms for administering these funds present too many hurdles for use in Williamsburg. Both programs have strong bi-partisan support, are non-competitive and refunded each year.

Specific Findings and Recommendations:

1. **Williamsburg lags far behind most community districts in Food Stamps enrollment. Increased Food Stamps participation could result in \$20,000,000 a year for the local neighborhood economy.**

2. Based on available data, an estimated 11,195 people Williamsburg residents are eligible for Food Stamps and not currently receiving Food Stamps.
3. If the 11,195 people eligible for Food Stamps but not currently receiving, all enrolled in the Food Stamps program, there would be a huge infusion of dollars into the local economy since the average recipient receives around \$1,700 a year. The additional dollars, which would almost all go to basic necessities such as food and rent, would greatly benefit all of the ethnic communities of North Brooklyn including the Chassidic community.

Recommendation: To increase Food Stamps participation in Williamsburg, the UJO should be selected as the community based partner for the New York City Human Resources Administration paperless online new Food Stamps processing system.

2. The New York City Department of Education receives \$18 million annually in funding for secondary school and adult vocational education. Under Federal law, the New York City Department of Education is required to meet with representatives of nonpublic schools to find ways to make Carl Perkins fund accessible to students who are seeking vocational training.
 - ❖ **Recommendation:** As required by Federal law, the New York City Department of Education should meet with the representatives from the Williamsburg nonpublic schools to discuss how Carl Perkins Career and Technical Education Act of 2006 funds can be utilized by young adults in Williamsburg.
3. **At least \$6 million in New York State Education Department (NYSED) Education Preparation for Employment (EPE) dollars for adult education and career track training go unspent each year.** The Williamsburg Chassidic community meets the eligibility requirements for the EPE program. If the New York City Department of Education used its EPE allocation to serve the Williamsburg community, several hundred young adults would be able to receive intensive career track training.
4. **The Federal Food Stamps Employment and Training Program (FSET) is a very strong fit with the Williamsburg.** At least \$6 million in FSET funds goes unclaimed each year in New York City. These funds can be used to cover the cost of job skills training for hundreds of Williamsburg residents who receive Food Stamps. Other states including Texas, Massachusetts and Illinois all use the FSET for offering free training to Food Stamp recipients known as volunteers. These are people who receive Food Stamps but are not required by Federal law to participate in a mandatory work/training program

to continue to receive their Food Stamps. These funds, which are administered through New York State Office of Temporary and Disability Assistance (OTDA) and the New York City Human Resources Administration, could help cover the cost of a community workforce development program.

- ❖ **Recommendation:** The Federal Food Stamps Employment and Training Program (FSET) offers a very good fit with the Williamsburg Chassidic community. Working with the New York State Office of Temporary and Disability Assistance, New York City Human Resources Administration and Department of Business Services, a partnership with the UJO should be set up as a pilot project utilizing FSET funds. The UJO will be able to provide the 50% Federal match requirement for reimbursement of funds.

5. **If New York State EPE, Carl Perkins and the Food Stamps Employment Program were all used in Williamsburg, a stable and sufficient source of funding would be available on an annual basis to cover the cost of much needed career development and job training programs.** These are programs that almost every other community already receives. They are essential to ensuring that all people have an opportunity to receive professional career development services and vocational job skills training. These funds are non-competitive and offer the base of support for a comprehensive year to year workforce development program.

- ❖ **Recommendation:** The New York State Education Department (NYSED) in conjunction with the New York City Department of Education (DOE) should allow for Education Preparation for Employment Program (EPE) dollars to be used for EPE eligible adults in the Williamsburg Chassidic community.

6. **According to a recent NYC-Administration for Children's Services (ACS) study, Williamsburg ranked as one of highest need neighborhoods for publicly funded child care.** There is sufficient evidence to warrant further research into the very low usage of publicly funded child care in Williamsburg.

- ❖ **Recommendation:** NYC-Administration for Children's Services (ACS) should work with the Williamsburg community to increase the number of families that receive publicly funded child care.

7. **The New York City Commission on Economic Opportunity (CEO).** Mayor Bloomberg's new CEO agency recently launched an impressive range of new programs to help people lift themselves out of poverty. However, few of these programs will have any direct impact in the Chassidic Williamsburg community.

- ❖ **Recommendation:** The New York City Commission on Economic Opportunity (CEO) must structure its new initiatives so that the City's culturally unique and hard to reach poor communities, such as the Chassidic community Williamsburg, are also helped.

Section 2. Introduction

The Chassidic community of Williamsburg is in the process of a major transformation. It has been 50 years since a handful of Holocaust survivors moved to Williamsburg in 1947 and started to build a new community. Today, the Williamsburg Chassidic community, which includes other Chassidic sects in addition to the Satmar (Pupa, Visnitz, Vien, Spinka, Shopron, Klausenberg, Nitra, Skver, Bobov), is estimated at over 60,000 people. The rapid growth in population is fueling numerous changes to the physical infrastructure. The community is deepening its roots in Williamsburg (with a signification spill over into Clinton Hill and Bedford Stuyvesant) with hundreds of millions of dollars being invested in communal institutions, schools, new housing and businesses. At the same time, close to 80% of the community struggles on a daily basis with economic security and well being. This study was initiated because of two issues that community leaders have identified as most crucial:

Demographic surge is causing significant strain on infrastructure of community services:

The most urgent reason for undertaking this study is because Williamsburg is experiencing a major demographic change with its population growth. The growth trend is based on the religious belief that families should procreate. The 2000 Census shows that in the 12 census tracts of South Williamsburg, the population composition is now overwhelmingly young. 70% of the population is 29 years or under and 30% of the population is 30 years or older. In New York City as a whole, 43% of the population is age 29 or under and 57% of population is 30 or older. Also, for the past four years, Brooklyn Community District 1, has ranked second highest for the number of live births of the 59 New York City Community Districts.

Live Births	2003	2004	2005	2006
Brooklyn CD 1	3,133	3,109	3,062	3,174

Source: New York City Department of Health Vital Statistics

The chart below shows how Greenpoint-Williamsburg compares with the 10 community districts with the highest number of live births and the 10 community districts with the lowest number of live births.

	Community District	Live Births 2006
10 Highest		
1	Boro Park	4,854
2	Williamsburg	3,174
3	Jamaica	3,055
4	Elmhurst Corona	2,961
5	Washington Heights	2,900
6	Concourse	2,887
7	Upper East Side	2,868
8	Jackson Heights	2,862
9	Upper West Side	2,856
10	East New York	2,851
10 Lowest		
50	Forest hills	1,260
51	Coney island	1,165
52	Riverdale	1,160
54	Throgs neck	972
54	Greenwich Village	916
55	Hunts point	873
56	Chelsea Clinton	847
57	Battery Park	760
58	Bayside	661
59	Midtown	474

New York City Department of Health Vital Statistics

According to the UJO, the population growth in the Williamsburg Chassidic community is causing significant strain on the infrastructure of community services that currently exists in Williamsburg. For a wide range of problems, what were once small numbers of people in need are now much larger. Presently, there is a growing gap between the demand for services and what is available. The main overriding priority is helping families become and stay

economically self-sufficient. However, just as with any community, other problems also require a much more systematic response including child care, remedial and special needs education and helping the elderly maintain their independence.

2. **Government programs and resources highly valued by other communities are not being utilized in Williamsburg.** While the Chassidic community is experiencing rapid growth, government programs that other communities rely upon are not being used here. The most serious example is with workforce development. The New York State Commission on Skills Development and Career Education, *Catalog of Workforce Preparation Programs* (a publication of the New York State Assembly, 2006) describes page by page the whole range of workforce development programs for New York City residents.

This annual publication lists and explains over \$1 billion in federal and state funds dedicated to supporting New York's businesses and workforce in their efforts to compete in an increasingly challenging world market. Funding for high quality and relevant training programs has proven time and again to be a wise economic investment. These programs not only strengthen various sectors of the workforce, but they also enrich the State's economic competitiveness, thereby attracting promising new businesses and talented workers.

After a careful review of all of the programs, only one very small grant was identified as operating either directly or indirectly in the Chassidic community of Williamsburg. Furthermore, none of the funds are being used for the much needed job skills training. Most of these programs are offered through the local public school system, SUNY or CUNY system community colleges and the New York State counties Board of Cooperative Educational Services (BOCES). Since Chassidic Jews do not enroll in these schools, they cannot access any of these workforce development programs. However, the Chassidic community meets many of the various program eligibility requirements. Also, a portion of funds that the City receives from the Federal government for several key programs is based on eligibility formulas that include people from the Williamsburg community. The net result is that the Chassidic community generates program dollars for the City but doesn't actually benefit from the programs.

