

[City of Yonkers]

Local Plan

July 1, 2021 – June 30, 2025

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Strategic Planning Elements

Local Workforce Development Areas (LWDAs) and Regional Demand Lists are now maintained [online](#). Changes to the Demand Lists can be made by following the directions on the webpage.

I attest that the priority ranked list of the LWDA's demand occupations was last updated on [specify date in the text box below].

12/12/2019

How is this information shared with the Local Workforce Development Board (LWDB)? What was the last date on which it was shared?

Information is shared with the Board as required usually Monthly via remotely(internet) and Quarterly via scheduled Board meetings. The most recent date the LWDAs Demand List was shared with the Board was on 3/17/2020.

a. Provide an analysis of regional economic conditions, including:

i. Existing and emerging in-demand sectors and occupations; and

*** REFER ATTACHMENT #1 for complete details ***

Total Nonfarm/Total Private
Goods-producing
Natural Resources, Mining and Construction
Manufacturing
Service-Providing
Private Service-Providing
Trade, Transportation and Utilities
Information
Financial Activities
Professional and Business Services
Education and Health Services
Leisure and Hospitality
Other Services
Government

ii. The employment needs of businesses in those sectors and occupations.

The employment needs of businesses in these sectors and occupations include the skills, experiences, and attributes the employer expects. Prospective employees must have the qualifications as essential to satisfactorily perform the position. Industry partnerships must continue to align with training providers and educational institutions for curriculum

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development to provide occupational specific training and credentialing, thereby bridging the skills-gap, while ensuring qualified, skilled candidates for employment.

- b. Describe the knowledge, skills, and abilities needed to meet the employment needs of businesses, including those in in-demand sectors and employing individuals in demand occupations.

Although depending on the position, there are common types of job requirements which include: skills which can include both hard and soft skills. Hard skills are generally teachable, measurable abilities, such as the ability to use specific software programs, analyze data, code, implement social media campaigns, and/or draw blood, patient care, mechanical abilities with knowledge and/or manual dexterities for detailed manipulation of equipment or production. Further, Soft skills usually refer to traits that are hard to quantify, such as critical thinking, active listening, creative problem-solving, and effective communication (interpersonal skills). Educational Requirements: some positions will require specific education or credentials, state or sector licenses, etc. In some cases, related work experience (as in the case of apprenticeships) may be substituted for some or all of the educational requirements. Experience requirements typically refer to time in a specific field or role related to the position. They might also include working with a specific population in a specific industry or employment sector. Additionally, background investigations may be required as well.

- c. Provide an analysis of the regional workforce, including:

- i. Current labor force employment and unemployment numbers;

***REFER TO ATTACHMENT #2 FOR DETAILS ***

Local Area Unemployment Rates* (%)

February 2021 and February 2020

(not seasonally adjusted)

	February 2021*	February 2020
Orange-Rockland-Westchester	6.8	3.9

EMPLOYED

Numbers in thousands, not seasonally adjusted

	February 2021	February 2020
Orange-Rockland-Westchester	746.3	793.1

- ii. Information on any trends in the labor market; and

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Private sector jobs in the Hudson Valley declined by 80,000 or 10.0 percent, to 722,700 over the year in February 2021. Losses occurred in educational and health services (-23,700), leisure and hospitality (-22,300), trade, transportation and utilities (-10,700), other services (-7,800), natural resources, mining and construction (-4,000), financial activities (-3,900), professional and business services (-3,000), manufacturing (-2,900) and information (-1,700).

The February 2021 over-the-year job losses continued to reflect the weakness in the job market prompted by the Covid-19 pandemic. At 722,700, private sector job count has reached its lowest February level since 2012. Job count in the region's education and health services sector declined by 10.5 percent – a record low for the month.

Within the region, the Kingston MSA's private employment sector declined the fastest year-over-year, down 10.8 percent. They were followed by the Orange-Rockland-Westchester labor market area (-10.0 percent), the Dutchess-Putnam MSA (-9.9 percent) and Sullivan County (-8.1 percent)

- iii. Educational and skill levels of the workforce in the region, including individuals with barriers to employment.

*** REFER TO ATTACHMENT #3 DETAILS ***

- d. Provide an analysis of workforce development activities, including education and training, in the region.

- i. Identify strengths and weaknesses of these workforce development activities.

The strength of the region's Workforce Development activities is encompassed in the provisions and accessibility of the partnerships maintained with training providers, educational institutions, unions and businesses who operate collaboratively in providing services and career opportunities. Weaknesses include insufficient funds provided to support the needs of the population who often require extensive training and/or supportive services which may include basic internet access and utility service for such.

- ii. Does the local area have the capacity to address the education and skill needs of the local workforce, including individuals with barriers to employment, and the employment needs of businesses? Please explain.

Most definitely, the Yonkers Workforce Development Board (YWDB) has full capacity to address the needs by facilitating access to employment training, education, and supportive services that are offered to individuals in general, with cognizance of priority of services to those identified individuals, and to those with barriers. Partner providers are utilized who specialize in servicing various populations.

- e. Describe the LWDB's strategic vision and goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment.

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Strategic Vision: To empower the Yonkers workforce with superior skills, credentials and employment opportunities to meet the demands of business and commerce in the present and projected future.

Goals:

Improve the local workforce system by promoting the use of evidence-based practices and demand-driven strategies to meet the needs of job seekers, workers, and employers.

Provide/offer services "virtually" especially now during the impact on health, commerce and education during the process and challenge of the COVID - 19 pandemic, and the resulting effects after.

Increase skill-sets of new, entry-level and re-entry workers by utilizing assessment tools to identify aptitude (literacy) and occupational skill-sets (levels and/or deficits). And, to identify in-demand, priority sector-based, career pathways; provide occupational training opportunities via quality work-based learning, training providers and educators, bridging the skills-gap leading to sustainable, in-demand employment.

Engage employers - Increase cooperative relationships among employers and the YWDB fostering dialogue; identify employer needs while educating employers about programs and incentive opportunities that will facilitate improvements in business operation. And provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

Marketing initiatives - Emphasis placed on acquiring credentials, especially those (priority) industry wide accreditations and State Licensures.

Strategies utilized to improve activities and services for out of school youth and adults who have low literacy skills, English Language Learners, or lack a high school diploma or the equivalent entail:

provide comprehensive programs that identify barriers to employment;

provide appropriate resources and supportive services (as identified via assessment) for assistance.

Remain active participants in regional initiatives that provide up-to-date data and information on regional trends in commerce and business, to remain cognizant of current and projected long-term in-demand occupational needs.

Establish and maintain partnerships with agencies, educational institutions and training providers who offer the types of programs that individuals with barriers require so that if prerequisite skill-sets for in-demand occupations are required, they can be acquired.

- i. How do the local area's workforce development programs, including programs provided by partner agencies, support this strategic vision?

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The local workforce development programs adhere to strict compliance with WIOA that mandates specific types of service delivery, development of policies and performance and to maintain prescribed standards. Partner agency alliances are developed and MOU agreements are developed and signed. Benchmarks and monitoring schedules are developed for select partnerships.

- ii. How will the local area, working with the entities that carry out the core programs, align available resources to achieve the strategic vision and goals?

Strategic alliances enforce the vision and goals. MOU agreements delineate contributory roles, functions and services to be provided. WIOA mandates who the primary partner agencies must be. Referrals are made by and to participating partners. All other local entities not mandated by WIOA are recruited based on service-type need.

Periodically, meetings are held with service providers for needs analysis evaluation: how are the services each provider conforms to the vision and mission of the local WDB?

- f. Describe the LWDB's goals relating to performance accountabilities measures. How do these measures support regional economic growth and self-sufficiency?

Performance measures are negotiated with and set by NYS DOL which are established by the Bureau of Labor Statistics. Although regional economic growth and self-sufficiency are established based on averages of the geographical region, local determinates dictate local standards. The Local Board adheres, monitors and enforces accountability to established performance measures by developing policies, and monitoring mechanisms that are incorporated into service delivery systems and sub-recipient contracts.

Local Workforce Development System

- a. Identify the programs, whether provided by the Career Center or any partners, that are a part of the local area's workforce development system, including:

- i. Core programs;

WIOA Core Programs offered at the Yonkers Career Center (also known as American Job Center) service delivery system are: WIOA Title I Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (Do ED); Wagner Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED; and Job Corps - administered by DOL.

- ii. Programs that support alignment under the Carl D. Perkins Career and Technical Education Act of 2006; and

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Adult Literacy and Career Training - the Yonkers Public Schools: Vive Pathways to Success; Yonkers WCC Education Opportunity Center of SUNY - Technical Career Training

iii. Other workforce development programs, if applicable.

Trade Adjustment Assistance Programs, Unemployment Compensation Programs; Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program

b. Describe how the local area will ensure continuous improvement of services and service providers.

The City of Yonkers Career Center Manager and Operator will monitor and assess effectiveness of service providers: referrals, access, and follow-up services; if necessary Performance Improvement Plans would be developed and implemented.

c. Describe how eligible providers will meet the employment needs of local businesses, workers, and jobseekers.

The City of Yonkers Career Center Manager will coordinate and monitor services for seamless integration of systems for all programs (beyond core services) with partners to serve the needs of businesses and job seekers.

Conduct scheduled performance and integration analysis of program delivery and referral processes to ensure that referrals, program accessibility, and service connections to promote measurable and improved outcomes, especially for individuals facing barriers to employment.

Foster and generate partnerships with entities both on the local and regional levels which include, the higher education system, and secondary schools to align activities, training, and resources that lead to improved employment outcomes for the workforce system, including individuals with barriers (and disabilities). Work closely with the local and regional educational institutions: Yonkers Public Schools, Westchester Community College, Iona College, Pace University, etc. to ensure that their curricula offers courses and programs that prepare individuals for career paths in targeted in-demand industries (based on those identified by data analysis and projections) for NYS, the local region and globally.

Improve outreach initiatives to businesses which enhance the hiring of individuals with disabilities and/or barriers. Schedule on-site and/or virtual presentations, at either the company or the Yonkers Career Center, to feature hiring incentives and the gamut of other business services that are offered.

d. Describe the roles and resource contributions of the Career Center partners.

New York State Department of Labor - protect workers, assist the unemployed, and connect job seekers to jobs

- Wagner-Peyser Program - Title III, Employment & Training Services

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- Trade Act Assistance - (TAA) Title II of Trade Act

- Jobs for Veterans (Title 38, U.S.C)

Social Security Administration - The Yonkers Career Center is a collaborative partner within the "Employment Network" which provides customers who participate in the Social Security Administration's program: "Tickets to Work" which offers a variety of employment support/pre-employment services for people with disabilities who are interested in going to work.

ACCES-VR - ACCES-VR: Vocational Rehabilitation: Adult Career & continuing Education Services; assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. (WIOA-Title IV).

Office of Children & Family Services of New York -/ Commission for the Blind (NYSCBL) Vocational Rehabilitation (WIOA Title IV)

Yonkers Community Action Program - Community Services Block Grant: Dept. of State; Employment and Training.

Senior Community Services Employment Programs - Urban league of Westchester Employment Programs.

The SUNY Westchester Educational Opportunity Center (WEOC) at Yonkers - Adult education; academic and vocational training. ATTAIN (Advanced Technology Training and Information Networking) center; it is a community based center offering an assortment of academic, occupational, and employability courses. These courses are geared to introduce as well as supplement students with educational & vocational skills through advanced technology training for a high-demanding technological world.

Dept. of Social Services: Temporary Assistance for Needy Families (TANF), Employment & Training (Part A of Title IV of Social Security Act);

New York State Education Dept. (NYSED): YONKERS PUBLIC SCHOOLS - Pathways to Success Program (YPS) services out-of-school youth 17 years and older. The program is open to residents of Yonkers, and all classes and services are offered free of charge. The wide range of educational programs offered through Pathways to Success includes adult basic education, English for Speakers of Other Languages (ESOL), and preparation for both the National External Diploma Program (NEDP) and the TASC (formerly the GED). In addition, Pathways to Success is an official testing site for the New York State TASC Exam.

Pathways to Success offer various programs to provide vocational training and assist students with employment: Culinary Arts/Hospitality Program, Retail/Customer Service, Microcomputer Applications, Facilities Management, and Personal Care Aide/Home Health Aide (a training program offered at Vive, in collaboration with the Family Service Society of Yonkers).

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In order to further assist students to find employment, Pathways to Success offers professional resume preparation, interviewing skills, assistance with online job applications, job fairs and more.

Workforce Development and Career Pathways

- a. Describe how the LWDB will facilitate the development of career pathways, including co-enrollment in core programs when appropriate.

The development and utilization of "virtual" learning and training platforms are available for participants, employers and trainers. Cognizant of in-demand occupations, the Board guides, supports and encourages the development of programs with initiatives focused on providing training or opportunities which have distinct career-pathways, all while fervently fostering partnerships with businesses, educational facilities and agencies that facilitate personal development and strategies for career advancement. Further, the Board ensures that processes are incorporated within program screening to identify those participants with additional needs for co-enrollment whereby they may receive core, intensive and supportive services.

- b. Describe how the LWDB will improve access to activities leading to recognized postsecondary credentials.

The Board will improve access to activities by engaging and ensuring appropriate partnerships offer the types of supportive services (addressing barriers), training, work experience, literacy enhancement or preparatory coursework often required as a prerequisite to postsecondary credentials. Further, by making available virtual (on line) learning platforms which offer thousands of courses (free of charge to the participants); offering (valuable) portable in-demand industry certifications.

- i. Are these credentials transferable to other occupations or industries ("portable")? If yes, please explain.

Yes, many occupations require familiarity with computer usage therefore require computer skills -- with the ability to utilize software and various applications. A requirement to have (at least) the exposure or minimal computer applications abilities may be a basic requirement for a position. Although one may not be proficient, though, a sector may utilize a specific type of database, as in the case within the medical, production, hospitality, human resources, etc. Basic computer knowledge may facilitate the assimilation and/or learning process of the new computer program.

- ii. Are these credentials part of a sequence of credentials that can be accumulated over time ("stackable")? If yes, please explain.

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Yes, often areas of specialization require additional training and credentials, along with hours (and or years) of experience prior to sitting for exams to qualify for additional credentials. In order to advance within a field of occupation, additional credentials are required; i.e. as in the case of computers and Information Technology, there are the Microsoft Certification Program(MCP), Microsoft Office specialist (MOS), Microsoft Certified Solutions Expert (MCSE) Microsoft Certified Solution Developer (MCSD); Certified Information Systems Auditor (CISA); Certified Information Security Manager (CISM). There are certifications in database, analytics and other data technologies, Tech Support Career Paths: Help Desk certifications, Project Management, etc. The same scenario is prevalent within the para-medical fields - Certified Nursing Assistants, the Emergency Medical Technologists(EMTs), etc.

Access to Employment and Services

- a. Describe how the LWDB and its partners will expand access to employment, training, education, and supportive services for eligible individuals, particularly individuals with barriers to employment.

By ensuring thorough assessment, referrals and follow-up services are provided to those participants who have been identified as eligible for training, employment and educational services.

- b. Describe how the local area will facilitate access to services through the One-Stop delivery system, including remote areas, through the use of technology.

The City of Yonkers Career Center offers virtual access to Career Center Counselors, Business Services and training for in-demand industry certifications. The Career Center also has an on-site training center (computer lab) where customers can log in for training from home or at the center when it eventually opens to the public; individualized job coaching; presentations for businesses; virtual job fairs for the customers and businesses; unemployment insurance orientation videos; etc., and various workshops on multiple topics are available virtually.

- c. Describe how Career Centers are implementing and transitioning to an integrated technology-enabled intake care management information system.

Career Centers, One-Stop partners and stake holders strive to achieve a seamless, customer-driven intake process by aligning policies across programs, reconfiguring the responsibilities of intake staff members, improving the ability for management information systems (AOSOS, REOS, etc.) to capture pertinent information. Regardless at which entry point a customer is entered into a management system, eligibility for additional services are identified by the (data) information populated in the fields of the database. Customers filing for Unemployment Benefits - their information is maintained in NYSDOL's mainframe which automatically populates the American One Stop Operating (management) System (AOSOS).

Staff utilizing the management systems can identify customer eligibility for services required, by reviewing customer profiles and entered data into the management system.

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Thus, customers are informed about and often linked to appropriate services based on their needs, program requirements and funding streams.

Additionally, services and programs are becoming more virtually conducted. With workshops, seminars, job coaching, counseling sessions, and occupational training offered and held on various virtual platforms: Zoom, Metrix, Coursera, etc. virtual services can count towards core or intensive services, when their participation is entered into AOSOS, triggering an activities/services funding allocation.

- d. Provide a description and assessment of the type and availability of programs and services provided to adults and dislocated workers in the local area.

Services to this population include (but are not limited to): 3 types of Career Services: Basic, Individualized and Follow-up which involve:

(1) Basic- eligibility determination, initial skill assessment, labor exchange services, information on programs and services, and program referrals.