For the past 40 years, the City and State government agencies that administer programs for low to moderate income communities have tried to be sensitive to the diverse communities of New York City (including the Williamsburg Chassidic community). A community with a set of different cultural and religious values, customs and beliefs from mainstream society means that the delivery of government services and programs may have to be adapted if they are going to be successful. The need to adapt programs to meet New York's diverse communities is good public

policy; this practice ensures that all residents receive the help they are entitled to so that they will become productive and economically self-sufficient adults.

This report is devoted to developing a deeper understanding of these two overall concerns. Only through a serious investigation will these concerns and observations receive the attention they deserve. This report will investigate them and determine whether there are untapped resources and new strategies that can be employed as a response.

The Report will address the following list of current concerns and questions: Based on the two overall concerns just discussed, below are the questions and concerns that the staff and board of the UJO (including its member organizations) and Met Council on Jewish Poverty have identified as deserving of in depth research. These questions provide a starting point to ensure that research effort results in information that is useful.

1. What are the most pressing problems or challenges facing the Chassidic poor as they struggle to become or stay economically self-sufficient?
2. Where are the largest gaps between need, demand and available services?
3. Are there government programs that the Williamsburg poor are eligible for but are not using in numbers commensurate with documented need? The analysis will be based on comparisons with other poor neighborhoods (or other objective methods for comparison and analysis).
4. Are there government programs that were designed for the poor (with legislative language defining intent and eligibility) and are not serving the Williamsburg Chassidic poor? Arguments have been identified since the CWE study was released but never documented including: flow of Federal and State workforce dollars into the City such as the New York State Education Department Education for Preparation for Employment (EPE) and Workforce Investment Act (WIA) workforce grants. Are the actual laws and regulatory language being complied with? If not, are there remedies?
5. What can be done to help people get out of poverty and stay out? Emphasis on economic self-sufficiency, transitional benefits and workforce training programs.
6. How can government programs leverage the many strengths and resources of the Chassidic community to help people transition to full economic self-sufficiency?

7. Other poor neighborhoods receive a significant portion of their funding from the corporate and foundation sectors. Do any private foundation dollars get spent in Chassidic Williamsburg (e.g., United Way, New York Community Trust, foundations)?
8. Growth in population due to housing construction is difficult to document due to the time lag with the Census data. Supplement with other sources of data to show evidence of population growth and persistence of poverty. (such as NYSED data for school enrollment and Free Lunch Program).
9. Infrastructure: how are other low income neighborhoods able to offer a range of services and programs? Are there economic self-sufficiency programs offered in other neighborhoods that are not offered in the Chassidic community?
10. Review recent literature of the big NYC organizations that conduct research on poverty and economic self-sufficiency including the United Way, CSS, Citizens Committee for Children of New York, and Mayor's Office on Economic Opportunity, to see if there are any issues that have an overlap with the Williamsburg Chassidic community.
11. How can the Mayor's Commission on Economic Opportunity and the Center for Economic Opportunity (CEO) programs have impact in the Chassidic community of Williamsburg?
12. How can economic self sufficiency and workforce development programs continue to build on existing resources both inside and outside the Williamsburg Chassidic community?

An objective of this report is to identify programs that are intended for the Williamsburg community by government legislation but for reasons that will be explained in the report, never get spent there. The residents of the Chassidic Williamsburg meet the various eligibility guidelines for these programs. These programs are the same ones that are relied upon by other low and moderate and middle income communities for helping people to become economically self-sufficient. The economic vitality of the City is dependent upon a highly diverse, hard working and multi-talented workforce. The Williamsburg Chassidic community will also be able to offer its full potential when it receives the same resources as other communities do.

Section 3. Documentation and analysis of poverty and other relevant data with a focus on the working poor.

The first step in understanding the social indicators and need trends of the Chassidic Williamsburg community is to document the most recent available reliable data. In this section, both 2000 Census data and more recent government generated data are analyzed. Several research projects have been completed in the past seven years that include valuable data on the Williamsburg community. At the same time, government agencies update participation data including children attending schools and Free Lunch program on an annual basis. This section will summarize and analyze the data from these sources. When all of these professional sources are taken together, there is sufficient data to capture a current snapshot of the numbers of people in need.

3-A. Significant mismatch between entering and retiring adult workforce: The extent of poverty and the mismatch between people entering the local economy and people leaving was documented in the 2004 CWE study “*South Williamsburg Workforce Development Needs and Resources Study*”.

- **Poverty remains a way of life for the majority of families.** According to the 2000 Census, 56% of the total population lives in households with incomes below the Federal Poverty Level. 80% of the total population lives in households with incomes below 200% of the Federal Poverty Level. Between 1990 and 2000 the number of people living in households with incomes below the Federal Poverty Level increased by 4,422 or 21.6%.
- **Dramatic economic changes will need to take place to absorb the net growth in the Chassidic workforce:** The ratio of the number of young male adults (ages 19 to 21) getting ready to enter the workforce to the number of older male adults getting ready to retire (age 65 to 67) is four times greater in South Williamsburg than the New York City metropolitan area. For every one male person getting ready to retire, there are 9 males entering the workforce.

These two figures clearly show that the community is struggling with a very serious economic self-sufficiency problem. Not only are most people currently poor, but the Chassidic economy will either have to experience extraordinary growth to absorb the new adults entering the workforce or more bridges will have to be built to the jobs available in the regional economy. The economic absorption statistic is probably the most serious one and deserves the most attention.

The Williamsburg Chassidic community has experienced significant growth since the 2000 Census was conducted (the information was gathered in 1999). Using the 2000 Census data would fail to capture this population growth. There are reliable sources of data that can be used document the changes in population between 1999 and 2007; a period covering eight years. Of equal importance, we can also identify population trends. Below is a discussion of population and income data that has been gathered since the 2000 Census was completed.

3-B. UJA Federation Jewish Population Study 2002 and Met Council on Jewish Poverty (Met Council) 2004 Jewish Poverty Study. According to the UJA and Met Council study, in 2002, Williamsburg had 57,600 Jewish residents. Of that number, 33,900 or 59% resided in poor households (defined as 150% of the Federal Poverty Level). The UJA-Met Council study was based on the UJA's Jewish Community Study of New York 2002. The main source of data for this study was a telephone survey of 4,455 Jewish households in the New York City area. The UJA and Met Council data is very close in number to the 2000 Census data for poverty and working poor in South Williamsburg.

3-C. New York State Education Department 2004 and 2007 data. The most current data available that can be used to better understand the changes in the Williamsburg community is available from the New York State Education Department (NYSED). NYSED collects student enrollment data for all public and nonpublic schools on an annual basis. The NYSED data shows both population growth and total population. In school year 2007-08, there are 17,713 students enrolled in Williamsburg Yeshiva schools for grades K to 12. For year 2004-05, there were 12,829 students. The data comes from the New York State Education Department BEDS or Basic Educational Data System. All funding to nonpublic schools is based on BEDS enrollment figures that supplied by the individual school. The BEDS enrollment figures must be certified by the school principal.

Source: New York State Education Department 9/21/2007
www.emsc.nysed.gov/funding/cladcep/0708/nonpubsetasides0708nassaunyc.htm

Source: New York State Education Department 8/17/04
www.emsc.nysed.gov/funding/cladcep/0405/nonpublicallocs0405.htm

3-D. Participation in the New York State Free Lunch Program data for all

Williamsburg Yeshivas students. The extent of poor families (and poor children living in these families) can be documented by using New York State Education Department (NYSED) Child Nutrition Management Services School Free Lunch data. According to the October 2007 Report for CNMS for individual schools reporting the number of children participating in the Free Lunch Program, a total of 15,804 children were enrolled from Williamsburg Yeshiva schools out of a total student body of 18,213 (Universal PRE-K children are allowed to participate in the Free Lunch Program which would result in one more year of children included in the total amount). source: http://portal.nysed.gov/portal/page/pref/CNKC/yearend_pp

3-E. Analysis of data: The UJA Federation-Met Council and New York State Free Lunch data have very similar breakdowns for the number of people living in poverty in the Williamsburg Chassidic community. Based on the two and independent sets of data, one can accurately conclude that at least 80% of all people are struggling on a daily basis with making ends meet. The total population indicators identified here can be used to determine if government resources are being distributed on a per person basis. In the next two sections of the report are discussions of various government programs that are currently available but not well utilized or not utilized at all by the Williamsburg Chassidic community. All of these programs have one objective in common- they are each recognized as important resources for helping people to achieve and stay economically self-sufficient.

Limitations of the data: What the data can and cannot tell us presently.