(2) Individualized- services are provided after staff determines necessity to retain or obtain employment and are customized to individual's need. Examples of some of the services include: specialized assessments, developing an individual employment plan, counseling, work experiences, on the job training (OJT), programs with work-tryouts, occupational training and transitional jobs.

(3) Follow-up - is provided for those participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment. Follow-up services may include: counseling about the work place and or retention strategies. Labor Exchange Services (falls under the basic career services) - LSR staff members also have specific obligations in serving unemployment insurance (UI) claimants and carrying out components of the state's UI program.

Training Services- are provided after conducting an interview, evaluations, or assessment and career planning. Occupational training is available for those individuals who require up-skill, cross training, or those who require new skills to become re-employed; or an On-the-Job training (OJT) opportunity may be offered with an employer.

Services and Supportive Services are provided Virtually and in person by appointments or by referral to appropriate agencies in compliance with the CDC's guidelines for businesses:

Technical assistance with virtual learning: Coursera and Metrix Learning, Computer use in the Center's Resource and Training Rooms (when the Career Center reopens due to COVID19 stipulations): internet access, job search activities, labor market information, fax machines; research assistance with reference books, manuals, periodicals, journals and fact sheets on occupational topics. Jobs Express/Zone/Bank postings of the most current job vacancies (in the region).

Meeting (virtually during the COVID-19 mandated provisions) with a Labor Services Representative / Employment Counselors: Provide virtual initial assessments (via Zoom, teleconference, available platforms, etc.) for identification of: occupational goals and/or

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skills; development of Individual Employment Plans (IEPs) for each customer. Occupational training - Individual Training Accounts (ITAs). Job matching and referring to positions.

Employment Counselors provide one-on-one guidance for those customers especially those who may have barriers to employment. Counselors help customers assess their needs, skills and interests. A step-by-step approach is initiated to the job search and re-entry into the workforce. Job matching and referral are offered to all customers. Additionally, retention strategies are developed for those customers with challenges and poor work history. Referrals are provided to partner agencies when additional supportive services as required.

Virtual - workshops are offered on resume writing and interviewing skills; and seminars are offered on various "soft skill" topics. Workshops and "in person" sessions are conducted in compliance with the CDC and NYS Department of Health guidelines, by appointment only.

Supportive Services Referrals - are provided to partner agencies and/or community based organizations that provide specific assistance as identified for individual need.

- e. Describe how workforce activities will be coordinated with the provision of transportation, including public transportation, and appropriate supportive services in the local area.

Provisions for supportive service when identified as eligible will be offered to participants in trainings or activities which require appropriate supportive services. The following are some of the workforce activities offered:

Technical assistance with computer use at their homes, Yonkers public libraries and/or in the City of Yonkers Career Center's Resource and Training Rooms (with appointments): internet access, job search activities, labor market information/research, use of fax machines; research guidance with virtually and assistance with NYDOL's website. Jobs Express postings of the most current job vacancies (in the region) are reviewed with customer.

Meeting with Labor Services Representative / Employment Counselors: Provide initial assessments for identification of: occupational goals and/or skills; development of Individual Employment Plans (IEPs) for each customer. Occupational training - Individual Training Accounts (ITAs). Job matching and referring to positions.

Employment Counselors provide one-on-one guidance for customers based on need. Counselors help customers assess their needs, skills and interests. A step-by-step approach is initiated to the job search and re-entry into the workforce. Job matching and referring is conducted for all customers. Additionally, retention strategies are developed for those customers with challenges and poor work history. Referrals are provided to partner agencies when additional supportive services as required.

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During this time of caution due to the COVID-19 pandemic, virtual workshops are offered on resume writing, interviewing skills, job search strategies, networking, exploring Job Zone and seminars are offered on various "soft skills" topics.

Supportive Services Referrals - are provided to partner agencies and/or community based organizations that provide additional assistance as identified for participants. Those who require use of public transportation to get to and from training, or other vocational training may qualify for Metro cards under supportive services category.

- f. Describe the replicated cooperative agreements in place to enhance the quality and availability of services to people with disabilities, such as cross training to staff, technical assistance, or methods of sharing information.

The Memorandum of Understanding (MOU) agreement details the relationship between partner-service providers regarding their respective roles, duties, obligations, responsibilities and expectations for implementation of provisions for delivering of said services to identified populations, in this case people with disabilities. The Board and the various partners coordinate resources to ensure effective delivery of workforce services and to establish joint processes and procedures that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of service. Technical training and assistance is provided to partner agency staff to ensure thorough knowledge of policies and procedures are acquired and maintained.

- g. Describe the direction given to the One-Stop System Operator to ensure priority for adult career and training services is given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

Incompliance with WIOA Section 134(c)(3)(E), WIOA section 3(24) and TEG# 07-20, policies have been developed and procedures have been established which are in place to ensure priority of service is delivered to individuals identified within the Priority Population as defined under WIOA. All staff are aware of the policies and trained on providing priority of service.

- h. Describe how One-Stop System Operators and One-Stop partners will comply with the nondiscrimination requirements of the Workforce Innovation and Opportunity Act (WIOA) (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding:

- i. The physical and programmatic accessibility of facilities, programs, and services;

In compliance with WIOA Section 188 and Department of Labor Federal Register Part II, 29CFR Part 38 policies and procedures have been developed and implemented that prohibit discrimination to ensure there is no exclusion of an individual from participation

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in, denial of the benefits of, discrimination in, or denial of employment in the administration of or in connection with, any programs and activities funded or otherwise financially assisted in whole or in part under Title I of WIOA because of race, color, religion, sex, national origin, age, disability, or political affiliation or belief, or for beneficiaries, applicants, and participants only, on the basis of citizenship status, or participation in a program or activity that receives financial assistance under Title I of WIOA.

All facilities are ADA compliant and accessible for universal access; and a work/ computer station is available for individuals with disabilities.

ii. Technology and materials for individuals with disabilities; and

All facilities are ADA compliant and accessible for universal access; and a work/ computer station is available for those with individuals with disabilities.

iii. Providing staff training and support for addressing the needs of individuals with disabilities.

Staff have been provided training, have thorough knowledge of ADA legislation and local policy on nondiscrimination.

iv. Describe the roles and resource contributions of the One-Stop partners related to the nondiscrimination requirements of WIOA (section 188), and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.).

All One-Stop partners comply with nondiscrimination requirements of WIOA (SECTION 188), and the Local WDB's Policy on nondiscrimination in providing services. Public notices are posted and made available to all program participants. The One-Stop Partners' programs are committed to diversity, inclusion and equal opportunity. Affirmative procedures to ensure that all programs and services are available to everyone and are free of discrimination based on protected class status, including race, creed, color, sex, sexual orientation, gender identity, national origin, military or veteran status, disability, predisposing genetic characteristics, marital or family status, domestic violence victim status, arrest record or criminal conviction history, or any other impermissible basis.

Monitoring program sites to ensure universal access is available for individuals with disabilities; reasonable accommodations which may include auxiliary aids, service and interpreters for people who are: deaf or hearing impaired, blind or visually impaired, or having other sensory or manual impairments.

Limited English Proficiency – the City of Yonkers Career Center offers individuals and/or interpreting services via Phone Language Interpreting as necessary. Additionally, there is available a disability accessible computer (ONYX HD) for use.

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Social Security Administration - The City of Yonkers Career Center is a collaborative partner within the "Employment Network" which provides customers who participate in the Social Security Administration's program: "Tickets to Work" which offers a variety of employment support/pre-employment services for people with disabilities who are interested in going to work.

ACCES-VR - ACCES-VR : Vocational Rehabilitation: Adult Career & continuing Education Services; assists individuals with disabilities to achieve and maintain employment and to support independent living through training, education, rehabilitation, and career development. (WIOA-Title IV).

Office of Children & Family Services of New York -/ Commission for the Blind (NYSCBL) Vocational Rehabilitation (WIOA Title IV)

Senior Community Services Employment Programs - Urban league of Westchester Employment Programs.

Dept. of Social Services: Temporary Assistance for Needy Families (TANF), Employment & Training (Part A of Title IV of Social Security Act);

New York State Education Dept. (NYSED): YONKERS PUBLIC SCHOOLS - Pathways to Success Program (YPS) services out-of-school youth 17 years and older. The program is open to residents of Yonkers, and all classes and services are offered free of charge. The wide range of educational programs offered through Pathways to Success includes adult basic education, also provide programs for limited English Proficiency and English for Speakers of Other Languages (ESOL), and preparation for both the National External Diploma Program (NEDP) and the TASC (formerly the GED). In addition, Pathways to Success is an official testing site for the New York State TASC Exam.

Pathways to Success - offers various programs to provide vocational training and assist students with employment: Culinary Arts/Hospitality Program, Retail/Customer Service, Microcomputer Applications, Facilities Management, and Personal Care Aide/Home Health Aide (a training program offered at Vive, in collaboration with the Family Service Society of Yonkers).

Business Engagement

- a. What strategies and programs, including training programs, will be used to facilitate engagement of businesses, including small businesses and businesses in in-demand sectors and occupations?

The YWDB along with the Business Services Liaison formulate strategies to enhance employer engagement and foster new and on-going relationships facilitating dialogue to identify employer needs while educating employers about programs and hiring incentive opportunities to improve their business operation. Provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

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Assistance offered to employers to facilitate their recruitment needs; posting vacant positions on DOL's Jobs Express (job board); job matching to open positions, screening candidates, hosting Job Fairs.

Programs offered are: The On-the-Job Training, Incumbent Training: Hiring Incentives: Work Opportunity Tax Credits -WOTC, Federal Bonding, Workers Employment Tax Credit - WETC, Workers with Disabilities Tax Credit WDTC, Work for Success, ACCES- VR, Transitional Jobs Program, Shared Work; referrals to DOL's website for comprehensive information. Human Resources Consultation Services; and information about the services Metrix Learning - offers employers with emphasis on customized training modules creation for their specific occupational training requirements.

i. If applicable, describe the local area's use of business intermediaries.

ACCES- VR - complies with MOU agreement and may have a network of businesses that provide employment opportunities to individuals participating in their program; partnering to provide job coaches, include unions and training institutions.

b. What strategies or services are used to support a local workforce development system that meets the needs of businesses in the local area?

The same strategies utilized in section - Business Engagement "a".

The YWDB along with the Business Services Liaison formulate strategies to enhance employer engagement and foster new and on-going relationships facilitating dialogue to identify employer needs while educating employers about programs and hiring incentive opportunities to improvement their business operation. Provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

Assistance offered to employers to facilitate their recruitment needs; posting vacant positions on DOL's Jobs Express (job board); job matching to open positions, screening candidates, hosting Job Fairs.

Programs offered are: The On-the-Job Training, Incumbent Training: Hiring Incentives: Work Opportunity Tax Credits -WOTC, Federal Bonding, Workers Employment Tax Credit - WETC, Workers with Disabilities Tax Credit WDTC, Work for Success, ACCES- VR, Transitional Jobs Program, Shared Work; referrals to DOL's website for comprehensive information. Human Resources Consultation Services; and information about the services Metrix Learning - offers employers with emphasis on customized training modules creation for their specific occupational training requirements.

c. Describe how the local area's workforce development programs and strategies will be coordinated with economic development activities.

The Local workforce will coordinate by: Encouraging, developing and participating in regionally coordinated initiatives, ensuring that programmatically seamless services



function optimally both at the local and regional levels, to deliver workforce training, business services and job linkages. Foster and generate partnerships with entities both on the local and regional levels which include, the higher education system, and secondary schools to align activities, training, and resources that lead to improved employment outcomes for the workforce system, including individuals with barriers (and disabilities). Work closely with the local and regional educational institutions: Yonkers Public Schools, Westchester Community College, Iona College, Pace University, etc. to ensure that their curricula offers courses and programs that prepare individuals for career paths in targeted priority industries (based on those identified by data analysis and projections) for NYS, the local region and globally.

- i. Describe how these programs will promote entrepreneurial skills training and microenterprise services.

Promotion of entrepreneurial skills training and Microenterprise services will ensue by the coordination with the City of Yonkers, which offers workshops and seminars for M/WBE & Small Businesses. Additionally, DOL offers a Self-Employment Assistance Program for those individuals who are collecting UI benefits and have been identified as eligible to participate in the training programs.

- d. Describe how the LWDB will coordinate its workforce investment activities with statewide rapid response activities.

In partnership with NYS DOL Rapid Response is conducted; the YWDB selects a staff member to participate (usually the Business Services Liaison) in a coordinated effort. The workforce investment activities and services are available to businesses and participants affected by the Rapid Response. Lists of those businesses and individuals impacted are made available to the LWDB so that coordinated outreach engagement ensues.

Program Coordination

- a. How do the local area's programs and strategies strengthen the linkages between the One-Stop delivery system and unemployment insurance programs?

As co-located agencies - the City of Yonkers Career Center and NYSDOL (functionally aligned) along with the other MOU partners, there is a seamless delivery system that provides a variety of programs and comprehensive employment services. All UI recipients, referrals, and individuals seeking services, have the ability to maximize opportunities for re-employment and/or training. Linkages are fortified and successes are actualized.

- b. Describe how education and workforce investment activities will be coordinated in the local area. This must include:

- i. Coordination of relevant secondary and postsecondary education programs;

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Coordination of Local and regional educational institutions such as the Yonkers Public Schools, Westchester Community College, Iona College, Pace University, Fordham University at Westchester, etc., all work in tandem with the YWDB to identify programs and create or supplement curricula content to offer programs, workshops and/or seminars that prepare individuals for career paths in targeted in-demand industries and sectors.

- ii. Activities with education and workforce investment activities to coordinate strategies and enhance services; and

Activities include: participate as a Coalition Member of the Workforce Development Institute which formally meets with Educational Institutions, Unions, Businesses, Governments and Community Groups to identify and develop strategies to enhance workforce development initiatives. Services are enhanced by the identification and development of programs that address needs and with the most impact.

LYWDB has purchased a license from "Metrix" Learning which offers virtual (training) to participants throughout the region. The participants can choose from thousands of online courses, many of which lead to industry recognized certification credentials. Further, Metrix offers business services to companies seeking to train new and incumbent workers that will enhance business productivity.

- iii. A description of how the LWDB will avoid duplication of services.

Duplication of services is avoided by the delineation of services: the identification of who will provide which type of service is clearly contained in the language of the MOU and/or sub-contractual agreements which details terms: roles, responsibilities and duties (services) for a specified duration.

- c. Describe plans, strategies, and assurances concerning the coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), to improve service delivery and avoid duplication of services.

In compliance with said legislation, labor exchange services and other career services such as job search and placement services to job seekers, recruitment services for employers, program evaluations, developing and providing labor market and occupational information, for both the job seeker and employer is made available. DOL's Labor Market Analyst functions in a collaborative capacity providing current data to ensure the integrity of the information. Coordination of services is unduplicated and ensured by MOU specification.

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- d. Provide a list of executed cooperative agreements that define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local Career Center System. This includes agreements between the LWDB and entities that serve individuals eligible under the Rehabilitation Act. If no such agreements exist, provide an explanation why this is the case and/or progress towards executing such agreements.

Yonkers Workforce Development Board - Adult, Dislocated Worker and Youth Under Title I of WIOA;

NYS Education - Department Adult Education and Family Literacy Act Programs under Title II of WIOA (Adult Ed.);

NYS Dept. of Labor (NYSDOL) - Wagner-Peyser program under Title III of WIOA ,Trade Adjustment Assistance under Title II of Trade Act, Jobs for Veterans State Grants (Vets) under title 38, U.S.C., State Unemployment Insurance Programs, Job Corps;

Urban League of Westchester - National Grantees under title V of Older Americans Act, Senior community Service Employment Programs;

Yonkers Community Action Program, Inc.- Community Services Block Grants, Employment & Training, Department of State;

Westchester Department of Social Services - Temporary Assistance for Needy Families, Employment & Training under part A of Title IV of Social Security Act;

New York State Education - Career & Technical programs at the postsecondary level under Perkins Career & Technical Education Act, NYSED;

ACCES- VR - Vocational Rehabilitation Adult Career & Continuing Education Services ; and

Office of Children & Family Services, NYS Commission for the Blind - Vocational Rehabilitation, under Title IV of WIOA * SEE PARTNERS MOU - LAST ATTACHMENT*

"The LWDB is awaiting approval on the local MOU."

Title II Program Coordination

- a. Provide a description of the LWDB's strategic vision and goals for preparing an educated and skilled workforce, specifically addressing how to improve access to activities leading to a recognized post-secondary credential, as well as other strategies for serving out-of-school youth (OSY) and adults who have low literacy skills, are English Language Learners, or lack a high school diploma or the equivalent.

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Strategic Vision: To empower the Yonkers workforce with superior skills, credentials and employment opportunities to meet the demands of business and commerce in the present and projected future.

Goals:

Improve the local workforce system by promoting the use of evidence-based practices and demand-driven strategies to meet the needs of job seekers, workers, and employers.