- We cannot use the data for trend analysis since we only have three years.
- We can use the data to tell us how many children reside in the Chassidic community.
- We can use the data to tell us how many poor children there are currently residing in the Chassidic community.
- The data can also be used to complement the Census Tract data for South Williamsburg.
- Not all Williamsburg youth attend schools in Williamsburg. The yeshiva in Glendale Queens is a high school that many boys attend. There are also branches in Boro Park, Monsey and Monroe.
- Why the two sets of numbers will not be the same: Free lunch program also includes Pre-K, while the BEDS enrollment begins with Kindergarten. Free lunch enrollment is more up to date and will include last minute enrollments.

Section 4. Infrastructure analysis: How does the Williamsburg Chassidic community compare with other New York City working poor neighborhoods

To ensure that every child reaches their academic potential and becomes an economically self-sufficient adult, the New York City Department of Education spends an average of \$14,000 per child per year. This is broken down between academic and vocational and career preparation education. When students choose the public education post secondary system, such as the City University system, more government support is available. The typical Williamsburg yeshiva is dependent on private tuition, with the overwhelming majority of students receiving financial aid. Because of the lack of financial resources that the yeshivas operate with, it is crucial that the yeshivas and CBO's are able to successfully access government programs that they are legally entitled to access and are the intended beneficiaries. Also, there is a fundamental policy consensus that all government programs must be distributed in an equitable manner and according to legislation and regulations.

4-A. Workforce Development.

The UJO is the only organization that offers adult education and career track training to the Williamsburg Chassidic community. The UJO has been offering since 1997. Each year, it is a financial struggle to secure sufficient funding to cover the costs of operating the programs. There are several reasons for this. Government workforce development funding itself is unstable. In 2004, the UJO and the Consortium for Worker Education (CWE) funded and published a detailed 80 page on the workforce development. (*South Williamsburg Workforce Development Needs and Resources*). Since the CWE study was an in depth research project with focus groups and a 7,000 person survey, the findings from the Study have been used as a starting point for this Report. The study was widely distributed to government and workforce development agencies. For the purposes of this Report, the issues identified in the CWE Study will only be discussed in their current context of the last six months of 2007.

- **Federal, State and City Government Resources, including contracted programs are not widely utilized.** According to the New York State Commission on Skills

Development and Career Education 2000, *Catalog of Workforce Preparation Programs* (a publication of the New York State Assembly, March, 2006), describes programs, covering a wide range with a total of \$ONE BILLION DOLLARS. There were 55 different programs described in the Catalog. After a careful review of all of the programs, only one small grant was identified as operating either directly or indirectly in the Chassidic community of Williamsburg. Most of these programs are offered through the local public school system, SUNY or CUNY campuses and the New York State counties Board of Cooperative Educational Services (BOCES). Since Chassidic Jews do not enroll in these schools, they cannot access any of these workforce development programs.

- **Unstable government funding makes operating programs and strategic planning very difficult:** The UJO does not have a single stable source of funding for its workforce development programs. Each year, it cobbles together funding from several programs including State-City, WIA vouchers and private philanthropy. Anyone of these programs can be discontinued for the upcoming year. Since these government and private funds cannot be relied upon from year to year, any long term planning, defined as more than one year, is not possible to undertake. The challenge is to have one designated source that is fairly stable and can be counted on from year to year. Almost all other New York City low income communities rely upon a range of government and some private foundation funding.

4-B Transitional Benefits

NYC-Human Resources Administration (HRA) data for Food Stamps

participation: Data for utilizing HRA government benefits such as TANF, Medicaid and Food Stamps is only available by Community District. Consequently, because other neighborhoods are included in the boundaries of CD #1, it is impossible to know exactly how many are participating in each program. From discussing the issue with UJO case work staff, every year families seek help applying for Medicaid and Food Stamps are only a tiny number seek help with TANF. The program that can help working poor families the most with nutrition and income support is Food Stamps. Food Stamps is not only important for individual families with making ends meet, it also pumps millions of dollars into the local economy. This increase in dollars being circulated will help local shopkeepers and businesses that sell goods and services in basic necessities. The data below shows that thousands of families or 11,195 people are eligible but not participating in Food Stamps in the Williamsburg community.

RANK	CD	Neighborhood	125% of the Poverty Level.	Estimated Number of People Eligible For Food Stamps	Oct. 2005 Enrolled	People Eligible Not Enrolled	Percent of Total Estimated Not Enrolled
14	Bklyn 1	Williamsburg-Greenpoint	66,952	50,549	39,354	11,195	22.1

In 2006, there was only a tiny net increase of 227 people in Food Stamps enrollment in Williamsburg. This finding shows that a very important resource is not being fully utilized. An estimated 11,195 people are eligible for Food Stamps and not participating. Food Stamps can make a critical difference for families transitioning to full economic self-sufficiency.

CD	Neighborhood	Food Stamps Participation Oct-05	Food Stamps Participation Oct-06	Change
Bklyn 1	Williamsburg-Greenpoint	39,354	39,581	227

This is a citywide problem. Williamsburg can be a model to show at least 90% participation.

4-C. Child Care Services:

Despite having an estimated population of at least 26,000 children between the ages of 0 to 4, the part of the New York City Jewish community that sends its children to Yeshivas and Jewish day schools, and especially the part of the community that is eligible to participate in publicly subsidized day care, has not been the subject of a systematic study of its needs and resources in many years. The importance of conducting research into child care came up on several occasions during the recent New York City Department of Health and Mental Hygiene (DOHMH) and changes to the New York City Board of Health Article 47 regulations. In the spring of 2007, DOHMH and the New York City Board of Health proposed that Article 47 include regulations for teacher qualifications, curriculum, classroom size and child-staff ratio. Until the proposed Article 47 legislation underwent significant changes and ultimately leading to the creation of Article 43, it threatened the economic foundation of many of the Yeshivas that operate education programs for Pre-K ages three to

five. It would have also made it very difficult to set up new classes and schools. Some very preliminary research was undertaken for this report. As the discussion will show, in depth research is needed so that all stakeholders will have a better understanding of publicly funded child care and the Jewish community can better access it.

The New York City Administration for Children's Services (ACS) published a report called "*Rethinking Child Care An Integrated Plan for Early Child Development in New York City*" in October 2005. The Report remains ACS's only public document on the child care needs of New York City's neighborhoods broken down by zip code. The goal of the Report was to identify which neighborhoods had the greatest unmet need for publicly funded child care.

South Williamsburg which is covered by Zip Code 11211,

- ranked along with 14 other zip codes as having the largest number of eligible families for publicly funded child care defined as 200% of the Poverty Level.
- However, to be eligible for ACS publicly funded child care a single parent headed family (or both parents) has to be working at least 20 hours a week. Zip Code 11211 had a low number of working parents (since most mothers provide their own child care while the husband works).
- A third map shows the match between need and existing number of ACS funded Head Start and Child Care centers. There is a large cluster of providers in Zip Code 11211. While some high need zip codes have only one provider.
- However, the final ACS Report chart shows the ratio of need to availability. Here zip code 11211 ranks near to the very top for having a low ratio of providers to eligible children. ***In other words, for the most important indicator, it shows that there is great unmet need in Williamsburg for publicly funded child care. .***

In Williamsburg, there are an estimated 5,000 children between the ages of 0 to 4. However, according to the available data below, less than 10% of the children participate in publicly funded day care.

- There 199 NYC-ACS funded group child care program slots offered by providers that serve the Chassidic community.
- There are five NYC-ACS funded Head Start centers with a capacity to serve 468 children.
- Universal Pre-K (UPK): There are two UPK programs operating in Williamsburg that serve the Chassidic community with a total capacity of 234 (Yeshiva Kehilah Yakov and Bnos Tiferes).

Additional research is needed (beyond the scope of this report) to investigate the follow issues:

- Given the very low utilization of the ACS group child care program, how can more low income children receive services?
- How can yeshivas better access the Consortium for Worker Education facilitated enrollment ACS vouchers?
- Given Albany and City Hall to goal of making Universal Pre-K a reality for all children regardless of income, how can Pre-K capacity increase in Williamsburg?

4-D. Youth and After School Programs:

Over the past twenty years, across the country there has been a growing recognition regarding the importance of after school programs for improving both academic performance and positive self image. While the yeshiva school system, with its long hours of study, operates on a different schedule from the public school system, there is no argument that the similar types of problems can be found in both systems. In Williamsburg as well as other Brooklyn Orthodox Jewish communities, the number of youth at risk of dropping out of school is extremely low, but, substance abuse or some other expression of acting out is a growing problem.