Increase skill-sets of new, entry-level and re-entry workers by utilizing assessment tools to identify aptitude (literacy) and occupational skill-sets (levels and/or deficits). And, to identify in-demand, priority sector-based, career pathways; provide occupational training opportunities via quality work-based learning, training providers and educators, bridging the skills-gap leading to sustainable, in-demand employment.

Engage employers - Increase cooperative relationships among employers and the YWDB fostering dialogue; identify employer needs while educating employers about programs and incentive opportunities that will facilitate improvements in business operation. And provide information on effective youth development, supervision and hiring practices to ensure engagement and retention of youth (in particular) and adults.

Marketing initiatives - Emphasis placed on acquiring credentials, especially those (priority) industry wide accreditations and State Licensures;

Strategies utilized to improve activities and services of out of school youth and adults who have low literacy skills, English Language Learners, or lack a high school diploma or the equivalent entail:

Provide assessment, and referrals for comprehensive programs which identify barriers to employment -- such program include:

Adult Literacy and Career Training - the Yonkers Public Schools: Vive Pathways to Success; Yonkers WCC Education Opportunity Center of SUNY - Technical Career Training are One-Stop Partners who receive referrals for coordinated services.

Provide access to virtual learning platforms which provide programs in multilingual programs and training courses.

Provide appropriate resources and supportive services (as identified via assessment) for assistance;

Remain active participants in regional initiatives that provide up-to-date data and information on regional trends in commerce and business, to remain cognizant of current and projected long-term in-demand occupational need;

Establish and maintain partnerships with agencies, educational institutions and training providers who offer the types of programs that youth and individuals with barriers require and are prerequisite skill-sets, for in-demand occupations.

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Sub-contracted Youth Providers - provide thorough comprehensive assessment to identify barriers, basic academic/educational limitations, and set as goals and strategies to address deficiencies; referrals for securing TASC certification, occupational trainings, employment placement (internships, etc.) along with supportive services to ensure positive outcomes.

- b. Provide a description of how the LWDB will expand access to employment, training, education, and supportive services provided through the NYS Career Center System for Title II participants with barriers to employment.

Services and referrals for adult education and literacy - the YLWDB seeks to ensure local (One-Stop Partners) service providers (who specialize) offer adult education and skills development programs that accelerate achievement of diplomas and credentials for participants, including immigrants and individuals with limited English language skills. These individuals are assessed and offered activities to obtain, TASC, postsecondary education, occupational training and/or employment. Supportive services are provided to all eligible participants. Coordinated multiagency referrals are made for specification.

- c. Identify how the LWDB will facilitate the development of a career pathways and co-enrollment in academic training programs.

Cognizant of in-demand occupations, and the profiles of regional participants, a series of connected employment, education (whether virtually or on-site), and training programs, along with supportive services are offered. These initiatives enable individuals to secure employment within a specific industry or occupational sector, and to advance over time to successively higher levels of employment (within the career ladder), increasing education and employment options in a sector.

Companies are offered "hiring incentives" which may include funding to train and advance incumbent workers, and other incentives for hiring new employees (or those with barriers).

This process creates both avenues of advancement for current workers, jobseekers and future labor market entrants and a supply of qualified workers for local and regional employers.

One-Stop educational partners work in tandem within the process as referrals for credentialing, higher education and/or occupational training is an integral component for many career pathways.

Participants may receive core and intensive services throughout the process, receiving multiple services.

- d. Provide a description of how the LWDB will support the strategy identified in the State Plan and work with the entities carrying out core programs and other workforce development programs, including those authorized under the Carl D. Perkins Career and Technical Education Act to support service alignment.

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The YLWDB will support the strategy identified in the State Plan by participating as a part of the regionally unified/aligned workforce development system that coordinates programs in a seamless/aligned process; delivering workforce training, business services and job linkages.

Strengthening Career and Technical Education - the YLWDB will provide opportunities for participants to build skills in a variety of ways, some of which include offering access to virtual platforms for acquiring in-demand skills; such platforms as Coursera: which collaborates with 200 + leading universities and companies. This platform offers courses, certificates, and degrees online from world-class universities and companies. Another platform provided access is: "Metrix Learning", online learning designed to help people upgrade existing or learn new skills. The self-paced courses are accessible 24/7 and offers a choice from over 6,000 thousand courses, hundreds of which provide industry accepted credentials.

Additionally, One-Stop Partners include various educational entities with programs of study that link academic and technical content across secondary and post-secondary education, strengthening local accountability provisions to ensure continuous program improvement, and coordinated program alignment.

Further, the State Plan will be supported by:

Governance - WIOA programs will be governed in an alignment, programmatically and systematically seamless, manner; coordinating regional sector-based workforce strategies that align with NYS Regional Economic Development Council Strategic Plan.

Service Delivery - Services will meet the needs of businesses through public-private sector partnerships such as education, government, and community, with priority given to removing barriers to employment.

Accountability - Compliance with performance metrics that will be monitored and reported to support workforce development/ investments and decisions for accountability and transparency of programs.

Youth Activities

- a. Provide contact details of Youth Point(s) of Contact for your local area including:
Name of organization, name(s) of Youth Point(s) of Contact, title, address, phone number, and email address. Youth Point(s) of Contact details are primarily used to refer young adults, parents, and partners about youth programs and posted on the [NYS DOL webpage](#).

Greyston Foundation, Dale Moses-Taylor, Director of Workforce Development 23 Park Avenue, Yonkers, NY 10703 914-376-3900, dailm@greyston.org

WestCOP, Damon Jackson, Case Manager, 2 Westchester Plaza, Elmsford, NY 10523 914-592-5600, djackson@westcop.org

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b. Provide the number of planned enrollments in PY 2021 for new Out-of-School Youth (OSY), carry-over OSY, new In-School Youth (ISY), carry-over ISY, and work experience. *

i. New OSY

The subcontractors (youth providers) will provide services to a total of 140 youth; each will be contracted for 70 youth. The number of out of school youth (OSY) will be 85% (59.5 - rounded up) 60 out of school youth. Therefore, 85% of 140 = 119 (rounded=120 osy)

ii. Carry-over OSY

There will be no carry overs although follow-up services will be provided for one year after each youth exits.

iii. New ISY

A total of 20 youth will be in school.

iv. Carry-over ISY

There will be no carry overs although follow-up services will be provided for one year after each youth exits.

v. Work experiences

A minimum of 25% of the total youth will have work experiences.

*Please note that PY 2021 enrollments will provide the baseline estimate for the remaining three years of the Plan.

c. In Attachment F, Youth Services, located on the New York State Department of Labor (NYS DOL) [website](#) under the Local Planning section, identify the organization providing the Design Framework which includes: Intake & Eligibility, Objective Assessments, and Individual Services Strategies (ISS), and 14 Youth Program Elements and whether the provision of each element is contractual, with a Memorandum of Agreement (MOA), or provided by the LWDB.

d. Explain how providers and LWDB staff ensure the WIOA elements:

i. Connect back to the WIOA Youth Program Design Framework, particularly the Objective Assessments and ISS; and

Provisions for the availability of the required 14 Service Elements are contractual. Along with intake, eligibility, objective assessment, and development of individual service strategies with youth ages 14 to 24, the LWDB's Youth Program provides access to the 14 program service elements, as those corresponding needs/goals have been identified with each youth participant and services are provided.

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Each element which is determined as a goal, is provided via either the subcontracted youth provider or a multiagency referral(s) to appropriate partner (MOU) agency is provided.

Monitoring of services is conducted on specified schedules along with benchmark compliance for performance enforcement.

- ii. Are made available to youth with disabilities by describing specific program practices, tools, and services that are tailored to serve youth with disabilities.

First, eligibility criteria - WIOA has language that expands the definition of low-income for individuals with disabilities as well as additional ways that youth with disabilities may qualify: for some youth, the family's income is used to determine eligibility however youth with a disability are considered a "family of 1" (i.e., only the youth's income, not their family's income, is considered in determining whether the youth meets income criteria). Additionally, Eligibility Barriers are considered when assessing eligibility some of which in: English Language Learners, School Dropout, Offender, homeless/foster care youth, pregnant or parenting, additional assistance barrier, Low-In, etc.

Further, Section 188 of WIOA is clear that programs funded under WIOA must be fully accessible to individuals with disabilities, and that people with disabilities are entitled to reasonable accommodations and modifications that allow them to fully participate in WIOA funded programs. Accommodations are made for individuals with disabilities in testing and assessments that are conducted by youth contractors and facilities where activities are held provide access accommodation.

- e. Describe successful models for youth services from your local area, including but not limited to virtual work experiences, OSY recruitment. and engagement strategies.