New York City: In 2005, the New York City Department of Youth and Community Development (DYCD) undertook a major restructuring of its youth after schools programs. There are now four main pots of funding that are available through a competitive RFP process: BEACONS, OST or Out of School Youth Time (after school programs), Out of School Employment and In School Employment. There appears to be some progress in bringing in new DYCD funded youth programs into the Chassidic Williamsburg community over the past three

fiscal years. All of these programs have had recent competitive RFP's. The Beacons program cannot serve Chassidic youth since it has to be a partnership with a neighborhood public school and operate the programs at the public school. Nonpublic schools are not eligible to apply to be a site. National Society for Hebrew Day Schools runs three sites in Williamsburg for the DYCD in School Youth Employment program.

1. **National Society For Hebrew Day Schools**
Bais Yaakov of Adas Yereim
563 Bedford Avenue
Brooklyn , NY 11211
(212) 227-1000

2. **National Society For Hebrew Day Schools**
Beth Chana, Ltd
620 Bedford Avenue
Brooklyn , NY 11211
(212) 227-1000

3. **National Society For Hebrew Day Schools**
Bnos Ahavas Israel Viznitz
2 Lee Avenue
Brooklyn , NY 11211
(212) 227-1000

Yeshiva Kehilath Yakov (YKY) has a NYC-DYCD after school programs from the *Out of School Time (OST)* program. There aren't any BEACONS programs and Out of School Employment programs that serve the Chassidic Jewish community.

New York State: There are large after school funded programs from New York State. 1) New York State Office of Children and Family Services Advantage After School program and 2) New York State Education Department 21st Century Community Learning Center program.

Section 5. Resources: Investigation of untapped resources that can be transformed into workable strategies for increasing economic self-sufficiency

Introduction:

Through the research conducted in this report, as well as research conducted for another report, a pattern of systemic relationships exists regarding distribution of millions of dollars in government funding and the Williamsburg Chassidic community. Essentially, the following funding pattern takes place each year for three government programs: United States Department of Education No Child Left Behind (NCLB) Title I, United States Department of Education Carl Perkins Career and Technical Act Title 1 and the New York State Education Department Education for Employment Preparation (EPE). For federal NCLB Title 1 and Carl Perkins programs, a funding formula for distributing funds across the 50 states is administered in Washington DC. The funding formula is based mostly on poverty criteria. In New York City, close to 10% of funds received are based on the poverty in the Chassidic and ultra Orthodox communities of Williamsburg and Boro Park (and to a lesser extent Crown Heights and Flatbush). If these communities did not exist, New York City would receive a smaller share of Federal dollars (other States would get a larger share). For the New York State Education Department EPE program, the problem is the same, only this time the formula is only statewide. The Williamsburg community is not receiving the funding that it is not only intended and eligible *for but actually generates for New York City*.

In 2003, the UJO with the support of the Consortium for Worker Education (CWE) conducted an in depth study of the workforce needs and resources in South Williamsburg Chassidic communityⁱ. One of the main findings of the study was that Federal, State or City workforce development funds were not being used to cover the cost of workforce development programs targeted to the Chassidic Williamsburg community (this issue was discussed in detail in Section 3). Since the UJO-CWE study was published, the situation regarding government funding for workforce development has not seen much improvement. In fact, new government funding opportunities have been created including the New York City Council New York Works program. The UJO, which is the only provider of workforce training for the Williamsburg community, relies mostly on a grant from an anonymous donor affiliated with the Hidden Sparks Foundation. However, for government funding, little progress has been made despite the fact that many community residents meet the eligibility requirements. A very key question was not addressed in the UJO-CWE study: Do the underlying funding formulas for determining the dollar per eligible participant that are used by the Federal and government include the Williamsburg community?

- Is the total amount of funds that are allocated to New York City based on a formula for need (population, age, income, poverty) that includes people from the Williamsburg Chassidic community?
- If the formula does include Williamsburg, then how many people from the Williamsburg Chassidic community were counted and how much did they increase New York City's share of funds?
- Is there legislative language that specifically requires the funds to be spent to help all eligible people including residents of Williamsburg?
- How many of these Federal and State programs are non-competitive funds that are allocated annually according to a participant eligibility formula (no competitive RFP required).

The same question needs to be applied to the funding formula that Albany uses to allocate the federal funds to local municipalities and school districts. There are two programs that have funding formulas that include the Williamsburg Chassidic community. This pattern has been taking place for many years.

Legislative intent clearly includes the Chassidic community of Williamsburg: What is particularly disturbing about this problem is that the actual legislation was designed to help children who live in communities such as Williamsburg. With Title I as an example, beginning with its first year of passage in 1965, poor children attending nonpublic schools were intended beneficiaries. Furthermore, the No Child Left Behind law that was passed seven years ago included strong language to increase the participation of nonpublic schools in Federal education programs. The rationale for including nonpublic schools was based on the assumption that for ALL young adults to realize their academic potential, they should be able to receive supplemental professional help. Likewise, for young adults to successfully enter the job market they should have the option of learning vocational skills either in high school or as young adults. In short, government funded resources, that continue to be a critical component of the public education system, basically do not exist in Chassidic Williamsburg yeshiva school system.

Below is a discussion of three different government funded program resources that are currently available and the Chassidic Williamsburg community is legally entitled to. The issue here is not ablut asking to change the law only to enforce it. At the end of this section, there is also a discussion of the New York City Commission on Economic Opportunity (CEO) and how its anti-poverty strategies and programs match up to the needs of Williamsburg.

5.A. Carl D. Perkins Career and Technical Act of 2006:

5A-1. Total amount of Carl Perkins funding the New York City Department of Education receives includes eligible recipients from the Williamsburg Chassidic community.

In 2007, New York State received a total of \$59,000,000 in Carl D. Perkins Career and Technical Act Title 1 funding from the United States Department of Education (US-DOE). Of the \$59,000,000, the New York City Department of Education will receive \$18,164,657 for 2007-08 from the New York State Education Department. Carl Perkins is a formula grant; there is no competitive RFP. Each local education agency (LEA) receives an allocation based strictly on an eligibility determination formula.

“Perkins secondary funds are distributed by a statutory formula that is based upon the number of individuals ages five to seventeen in a school district with heavy weighting to those individuals who are below the poverty line (source is 2004 Census data).”
source: 2007-08 CARL D. PERKINS CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006 BASIC GRANT Secondary and Adult Career- Technical Education Programs at Secondary Agencies Request for Non-Competitive Proposals

There are two formulas that need to be considered. 1) the Federal Department of Education formula used to allocate Perkins funds across the country state by state. 2) the New York State Education Department formula used to allocate Perkins funds to local education school districts and BOCES.

1) US DOE Formula for allocating Perkins to the States

50%: based on population for ages 15 to 19years.

20%: based on population for ages 20 to 24.

15%: based on population for ages 25 to 65

15% based on population for ages for total of ages 15 to 65.

2) NYSED State formula for allocating Carl Perkins funds to the Local Education Agencies (LEA's). The following formula is mandatory for all States according to Section 131 of the 2006 Carl Perkins Act.

- 30% of Perkins dollars are distributed to the States and LEA's based on individuals between 5 and 17.

- 70% of Perkins dollars are distributed to the States and LEA's based on below poverty criteria. (Using the same below poverty data as ESEA or Title I)

The New York City Department of Education received in 2007-08 received \$18,164,657 from the New York State Education Department-Career and Technical Education for its secondary school career and technical education programs and it also received \$1,724,682 for its post secondary school programs. Using the New York State Education Department Formula, the Chassidic community of Williamsburg generated close to

\$18,164,657. Total Youth population factor x 30% = \$5,449,397

\$18,164,657. Poverty Level factor x 70% = \$12,715,259.

	Total Youth Population	30%	Funds Generated by Williamsburg	Below Poverty	70%	Funds Generated by Williamsburg
New York City	1,372,283	99.2%		418,174	98.3%	
Chassidic Williamsburg	11,333	.8%	43,595	7,332	1.7%	216,159

Each year, the Chassidic Williamsburg community generates \$259,754 for New York City. Yet none of these funds are ever spent to benefit Chassidic youth and adults for career development and training. The monies generated by the Chassidic community are spent on public school students and the general population.

5.A-2. How can Perkins fund help Williamsburg Chassidic young adults? Carl

Perkins funds are a very good and much needed fit for the Williamsburg community as well as other Brooklyn Orthodox Jewish neighborhoods (where almost all youth attend nonpublic schools). The funds can be used for a wide range of programs and services to help young people make solid career decisions as well as offer classroom instruction in specific vocational areas and career tracks. The New York State Education Department lists required and permitted programs areas (see Appendix 1 for complete list). Practically speaking, it could be used to cover much of the current range of workforce development services offered by the UJO.

- <http://www.emsc.nysed.gov/cte/perkins4/home.html>

- www.ed.gov/about/offices/list/ovae/pi/memoperkinsiv.html

5.A-3. Local private schools must be consulted by the NYC-Dept. of Education (DOE) on the use of Perkins funding:

Up to 2006, Carl Perkins funds contained no mechanism for including the participation of young adults who attend nonpublic schools. The recently amended Carl Perkins Act of 2006 contains language that encourages private schools to find ways for their students to participate in distribution of funded programs and services on a district level. Below is the language from the Federal Carl Perkins legislation:

“SEC. 317. PARTICIPATION OF PRIVATE SCHOOL PERSONNEL AND CHILDREN.

“(a) PERSONNEL.—An eligible agency or eligible recipient that uses funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.

“(b) STUDENT PARTICIPATION.—

“(1) STUDENT PARTICIPATION.—Except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.

“(2) CONSULTATION.—An eligible recipient shall consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient described in paragraph

(1) regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.

The United States Department of Education allows for Local Education Agencies to enter into contracts with Third Party Vendors to provide career counseling and training programs in the nonpublic schools.

5-A-4. Has the New York State Education Department included in its Transitional Plan language regarding compliance with the 2006 Act for participation of Non Public Schools.

The United States Department of Education (DOE) published a guide for all 50 states to use for preparing a Transitional Plan for the

implementation of Carl Perkins funds. Submission of the transitional is a requirement to receive Federal Perkins dollars. EDGAR Certifications and Others Assurances include two questions (page 32 and 33) for a State Education Agency to answer regarding compliance with the new requirement for involvement of nonpublic schools.

9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

These two questions were left out of the NYSED 258 page plan. Other states included the two questions and answered them to show compliance.

5. A. 5. Are there any regulations regarding how much of Perkins funds must be used for secondary vs. post secondary education students?

No. The Federal government gives each State the authority to decide how much will be spent on high school vs post high school students according to a formula. In 2008, New York State Education Department required that all LEA's use a breakdown of 52% for secondary education and 48% for post secondary education. Based on this formula, funding that would be designated for Williamsburg can go either for youth attending high school or the general adult population age 19 and older. Here is the regulatory language from the United States Department of Education. (Source: Answers to Questions Generated at the October 6, 2006, Perkins IV Implementation Kick-Off Meeting – VERSION 1.0)

D. FISCAL CONSIDERATIONS

D.1 How should a State determine its secondary/postsecondary split?

The Act does not establish criteria for determining a State's split of funds between its secondary and postsecondary delivery systems. As such, a State has total flexibility in making this decision. Moreover, if a State chooses to establish a reserve fund under section 112(d) of the Act, the State has complete freedom to split these funds in any manner it chooses. Attention should be given to section 133(a) of the Act for further State flexibility if the split made under section 112(a)(1) results in the secondary or postsecondary portion of the State's delivery system receiving 15% or less of available funding.

Issues for further research: have any States developed programming for nonpublic schools using Carl Perkins funding? So far, the answer is no.

5.B. New York State Education Department (NYSED) Education Preparation for Employment (EPE) Program:

Each year, the New York State Education Department (NYSED) Education Preparation for Employment (EPE) allocates through a noncompetitive RFP \$95 million to local school districts and BOCES or Board of Cooperative Educational Services to help people become job ready. EPE is authorized under the New York State Education Law Section 3602. It is the largest State funded workforce development program and is made up solely of State tax revenue. EPE funds can be used to cover English as a Second Language (ESL), Adult Basic Education and job skills training programs. A job skills training program must be at least 100 hrs. A job skills training program can be used to train in a wide range of career tracks (that do not require a two or four year college education). Up to now, little if any EPE dollars have been used by the Williamsburg Chassidic young adults in need of job skills (or any of the Brooklyn Haredi communities).

EPE is a noncompetitive grant program. Every school district and BOCES is entitled to EPE dollars based on its assessment of demand for EPE eligible services. In New York City, the New York City Department of Education and the Consortium for Worker Education (CWE) together used in \$33,000,000 EPE dollars in 2005. A careful analysis of the EPE eligibility and program requirements has been conducted for this Report. The analysis shows that EPE is a very strong fit for the Williamsburg Chassidic community. There are two EPE program eligibility requirements:

1. “be eligible to generate EPE aid, a student must be 21 years of age or over without a diploma issued by any state or territory of the United States including American Samoa, Guam, Northern Mariana Islands, Puerto Rico, and U.S. Virgin Islands”.
2. The funding formula for EPE is based on how much demand a school district estimates there is for EPE services and a rate of compensation determined by NYSED based on contact hours. There fore, poverty or general population data are not used in the formula.

How much in NYSED-EPE dollars could be used in Williamsburg? Based on the EPE formula, the Williamsburg Chassidic community could be generating very significant demand for EPE funded services. According to the 2000 Census, there were 3,200 adult males between the ages of 21 and 30 living in South Williamsburg. Most young men who graduated from a Williamsburg yeshiva do not have a New York State Education Department approved diploma. Therefore, on an annual basis, using a conservative estimate, at least 1,500 males would be eligible to participate in EPE funded job training classes.

According to the New York City Department of Education FY 2007 Financial Status Report, the DOE was allocated \$19,815,000 in EPE funds and only spent \$17,000,000. \$2,185,000 is never even spent though the City is entitled to these funds. According to a Report from the Center for an Urban Future, for the whole state, around \$6 million each year goes unspent. The EPE formula for rate of reimbursement for a contact hour is based on the value of local real estate. The higher the value of real estate, the lower the reimbursement rate for contact hour. New York City, with its very strong real estate market, has a very low contact hour rate of \$5.99 for 2007. In New York City, in addition to the New York City Department of Education, the Consortium for Worker Education (CWE) also administers part of the City's EPE allocation. Roughly 2/3 of the allocation goes to the DOE and 1/3 or around 11 million goes to the CWE.

200 adults x \$5.99 contact hour x 100 hours = \$119,800 in EPE generated dollars.

A contact hour includes both classroom instruction time and all of the related services that are needed to help someone become job ready and secure a successful job placement. While \$5.99 is a very small amount for a contact hour, and cannot cover the full cost of an ESL, ABE or career track class, EPE funds are allowed (and actually designed) to be used to supplement other funding sources. A student could be enrolled in a career track training class and has their participation covered by EPE and another program.

Why EPE dollars are not currently being spent in Williamsburg? Only the New York City Department of Education and the Consortium for Worker Education are allowed to receive and administer EPE funded services in New York City. Community based organizations are not allowed to apply for EPE funds. Job placement is not a required performance indicator.

5-C. Food Stamps Employment and Training Program (FSET):

FSET is a national program that has been in existence since the mid-1980's. The funds originate with the United States Department of Agriculture Food and Nutrition Services, are allocated then to the New York State New York City has an annual allocation from the New York State Office of Temporary and Disability Assistance (OTDA) and then to the New York City Human Resources Administration (HRA). In 2007, HRA received \$73 million. The main intent of the program is to require Able Body Adults Without Dependents (ABAWD) who work less than 20 hours per week to register and participate in this training program. The Federal government also allows Food Stamp recipients who are exempt from participating to participate on a voluntary basis. This participant is called a "volunteer":

Volunteer. A food stamp recipient who is: 1) statutorily exempt from work registration requirements; 2) exempted by the State agency from E&T participation; or 3) not exempted and has complied with, or is complying with, program requirements. State agencies may, to the extent they choose, permit volunteers to participate in an E&T component. Volunteers are not subject to sanction for failure to comply with E&T requirements. The hours of participation or work required of Volunteers may not exceed the hours required of mandatory E&T participants. **Note:** Except for specified amounts in Colorado, Utah, Vermont, and Wisconsin, Federal funds must not be used to provide E&T services to recipients of assistance under title IV–A of the Social Security Act.