Contractors (Youth Services Providers) are responsible for the recruitment of youth, 85% out of school and 25% in school. The contractors will provide comprehensive services in compliance with WIOA guidelines for Youth Services, maintaining performance measures while meeting benchmarks established by the YLWDB to fulfill the "performance contract" mandates/standards for invoicing.

The Year round Youth Services Programs consists of:

Intake/Eligibility Determination - Under WIOA, youth must meet eligibility guidelines. Identifying which WIOA eligibility criteria is appropriate: attending versus not attending school per NYS education law; basic skills deficiency criteria, or needs additional assistance criteria. All participants will receive information on the services available.

Objective/Comprehensive Assessment - each participant will receive objective assessment of his/her academic levels, skill levels, work experience, employability and service needs at the time of WIOA enrollment. Standardized assessment tests will be used for

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assessment of basic skills (TABE), career interests and aptitudes (including interests and aptitudes for nontraditional jobs), and work readiness needs.

Individual Service Strategy (ISS) - a written plan of long and short-term goals addressing educational, occupational or vocational, and personal support service needs. The ISS will be age-appropriate, developed with each participant and linked to targeted performance outcomes for each youth. The ISS will be regularly reviewed and updated as changes occur in employment goals, barriers, program services or supportive service needs.

Academic and Remediation Services - when required remediation is provided to assist in school and out of school youth in both academic and occupational success. Services will emphasize achieving measurable skill gains towards an occupational/industry credential or employment. All programs will provide academic remediation services, where appropriate, to assist in skills gains and have the capability to utilize instruments that identify skill gain. This may be conducted in-house or through One-Stop partnerships with educational service providers.

Determining School Status based on WIOA eligibility standards (TEGL 21-16) are contributory factors in ISS development; thus services will include appropriate academic services: High school equivalency programs/dropouts re-engagement programs (20 CFR §6681.230,) etc.

Information and Referrals - linkages and shared information with other youth serving organizations, MOU One-Stop Partners, etc. provide the appropriate releases of information for each youth participant. Collaborations - Contractors engage in partnerships to provide resources and services to youth provided in a seamless method

Virtual Work Experience - is identified by the Youth Program's Job Developer who connects with employers who provide the opportunities. Depending on the job categories and skills required, youth will be provided with training "virtually" or at worksites, as a component of "work experience" as interns or trainees, by the employers who require and offer the opportunities for this type of employment.

Virtual Training - with the use of "Metrix" on-line learning platform which offers access to 5,000 courses, in popular in-demand industries like: IT, business, Healthcare; additionally, customized courses can be developed for employers needs and/or youth providers' program needs in such areas as: customer service, workplace skills, automation, billing, etc. Further, Metrix Learning offers Spanish translated skill tracks for over 1500+ with additional access to multilingual translations. Assistance with enrollment in Coursera (offered by NYSDOL) another on-line learning platform which provides remote/virtual training. Collaborating with over 200+ leading universities and companies, 5100+ courses and specializations, 40+ Certificates and 25+ degrees. Coursera facilitates achievement of career goals.

Employer Connections - Connections to employers that can effectively assist youth to become highly skilled and employable. These connections lead to Work Experience placements, job shadowing and/or internships as well as unsubsidized employment.

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Retention - Contractors are responsible for all youth currently active and those exited in follow-up. A plan must be included which details the approach for engaging these youths and transitioning them to the proposed program.

Case Management - Intensive case management is essential to providing a customized menu of programs and services for each youth. Service continuity, referral and integration are either initiated or

Case Management - Effective case management to provide appropriate services for each youth. Service continuity, referral and integration are either initiated or implemented in the case management process. Case Management is documented in AOSOS database system in the specified time frame.

In response to out-of-school youth:

Out-of-school youth are usually disengaged students who are often navigating toxic environments and face clusters of negative factors. The YWDB is cognizant of the importance of relationships and connectedness in the re-engagement process. Re-engagement for many youth can be a willingness to commit to attending and completing goals identified during the Objective/Comprehensive Assessment and used to develop the Individual Service Strategy Plan. When a youth does "show-up" they are re-engaging in a process where accolades/outcomes are empowering; often times a first for the participant. For many, it is a life altering impetus to a trajectory of future possibilities.

With this knowledge, services are focused on facilitating "re-engagement" is targeted with specific emphasis on the individual youth's circumstances. Albeit, the Youth Program's Services are compliant with WIOA standards. Objective/comprehensive assessment identifies important factors, those not only consisting of educational and/or skills deficits and supportive services required, it often reveals critical nuances (provided consciously or unconsciously) which can be utilized in the arsenal of strategies devised in motivating and enhancing re-engagement activities. The ultimate goal of linking OSY back into a system (whether it's continuing/completing education, securing occupational training with industry certifications and/or employment). These opportunities will not only improve the participants' lives, but ultimately will positively impact their families and (on a broader scale --- their community).

Recruitment for the OSY

Intensive outreach is conducted which involves going to locations, youth centers, places where OSY congregate, to other facilities -- persistently entering their world with authenticity, inviting the youth to participate in the YWDB's Youth Program; all while emphasizing benefits and incentives, with the steadfast assurance of guidance and advocacy that are available for youth participants. All along, planting the seed of desire for achievement, with realistic methods for its attainment.

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f. Does your local area plan to serve ISY and/or OSY using the “Needs Additional Assistance” qualifying barrier for eligibility?

Yes (Attach a Needs Additional Assistance policy that defines reasonable, quantifiable, evidence-based, and specific characteristics of ISY and OSY as described in Technical Advisory (TA) #19-2.

No (Not required to attach a policy)

g. Attach a Basic Skills Deficiency policy of youth program as described in the in TA #19-2.

Administration

a. Identify the entity responsible for the disbursement of grant funds as determined by the Chief Elected Official(s) (CEOs) or Governor.

The Chief Elected Official serves as the Grant Recipient, who bears the fiduciary responsibility for WIOA funds with the New York State Department of Labor. The Grant Recipient designates the City of Yonkers Office of Workforce Development as the local grant sub-recipient to assist the Grant Recipient with the administration of the grant funds. The local grant sub-recipient shall disburse such funds for grant activities at the direction of the Local Board. The Chief Elected Official agrees that the designated local governmental grant sub-recipient has reliable internal controls for financial management and disbursement of funds. The name of the area is the “Yonkers Workforce Development Area.” This Agreement becomes effective upon the acceptance and subsequent signature by the Chief Elected Official of Yonkers.

b. Describe the competitive process to be used to award subgrants and contracts for WIOA Title I activities in the local area.

The procurement process for Title 1 services is conducted through open and competitive processes; an RFP is developed and issued. This includes providing sufficient public notice of the intent to procure services to Board members and the community. Public notice must be provided for at least 30 days in media and/or online where prospective local, state, and national bidders typically identify such opportunities (e.g., local print newspapers, on-line, newspapers, LWDB web site, other community web sites, etc.) YWDB documents, in writing, (1) efforts to identify the availability of providers and (2) the allowable procurement process used and how it was followed, including the selection criteria by which bids were scored to award a contract. All of this documentation is maintained and provided to the State upon request.

c. Provide the local levels of performance negotiated with the Governor and CEO(s) to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (when applicable), eligible providers, and the One-Stop delivery system, in the local area.

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PY 20: Adult Employment Rate 2nd Qtr After Exit: 61.7%

- PY 20: Dislocated Worker Employment Rate 2nd Qtr After Exit: 59.7%
- PY 20: Youth Employment Rate 2nd Qtr After Exit: 61%
- PY 20: Adult Employment Rate 4th Qtr After Exit: 68%
- PY 20: Dislocated Worker Employment 4th Qtr: 63.6%
- PY 20: Youth Employment 4th Qtr: 51%
- PY 20: Adult Median Earnings 2nd Qtr After Exit: \$5,300
- PY 20: Dislocated Worker Median Earnings: \$6,500
- PY 20: Youth Median Earnings 2nd Qtr After Exit: \$3,000
- PY 20: Adult Credential Attainment 4th Qtr After Exit: 42.3%
- PY 20: Dislocated Worker Credential Attainment: 38.9%
- PY 20: Youth Credential Attainment: 63%
- PY 20: Adult Measurable Skills Gains: 45%
- PY 20: Dislocated Worker Measurable Skills Gains: 45%
- PY 20: Youth Measurable Skills Gain: 50%

PY 21: Adult Employment Rate 2nd Qtr After Exit: 62.7%

- PY 21: Dislocated Worker Employment Rate 2nd Qtr: 60.7%
- PY 21: Youth Employment Rate 2nd Qtr: 62%
- PY 21: Adult Employment Rate 4th Qtr After Exit: 68.5%
- PY 21: Dislocated Worker Employment Rate 4th Qtr: 64.6%
- PY 21: Youth Employment Rate 4th Qtr: 52%
- PY 21: Adult Median Earnings 2nd Qtr After Exit: \$5,400
- PY 21: Dislocated Worker Median Earnings: \$6,600
- PY 21: Youth Median Earnings: \$3,100
- PY 21: Adult Credential Attainment 4th Qtr After Exit: 43.3%%
- PY 21: Dislocated Worker Credential Attainment: 39.9%
- PY 21: Youth Credential Attainment: 63.5%
- PY 21: Adult Measurable Skills Gain: 45.5%
- PY 21: Dislocated Worker Measurable Skills Gain: 45.5%

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- PY 21: Youth Measurable Skills Gain: 50.5%

- d. Describe the actions taken toward becoming or remaining a high-performing LWDB, consistent with factors developed by the State Workforce Investment Board (SWIB). The LWDB will be defined as high performing if it meets the following criteria:
- i. It is certified and in membership compliance;
 - ii. All necessary governance actions and items have been accomplished, including executing a local Memorandum of Understanding (MOU), selecting a One-Stop System Operator, and implementing all required local policies, etc.;
 - iii. All One-Stop Career Centers in the LWDA have achieved at least an 80% score in the Career Center Certification process; and
 - iv. The LWDA meets or exceeds all performance goals.

NYSDOL's State Representative (for the LWDA) monitors quarterly; bench marks, goals and objectives that are devised for Programs and outcomes are assessed. A performance Improvement Plan (PIP) is developed based on evaluation and identification of those challenges which compromise performance. Strategies are then developed to maintain acceptable (superior) performance in compliance with NYSDOL's primary indicators, as prescribed. Local Workforce Development Area WIOA Primary Indicators Performance Reports are provided by NYSDOL on a quarterly basis keeping the YWDB aware of the Local area's performance standing.

All governance actions and items are accomplished, every (2) two years the following occurs: Local Memorandums of Understanding are developed in compliance, an RFP for One-Stop System Operator is posted on the City of Yonkers website, and publicized in a local newspaper, with bidding information and due dates.

Training Services

- a. Describe how training services will be provided in the local area. This may include incumbent worker, on-the-job, and customized training programs.

By use of Training Contracts: Individual Training Accounts (ITAs) where NYS Eligible Training Providers are contracted for utilization; On-the-Job Training (OJT), customized training, incumbent worker training, or transitional jobs training are the programs of training that are conducted via employers. Additionally, virtual training platforms are offered.

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- b. Describe how contracts will be coordinated with the use of Individual Training Accounts (ITAs).

Contracts will be issued after a thorough assessment/ eligibility verification of the prospective trainee is conducted by a Career Counselor . (Businesses are vetted by NYSDOL .) However, the training must be in a field which has been identified as an in-demand/priority occupation for the region. The customer is given the choice of training provider from the NYSDOL Eligible Training Provider List (ETPL). The training will be approved by the Career Center Manager after criteria verification is completed.

- c. Describe how the LWDB will ensure informed customer choice in the selection of training programs regardless of how training services are provided.

Local ITA policies and procedures are approved by the YLWDB which includes information regarding customers' rights of selection. Counselors have been trained on the policy and process for issuing ITAs compliance with said policies and process. TA #09-2.1

Public Comment

- a. Describe the process used by the LWDB to provide a period of no more than 30 days for public comment and input into development of the plan by representatives of business, labor organizations, and education prior to submission.

The Local Plan will be posted on the City of Yonkers website prior to submission.

List of Attachments

Please complete all attachments listed below.

- Attachment A – Units of Local Government
- Attachment B – Fiscal Agent
- Attachment C – Signature of Local Board Chair
- Attachment D – Signature of Chief Elected Official(s)
- Attachment E – Federal and State Certifications
- Attachment F – Youth Services Chart

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Original signature pages for Attachments C, D and E, must be delivered to NYSDOL in one of the following two ways:

- Electronic signature (if the LWDB has the capability for it) – Note that electronic signatures must follow the requirements and guidelines of the Electronic Signature and Records Act ([ESRA](#)). LWDBs choosing to submit signature pages via electronic signature may submit these pages via email with the Local Plan.
- Mail original versions – Hard copies of traditional signature pages may be sent to:

Attn: Local Plan
New York State Department of Labor
Division of Employment and Workforce Solutions
Building 12 – Room 440
W. Averell Harriman Office Building Campus
Albany, NY 12240

All other attachments must be submitted via email with the LWDB Local Plan Template.

In addition to these attachments, LWDBs must provide copies of the agreements listed in the Program Coordination section of this template under [\(d\)](#). If possible, it is preferable to provide a list of hyperlinks to these agreements available on the LWDB website.

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Attachment A: Units of Local Government

Please list the unit or units (multiple counties or jurisdictional areas) of local government included in the local area. If the CEO Grant Recipient has designated a local grant subrecipient to administer WIOA pursuant to WIOA § 107, please indicate the unit of local government that is the grant subrecipient. However, if instead, the CEO Grant Recipient has designated a fiscal agent, please indicate this on Attachment B.

Unit of Local Government	Grant Subrecipient
	Yes
The City of Yonkers Department of Finance and Management Services	<input checked="" type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

§107(6)(B)(i) - When a local workforce area is composed of more than one unit of general local government, the chief elected officials of such units may execute an agreement that specifies the respective roles of the individual chief elected officials.

If your local workforce area is composed of more than one unit of general local government, is there a written agreement between local officials that details the liability of the individual jurisdictions?

Yes No

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Attachment B: Fiscal Agent

WIOA §117(d)(3)(B)(i)(II) indicates that the chief elected official Grant Recipient may designate a local fiscal agent as an alternative to a local grant subrecipient. Such designation to a grant subrecipient or fiscal agent shall not relieve the chief elected official or the Governor of the liability for any misuse of grant funds. If the CEO identified a fiscal agent to assist in the administration of grant funds, please provide the name of the agent.

Fiscal Agent
The City of Yonkers Department of Finance and Management Services

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ATTACHMENT C: SIGNATURE OF LOCAL BOARD CHAIR

**Workforce Innovation and Opportunity Act (WIOA) Local Plan for
Program Year 2021-2024, for WIOA Title 1-B
and Wagner-Peyser Programs**

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and federal laws, regulations, and policies;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that this Plan was developed in collaboration with the Local Board and is jointly submitted with the Chief Elected Official(s) on behalf of the Local Board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Date:	6/7/21	Signature of Local Board Chair:	
Mr.	<input checked="" type="checkbox"/>	Typed Name of Local Board Chair:	William Mascetta
Ms.	<input type="checkbox"/>		
Other	<input type="checkbox"/>		
Name of Board:	Yonkers Workforce Development Board		
Address 1:	Transit Construction Corp.		
Address 2:	618 Saw Mill River Road		
City:	Yonkers		
State:	New York	Zip:	10710
Phone:	914-476-0465	E-mail:	wmascetta@transitcorp.com

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

WE ARE YOUR DOL



ATTACHMENT D: SIGNATURE OF CHIEF ELECTED OFFICIAL(S)

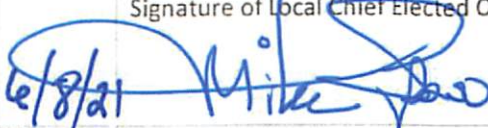
Workforce Innovation and Opportunity Act (WIOA) Local Plan for
 Program Year 2021-2024, for WIOA Title 1-B
 and Wagner-Peyser Programs

In compliance with the provisions of the Workforce Innovation and Opportunity Act of 2014, the Final Rule, and Planning guidelines and instructions developed by the Governor, this Plan is being submitted jointly by the Local Board and the respective Chief Elected Official(s).

By virtue of my signature, I:

- Agree to comply with all statutory and regulatory requirements of the Act as well as other applicable State and Federal laws, regulations, and policies;
- Affirm that the Grant recipient possesses the capacity to fulfill all responsibilities and assume liability for funds received, as stipulated in §679.420 of the rules and regulations;
- Affirm that the composition of the Local Board is either in compliance with the law, rules, and regulations and is approved by the State or, will be in compliance within 90 days of Local Plan submission;
- Affirm that the Chair of the Local Board was duly elected by that board; and
- Affirm that the board, including any staff to the board, will not directly provide any career services unless approved to do so by the Chief Elected Official and the Governor.

Note: A separate signature sheet is required for each local Chief Elected Official (CEO). If additional pages are necessary, please replicate this document for each CEO.