The Federal government regulations for the FSET allow states and localities to use the FSET funds for both volunteers and as well as the intended adults who are not working more than 20 hours per week. States and localities are also allowed to contract out FSET services to community based organizations. FSET funds can be used for the following activities:

An E&T program may contain one or more of the following components:

1. **Job Search** — A component that requires participants to make a pre-determined number of inquiries to prospective employers over a specified period of time. The component may be designed so that the participant conducts his/her job search independently or within a group setting. Job search components should entail approximately 12 contacts with employers per month for two months.
2. **Job Search Training** — A component that strives to enhance the job readiness of participants by providing instruction in job seeking techniques and increasing motivation and self-confidence. The component may consist of job skills assessments, job finding clubs, job placement services, or other direct training or support activities. The job search training component may combine job search activities with other training and support activities.
3. **Work Experience** — A work component designed to improve the employability of participants through actual work experience and/or training and to enable them to move into regular employment. Work experience assignments may not replace the employment of a regularly employed individual, and they must provide the

same benefits and working conditions provided to regularly employed individuals performing comparable work for comparable hours. It is permissible to place E&T participants in work experience positions with private sector entities. However, households that include work experience participants must not be required to work more hours monthly than the total obtained by dividing the household's monthly food stamp allotment by the higher of the applicable Federal or State minimum wage. Depending on the amount of the household's monthly food stamp allotment, individual work component participants can be required to work up to 30 hours per week, and the individual's total hours of participation in both work and non-work components is limited to 120 hours per month.

4. Vocational Training — A component that improves the employability of participants by providing training in a skill or trade allowing the participant to move directly into employment.

5. Education — A component that provides educational programs or activities to improve basic skills or otherwise improve employability. Such programs include Adult Basic Education (ABE), basic literacy, English as a Second Language (ESL), high school equivalency (GED), and post-secondary education. A post secondary education component is one whose purpose is academic and whose curriculum is designed primarily for students who are beyond the compulsory age for high school. Only educational components that establish a direct link to job-readiness will be approved. Federal E&T funds cannot take the place of nonfederal (i.e., State, local) funds for existing educational services. Federal financial participation for operating education components may be authorized only for costs that exceed the normal cost of services provided to persons not participating in E&T.

6. Self-Employment Training — A component that improves the employability of participants by providing training in setting up and operating a small business or other self-employment venture.

Other states already encourage exempt Food Stamp recipients in need of job training to participate on a voluntary basis. Illinois contracts out the Food Stamps Employment and Training Program to community based organizations. National public policy organizations also have written about the potential to use FSET for job training programs including the Center for Law and Social Policy.

Many of the young working poor in the Chassidic community of Williamsburg receive Food Stamps. Within this group, some adult family members are working more than twenty hours a week and some less. However, in either group, there are people who would benefit from career track training. The training could be designed to get an entry level job, climb a career ladder or switch careers. At least several hundred young adults who need help with career development and training could be served through this program. Anyone who volunteers to participate in the FSET cannot be sanctioned for quitting.

The FSET program is discussed in the Mayor's Center for Economic Opportunity Report. The Report notes that this is an under utilized program with \$6 million unclaimed last year. Based on how the program operates in other states, the FSET looks like a very strong fit for the Chassidic Williamsburg community. To operate a voluntary participation program, there has to be a 50% private match. The UJO could easily make this match based on the philanthropic contribution it receives for its workforce development programming.

5-D. No Child Left Behind Title I *Improving the Academic Achievement of the Disadvantaged*

The UJO along with the Sephardic Community Federation has been involved in a campaign to help yeshivas access NCLB funds for the past year and a half. The goal of this campaign is to work with the New York City Department of Education on changing the NCLB programs so that the yeshivas and the eligible children who attend them can benefit. According to research already submitted to the NYC-DOE an estimated 40,000 children attending yeshivas generate Title I dollars which would result in nearly \$50 million each year for Title 1 funded services. At the present, using data supplied by the NYC-DOE only a tiny number of yeshiva students participate in Title I funded services. Title II Part A No Child Left Behind legislation is the most powerful example of a situation where Federal funding does not end up serving the intended beneficiaries.

5. E. Incubator for Launching New Businesses Community Economic Development Project

According to a survey conducted for the CWE study, at least 30% of young men want to run their own business. The Williamsburg Chassidic community is fortunate to have a strong base of entrepreneurs. However, in today's rapidly changing regional economy, succeeding in business also requires help in the way of education, start up capital and access to reliable and free advice. A business incubator model can meet many of the needs of aspiring entrepreneurs. Successful businesses mean job growth for both the Chassidic community and all of North Brooklyn.

A policy precedent has already been established in New York State for large public investments in start up business development/job creation project. New York State under Governor Pataki (and continuing under Spitzer) funded over \$800 million through New York State Empire State Development Corporation (ESDC) and other agencies into high tech business

incubators and research parks some affiliated with SUNY (and CUNY) campuses. Most of these projects are university based research centers that will end up creating jobs for people with college technology backgrounds. None of these dollars were ever spent in North Brooklyn including Williamsburg, community. The same public policy of helping to promote job growth should be extended to underserved populations that in no way directly benefit from these mostly tech related expenditures.

5. F. New York City Center for Economic Opportunity (CEO)

In the fall of 2006, Mayor Bloomberg announced the creation of a new government agency - the Center for Economic Opportunity or CEO. The CEO is the Mayor's main program targeted to reducing poverty in New York City. CEO is now entering its fifth year. It consists of 11 separate initiatives. Below is a chart that shows each one of the initiatives and discusses its applicability and use in the Chassidic community of Williamsburg. Only two programs have a strong fit with Williamsburg; of those two programs, only one is presently available.

CEO Programs	Brief Description	Used in Williamsburg Yes/No	How Program Impacts Chassidic Williamsburg
Access New York	ACCESS NYC is an online resource that promotes self-sufficiency among New York City's residents by providing a single point of entry to City, State, and Federal human service benefit programs.	yes	Useful program.
Food Stamps Employment and training Initiative	A 50-50 match between Federal and private dollars to cover the cost of job skills training for Food Stamps recipients. Pilot program is being launched by DBS in 2008. (\$6 million went unspent last year)	no	A strong fit for the Williamsburg community. Should be fully explored with Dept. of Small Business Services
NYC Business Solutions Training Funds	Provides New York City employers with funding and support to develop the skills of their workers and promote career advancement for their employees.	no	UJO has tried to interest local employers. Program is targeted to large employers with big training needs.
Child Care Tax Credit	For many low-income families, after paying for child care, taking a full-time job represents a net financial loss. For some, child care represents their largest expense after rent. A local child care tax credit could effectively target lower income populations to both encourage work and make work pay.	yes	
CUNY ASAP:	CUNY ASAP is looking for New York City	No	Community residents do not

Accelerated Study in Associate Programs	students and working adults who are prepared for the challenge of college work. • Did you just finish high school with a strong academic record and a desire to secure your future? • Are you a hardworking parent determined to provide a better future for yourself and your children? • Did you once complete your GED, or finish less than twelve credits of college work, and are now eager to take the next step?		attend CUNY colleges.
<i>EarnMore</i>	The Department of Small Business Services has begun a pilot program in the Upper Manhattan Workforce1 Career Center designed to promote career advancement and increased earnings for the working poor. Considered the next step in the evolution of the New York City's workforce development system, the pilot program, administered by Seedco and called EarnMore, is the first major expansion of a career center to focus solely upon the advancement and retention of currently employed individuals.	maybe	
Nurse-Family Partnership	Most of us do not learn about babies or parenting until we have our own. The Nurse-Family Partnership is a program for women who are having their first baby. When you enroll in the program, a specially-trained nurse will visit you at your home throughout your pregnancy and until your baby is two years old. These services are provided at <i>no cost</i> to you.		
Earned Income Tax Credit	Did you know if you make less than \$38,000, the government may owe you money? Learn more about EITC eligibility requirements and how you can get as much as \$6,000 when you file your taxes. In 2002 Mayor Michael Bloomberg directed the New York City Department of Consumer Affairs (DCA) to create a coordinated Citywide campaign to increase the number of eligible New Yorkers claiming the EITC. Last year, New Yorkers received more than \$2 billion in EITC credits.	yes	EITC is already well known and used in Williamsburg.
Nurse Career Ladder Program	The New York City Health & Hospitals Corporation and the New York City Department of Education have partnered to	No	Chassidic Williamsburg avoids professions that involve direct contact with

	create a program to provide scholarships for income eligible New York City residents to attend nurse training programs leading to employment at an HHC facility. The Nurse Career Ladder Program was created to provide entry-level healthcare and other low-wage workers an opportunity to earn a degree as a registered nurse (RN) or a certificate to become a licensed practical nurse (LPN).		patients.
Youth Financial Empowerment (YFE)	The Youth Financial Empowerment (YFE) program teaches essential financial literacy skills to youth aging out of the foster care system. The program also provides matching funds to contributions made by youth into Individual Development Accounts (IDAs).	no	
OFE: Office of Financial Empowerment	The Department of Consumer Affairs' Office of Financial Empowerment (OFE) was the first program to be implemented based on recommendations from the Commission on Economic Opportunity and Mayor Bloomberg's aggressive efforts to fight poverty in New York City. OFE is the first local government initiative in the nation with a mission aimed expressly at helping to educate, empower, and protect those with low incomes so they can build assets and make the most of their financial resources.	maybe	There is a great need for financial literacy workshops and counseling.
Opportunity NYC	Opportunity NYC a conditional cash transfer (CCT) initiative. CCT programs aim to alleviate poverty in the short-term and reduce intergenerational poverty in the long-term by providing monetary incentives to households living in poverty. Opportunity NYC is based on successful models of CCT programs worldwide and consists of three separate pilot programs: a Family-Focused Program, an Adult-Focused Program and a Child-Focused Program.	no	

Appendices

1. New York State Education Department Carl Perkins Career and Technical Education 2007 Program Guidelines:

Required Uses of Funds: Funds made available to eligible recipients shall be used to support career and technical education programs that:

1. strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses to ensure learning in the core academic subjects and career and technical education subjects;
2. link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study;
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. develop, improve or expand the use of technology in career and technical education, which may include:
 - training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - providing career and technical education students with the academic and career and technical skills, including the mathematics and science knowledge that provides a strong basis for such skills, that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. provide professional development programs to teachers, faculty, administrators and career guidance and academic counselors who are involved in integrated career and technical education programs, including:
 - in-service and pre-service training on:

- o effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - o effective teaching skills based on research that includes promising practices;
 - o effective practices to improve parental and community involvement; and
 - o effective use of scientifically-based research and data to improve instruction;
 - support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, high demand occupations that will lead to self-sufficiency.

Permissive Uses of Funds: Funds may be used:

1. to involve parents, businesses and labor organizations as appropriate, in the design, implementation and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. to provide career guidance and academic counseling for students participating in CTE programs that:
 - improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for

- secondary students, which activities may include the use of graduation and career plans, and
 - provides assistance for postsecondary students, including adult students who are changing careers or updating skills;
3. for local education and business (including small business) partnerships, including for:
- work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - adjunct faculty arrangements for qualified industry professionals; and
 - industry experience for teachers and faculty;
4. to provide programs for special populations;
5. to assisting career and technical education student organizations;
6. for mentoring and support services;
7. for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
10. to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including:

- articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
- postsecondary dual- and concurrent-enrollment programs;
- academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

11. other initiatives:

- to encourage the pursuit of a baccalaureate degree; and
- to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

12. to provide activities to support entrepreneurship education and training;

13. or improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

14. to develop and support small, personalized career-themed learning communities;

15. to provide support for family and consumer sciences programs;

16. to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and/or school dropouts;

17. to provide assistance to individuals who have participated in services and activities under Perkins in continuing their education or training or finding an appropriate job;

18. to support training and activities, such as mentoring and outreach, in non-traditional fields;

19. to provide support for training programs in automotive technologies;

20. to pool a portion of recipient funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives, which may include:

- improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
- establishing, enhancing or supporting systems for:
 - o accountability data collection under Perkins, or
 - o reporting data under Perkins;
 - o implementing career and technical programs of study;
 - o implementing technical assessments, and
 - o to support other career and technical education activities that are consistent with the purpose of Perkins.

Allowable Programs and Services:

1. access to computer labs where students can practice the skills necessary for employment;
2. accommodation and support services for CTE students with disabilities;
3. assessment, advisement, guidance, job development, and placement services for members of special populations;
4. contextualized learning, supplemental instruction, and collaborative learning and study groups to augment classroom instruction and increase the probability of continued success for at-risk students;
5. counseling and intervention strategies and support services to provide greater assistance to economically disadvantaged students;

6. educational resource centers for the remediation and development of the basic skills needed for success, when incorporated into a student's CTE program;
7. emphasis on those curricula preparing students for high skill, high wage, high demand occupations in current or emerging professions;
8. expanded cooperative education programs, internships, and other work-experience arrangements;
9. institutional collaboration with organized labor and business and industrial organizations;
10. instruction in English for speakers of other languages and bilingual instruction for limited-English-proficient youth and adults when incorporated into a student's CTE program;
11. intensified curriculum and staff development activities to upgrade CTE programs and enhance instructional techniques in such programs;
12. training in nontraditional, high wage, high skill, high demand occupations for single parents, displaced homemakers, and others;
13. training programs integrating career and technical and academic instruction for unemployed and underemployed adults; and
14. up-to-date equipment to support high-tech programs in such areas as computer graphics, allied health, computer information systems, engineering technologies, telecommunications, and word processing and office skills.

Employment Preparation Education State Aid (EPE)

Objective: To provide education, GED preparation, and secondary occupational training for undereducated adults, age 21 or older.

Statutory Authority: State budget, Part 168 of commissioners regulations subdivision 24

Allowable Use of Funds: Instructional costs for programs for a full range of adult education programs. This includes basic literacy, SCANS Soft Skill Development (life skills, job readiness), assessment and case management, English Language Instruction, GED preparation, and secondary level occupational education with curricula approved by State Education Department (SED).

Priorities Relevant to Family Literacy: EPE State aid may provide the adult portion of family literacy programs.

Client Eligibility Requirements: Age 21 or older, out-of-school and lacking a high school diploma from a state or territory of the United States, or serve individuals 21 and above who have a high school diploma or a high school equivalency diploma from a state or territory but "fail to demonstrate basic educational competencies." This is defined by Commissioner's Regulations as "scoring below NRS level 5 in reading, mathematics or English for speakers of other languages. This means scoring at or below the following reference points: a grade level score of 8.9 in reading or mathematics (a scale score of 761 in reading or 776 in mathematics on a TABE 5-6 test, or a scale score of 566 in reading or 565 in mathematics on the TABE 7-8 test); or a score of 30 on the NYS Place test."

Program Eligibility Requirements: School districts and BOCES

Allocation Process: State aid application process each spring with contact hours allocated by SED to applicant school districts and BOCES up to the funds provided by the legislature. Each school district or BOCES is assigned a contact hour rate based upon student expense and wealth of district, following the overall state aid formula.

Federal/State/Local Shares (%): 100 percent state but the contact hour amount is typically not rich enough to cover the full cost of the programs

Match Requirement: None

Level of Appropriation (most recent year):

Projection for Growth in Appropriation: No growth expected.

Services Provided By (types of service providing organizations): School districts and BOCES. With the implementation the (WIA), adult literacy programs supported by State and federal funds began to be more closely linked with programs formerly funded under the Job Training Partnership Act (JTPA). The

One-Stop provisions of the WIA offer vocational and adult education and other One-Stop partner programs the opportunity to both expand access to their programs and to improve the variety of services they provide. By working together, One-Stop partners are beginning to achieve collectively goals that each partner could not accomplish by working independently. Process for Accessing Funds or Other Program Resources to Support Family Literacy Services: Providing other funds to support family literacy could leverage state aid support to cover the full costs of a program. Typically EPE State Aid is not rich enough to cover the full costs for programs, providing an incentive for school districts and BOCES to seek categorical funds to fill the gap.

Opportunities for Strengthening and Expanding Family Literacy Services: Using the Even Start Family Literacy model, some districts have used EPE to partially support the adult literacy and work-based programs for parents. In some cases, EDGE funds (refer to listing: Education for Gainful Employment) have supplemented EPE funding. The expansion to serving “students over 21 who have a high school diploma or a high school equivalency diploma from a state or territory but ‘fail to demonstrate basic educational competencies’” gives family literacy programs an opportunity to consider a wider applicant pool.

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Website:: <http://www.emsc.nysed.gov/workforce/offices/adult.html>

Chart B-1. Ranking of Neighborhoods by Number of People Eligible But Not Enrolled in Food Stamps

RANK	CD	Neighborhood	125% of the Poverty Level.	Estimated Number of People Eligible For Food Stamps	Oct. 2005 Enrolled	People Eligible Not Enrolled	Percent of Total Estimated Not Enrolled
1	Qns 1	Astoria	49,717	37,536	15,392	22,144	59.0
2	Qns 7	Flushing	41,011	30,963	12,006	18,957	61.2
3	Man 3	Lower East Side-Chinatown	56,706	42,813	24,133	18,680	43.6
4	Qns 4	Corona-Elmhurst	42,890	32,382	14,910	17,472	54.0
5	Qns 3	Jackson Hts	42,415	32,023	15,148	16,875	52.7
6	Man 12	Washington Hts.-Inwood	75,757	57,197	44,068	13,129	23.0
7	Qns 12	Jamaica-St.Albans	46,979	35,469	22,840	12,629	35.6
8	Bklyn 12	Boro Park	66,307	50,062	37,544	12,518	25.0
9	Bklyn 14	Flatbush-Midwood	48,648	36,729	24,838	11,891	32.4
10	Bklyn 17	East Flatbush	40,711	30,737	19,007	11,730	38.2
11	Qns 2	Woodside-LIC	24,542	18,529	7,016	11,513	62.1
12	Bklyn 11	Bensonhurst	44,081	33,281	21,832	11,449	34.4
13	Qns 5	Middle Village-Ridgewood	29,940	22,605	11,338	11,267	49.8
14	Bklyn 1	Williamsburg-Greenpoint	66,952	50,549	39,354	11,195	22.1
15	Bklyn 7	Sunset Park-Windsor Terrace	37,746	28,498	17,795	10,703	37.6
16	Bx 9	Soundview	57,771	43,617	33,335	10,282	23.6
17	Man 8	Upper East Side	17,576	13,270	3,168	10,102	76.1
18	Bx 7	Norwood, University Hts.	54,019	40,784	31,135	9,649	23.7
19	Man 10	Central Harlem	45,133	34,075	24,624	9,451	27.7
20	Qns 9	Richmond Hill	26,864	20,282	10,867	9,415	46.4
21	Bklyn 15	Sheepshead Bay	36,528	27,579	18,383	9,196	33.3
22	Bklyn 2	Bklyn Hts-Cobble Hill	26,033	19,655	10,711	8,944	45.5
23	Man 7	Upper West Side	28,075	21,197	12,544	8,653	40.8
24	Bklyn 9	South Crown Heights	30,795	23,250	14,929	8,321	35.8
25	Bklyn 5	East New York	67,359	50,856	42,737	8,119	16.0
26	Bklyn 10	Bay Ridge	22,541	17,018	8,929	8,089	47.5
27	Man 9	West Harlem	38,923	29,387	21,404	7,983	27.2
28	Bklyn 18	Canarsie-Starrett City	30,123	22,743	14,782	7,961	35.0
29	Man 11	East Harlem	50,283	37,964	30,065	7,899	20.8
30	Qns 10	Ozone Park-Howard Beach	18,709	14,125	6,588	7,537	53.4
31	Qns 8	Kew Garden Hills-Pomonok	20,915	15,791	8,614	7,177	45.4
32	Bx 12	Williamsbridge	35,052	26,464	19,455	7,009	26.5
33	Man 6	Grammercy Park	12,835	9,690	2,719	6,971	71.9
34	Bx 8	Riverdale, Kingsbridge Hts.	20,864	15,752	9,782	5,970	37.9
35	Man 2	Greenwich Village	11,909	8,991	3,201	5,790	64.4
36	Qns 6	Forest Hills	16,852	12,723	6,974	5,749	45.2

37	Bx 5	Morris Heights, Fordham	61,879	46,719	40,987	5,732	12.3
38	Bklyn 6	Park Slope-Carroll Gardens	19,278	14,555	8,864	5,691	39.1
39	Bx 4	Grand Concourse	63,909	48,251	42,714	5,537	11.5
40	SI 2	Mid-Island	15,204	11,479	5,984	5,495	47.9
41	Qns 14	The Rockaways	29,364	22,170	16,883	5,287	23.8
42	Bklyn 4	Bushwick	47,400	35,787	30,563	5,224	14.6
43	Qns 11	Douglaston-Little Neck	9,998	7,548	2,392	5,156	68.3
44	Bklyn 16	Brownsville	40,824	30,822	25,884	4,938	16.0
45	Bklyn 13	Coney Island-Brighton Beach	38,108	28,772	23,964	4,808	16.7
46	Qns 13	Springfield Gardens	18,137	13,693	9,050	4,643	33.9
47	Bklyn 3	Bedford Stuyvesant	57,611	43,496	38,945	4,551	10.5
48	Bklyn 8	North Crown Heights	31,905	24,088	19,580	4,508	18.7
49	Bx 11	Pelham Parkway	22,374	16,892	12,487	4,405	26.1
50	SI 1	North Shore	31,091	23,474	19,143	4,331	18.4
51	Bx 10	Coop City	16,440	12,412	8,128	4,284	34.5
52	SI 3	South Shore	10,189	7,693	3,837	3,856	50.1
53	Bx 6	East Tremont, Belmont	37,134	28,036	25,078	2,958	10.6
54	Bx 2	Longwood	24,486	18,486	15,606	2,880	15.6
55	Bx 1	Mott Haven	43,675	32,974	30,328	2,646	8.0
56	Bx 3	Morissania, Clermont	35,346	26,686	24,070	2,616	9.8
57	Man 4	Chelsea-Clinton	15,832	11,953	10,332	1,621	13.6
58	Man 5	Midtown	5,385	4,066	2,523	1,543	37.9
59	Man 1	Downtown	3,404	2,570	1,427	1,143	44.5

Chart B-2. Despite the large unmet need, recent new enrollments in Food Stamps has come to a standstill

CD	Neighborhood		Oct-05	Oct-06	Change
Bx 1	Mott Haven		30,328	29,579	-749
Bx 2	Longwood		15,606	15,412	-194
Bx 3	Morissania, Clermont		24,070	23,361	-709
Bx 4	Grand Concourse		42,714	42,562	-152
Bx 5	Morris Heights, Fordham		40,987	40,710	-277
Bx 6	East Tremont, Belmont		25,078	25,492	414
Bx 7	Norwood, University Hts.		31,135	31,659	524
Bx 8	Riverdale, Kingsbridge Hts.		9,782	9,686	-96
Bx 9	Soundview		33,335	32,738	-597
Bx 10	Coop City		8,128	8,133	5
Bx 11	Pelham Parkway		12,487	12,763	276
Bx 12	Williamsbridge		19,455	20,186	731
Man 1	Downtown		1,427	1,344	-83
Man 2	Greenwich Village		3,201	3,121	-80
Man 3	Lower East Side-Chinatown		24,133	24,197	64
Man 4	Chelsea-Clinton		10,332	10,008	-324
Man 5	Midtown		2,523	2,710	187

Man 6	Grammercy Park		2,719	2,649	-70
Man 7	Upper West Side		12,544	11,960	-584
Man 8	Upper East Side		3,168	3,214	46
Man 9	West Harlem		21,404	20,425	-979
Man 10	Central Harlem		24,624	23,752	-872
Man 11	East Harlem		30,065	29,182	-883
Man 12	Washington Hts.-Inwood		44,068	42,584	-1484
Bklyn 1	Williamsburg-Greenpoint		39,354	39,581	227
Bklyn 2	Bklyn Hts-Cobble Hill		10,711	10315	-396
Bklyn 3	Bedford Stuyvesant		38,945	38899	-46
Bklyn 4	Bushwick		30,563	31066	503
Bklyn 5	East New York		42,737	43486	749
Bklyn 6	Park Slope-Carroll Gardens		8,864	8475	-389
Bklyn 7	Sunset Park-Windsor Terrace		17,795	17376	-419
Bklyn 8	North Crown Heights		19,580	18929	-651
Bklyn 9	South Crown Heights		14,929	14836	-93
Bklyn 10	Bay Ridge		8,929	9228	299
Bklyn 11	Bensonhurst		21,832	22295	463
Bklyn 12	Boro Park		37,544	38091	547
Bklyn 13	Coney Island-Brighton Beach		23,964	23910	-54
Bklyn 14	Flatbush-Midwood		24,838	24555	-283
Bklyn 15	Sheepshead Bay		18,383	18749	366
Bklyn 16	Brownsville		25,884	25865	-19
Bklyn 17	East Flatbush		19,007	18864	-143
Bklyn 18	Canarsie-Starrett City		14,782	15114	332
Qns 1	Astoria		15,392	15527	135
Qns 2	Woodside-LIC		7,016	7201	185
Qns 3	Jackson Hts		15,148	15880	732
Qns 4	Corona-Elmhurst		14,910	15731	821
Qns 5	Middle Village-Ridgewood		11,338	11891	553
Qns 6	Forest Hills		6,974	7108	134
Qns 7	Flushing		12,006	12530	524
Qns 8	Kew Garden Hills-Pomonok		8,614	8840	226
Qns 9	Richmond Hill		10,867	11161	294
Qns 10	Ozone Park-Howard Beach		6,588	6602	14
Qns 11	Douglaston-Little Neck		2,392	2528	136
Qns 12	Jamaica-St.Albans		22,840	22130	-710
Qns 13	Springfield Gardens		9,050	9106	56
Qns 14	The Rockaways		16,883	17089	206
SI 1	North Shore		19,143	20015	872
SI 2	Mid-Island		5,984	6576	592
SI 3	South Shore		3,837	4085	248
NYC Total			1,080,936	1,081,061	125