Date:	Signature of Local Chief Elected Official (CEO):	
	6/8/21 	
Mr. <input checked="" type="checkbox"/>	Typed Name of Local CEO:	
Ms. <input type="checkbox"/>	Mike Spano	
Other <input type="checkbox"/>		
Title of Local CEO:	Mayor	
Address 1:	40 South Broadway	
Address 2:		
City:	Yonkers	
State:	New York	Zip: 10701
Phone:	914-377-6300	E-mail: mayor@yonkersny.gov
Are you the Grant Recipient CEO? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

Submission directions: Complete this attachment as part of the Plan development process and submit it, with original signatures, as described in the Local Plan Template.

WE ARE YOUR DOL



Bidder Organization Name: **Yonkers Workforce Development Board**

ATTACHMENT E: FEDERAL AND STATE CERTIFICATIONS

The funding for the awards granted under this contract is provided by the United States Department of Labor which requires the following certifications:

A. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION-LOWER TIER COVERED TRANSACTIONS

1. By signing this Contract, the prospective lower tier participant certifies, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statement in this certification, such prospective participant shall provide an explanation.
3. The prospective lower tier participant shall pass the requirements of A.1. and A.2., above, to each person or entity with whom the participant enters into a covered transaction at the next lower tier.

B. CERTIFICATION REGARDING LOBBYING - Certification for Contracts, Grants, Loans, and Cooperative Agreements

By signing this Contract, the Contractor hereby certifies, to the best of his or her knowledge and belief, that :

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the Contractor, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the Contractor shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The Contractor shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of facts upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S.C. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

C. DRUG FREE WORKPLACE

By signing this Contract, the Contractor certifies that it will provide a Drug Free Workplace by implementing the provisions at 29 CFR 94, pertaining to the Drug Free Workplace. In accordance with these provisions, a list of places where performance of work is done in connection with this specific grant will take place must be maintained at the Contractor's office and available for Federal inspection.

D. NONDISCRIMINATION & EQUAL OPPORTUNITY ASSURANCE

As a condition to the award of financial assistance from the Department of Labor under Title I of the Workforce Innovation and Opportunity Act (WIOA), the Contractor assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

(1) Section 188 of the WIOA, which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age disability, political affiliation, or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in a program or activity that receives financial assistance under Title I of WIOA;

(2) Title VI of the Civil Rights Act of 1964, as amended which prohibits discrimination on the basis of race, color, and national origin;

(3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities;

(4) The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

(5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The Contractor also assures that it will comply with 29 CFR Part 38 and all other regulations implementing the laws listed above. This assurance applies to the Contractor's operation of the WIOA Title I – financially assisted program or activity, and to all agreements the Contractor makes to carry out the WIOA Title I – financially assisted program or activity. The Contractor understands that the United States has the right to seek judicial enforcement of this assurance.

E. BUY AMERICAN NOTICE REQUIREMENT

In accordance with Section 502 of the WIOA, none of the funds made available under the WIOA may be expended by an entity unless the entity agrees that in expending the funds it will comply with sections 8301 through 8303 of title 41, United States Code (commonly known as the "Buy American Act").

F. SALARY AND BONUS LIMITATIONS

No federal funds appropriated annually under the heading 'Employment and Training' shall be used by a subrecipient of such funds to pay the salary and bonuses of an individual, either as direct costs or indirect costs, at a rate in excess of Executive Level II. This limitation shall not apply to vendors providing goods and services as defined in 2 CFR 200.330. See Training and Employment Guidance

Letter number 5-06 for further clarification. Where applicable, the Contractor agrees to comply with the Salary and Bonus Limitations.

G. VETERANS' PRIORITY PROVISIONS

Federal grants for qualified job training programs funded, in whole or in part, by the U.S. Department of Labor are subject to the provisions of the "Jobs for Veterans Act" (JVA), Public Law 107-288 (38 USC 4215). The JVA provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training, and placement services. Please note that to obtain priority service, a person must meet the program's eligibility requirements. Training and Employment Guidance Letter (TEGL) No. 5-03 (September 16, 2003) and Section 20 of the Code of Federal Regulations (CFR) Part 1010 (effective January 19, 2009) provide general guidance on the scope of the veterans priority statute and its effect on current employment and training programs. Where applicable, the Contractor agrees to comply with the Veteran's Priority Provisions.

STATE CERTIFICATIONS

H. CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND OUTSTANDING DEBTS

By signing this Contract, the Contractor, as a duly sworn representative of the contractor/vendor, hereby attests and certifies that:

- a) No principal or executive officer of the Contractor's company, its subcontractor(s) and/or successor(s) is presently suspended or debarred; and
- b) The Contractor, its subcontractor(s) and/or its successor(s) is not ineligible to submit a bid on, or be awarded, any public work contract or sub-contract with the State, any municipal corporation or public body for reason of debarment for failure to pay the prevailing rate of wages, or to provide supplements, in accordance with Article 8 of the New York State Labor Law.
- c) The Contractor, its subcontractor(s) and/or its successor do not have any outstanding debts owed to the Department, including but not limited to, contractual obligations, fines related to Safety and Health violations, payments owed to workers for public works projects or the general provisions of the labor Law, unemployment insurance contributions or other related assessments, penalties or charges.

I. CERTIFICATION REGARDING "NONDISCRIMINATION IN EMPLOYMENT IN NORTHERN IRELAND: MacBRIDE FAIR EMPLOYMENT PRINCIPLES"

By signing this Contract, the Contractor stipulates that in accordance with the MacBride Fair Employment Principles (Chapter 807 of the laws of 1992), the Contractor, or any individual or legal entity in which the contractor holds a 10% or greater ownership interest, or any individual or legal entity that holds a 10% or greater ownership interest in the contractor, either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

J. NON-COLLUSIVE BIDDING CERTIFICATION

- (1) The prices in this bid have been arrived at independently without collusion, consultation, communication, or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other bidder or with any competitor;
- (2) Unless otherwise required by law, the prices which have been quoted in this bid have not been knowingly disclosed by the bidder and will not knowingly be disclosed by the bidder prior to opening, directly or indirectly, to any other bidder or to any competitor; and
- (3) No attempt has been made or will be made by the bidder to induce any other person, partnership or corporation to submit or not to submit to bid for the purpose of restricting competition.

K. IRAN DIVESTMENT ACT


By signing this Contract, the Contractor certifies in accordance with State Finance Law §165-a that it is not on the "Entities Determined to be Non-Responsive Bidder/Offerers pursuant to the New York State Iran Divestment Act of 2012" ("Prohibited Entities List") posted at: <http://www.ogs.ny.gov/about/regs/docs/ListofEntities.pdf>.

The Contractor further certifies that it will not utilize on this contract any subcontractor that is identified on the Prohibited Entities List. The Contractor agrees that should it seek to renew or extend this Contract, it must provide the same certification at the time the Contract is renewed or extended.

During the term of the Contract, should the state agency receive information that a person (as defined in State Finance Law §165-a) is in violation of the above-referenced certification, the state agency will review such information and offer the person an opportunity to respond. If the person fails to demonstrate that it has ceased its engagement in the investment activity which is in violation of the Act within 90 days after the determination of such violation, then the state agency shall take such action as may be appropriate and provided for by law, rule, or contract, including, but not limited to, imposing sanctions, seeking compliance, recovering damages, or declaring the Contractor in default.

The state agency reserves the right to reject any request for renewal, extension, or assignment for an entity that appears on the Prohibited Entities List prior to the renewal, extension, or assignment of the Agreement, and to pursue a responsibility review with the Contractor should it appear on the Prohibited Entities List hereafter..

I, the undersigned, attest under penalty of perjury that I am an authorized representative of the Bidder/Contractor and that the foregoing statements are true and accurate.

Signature of Authorized Representative:	
Title:	Executive Director
Date:	June 14, 2021

Youth Services

Name of Local Area: YONKERS

Name of Organization Providing Youth Services <i>(Provide name of organization)</i>	Phone Number	Type of Agreement <i>(Select from the 3 options in the drop-down menu)</i>	Young & Young Adult Recruitment	Case Management/Pathways Coaching	Intake & Eligibility	Data Entry in Case Management System	Objective Assessments	Individual Service Strategy	Tutoring/ Study Skills	Alternative Sec. School	Occupational Skills Training	Work Experience	Edu. Offered Concurrently	Leadership Development	Supportive Services	Adult Mentoring	Comp. Guidance/ Counseling	Financial Literacy	Entrepreneurial Skills	Labor Market Information	Postsecondary prep./transition	Follow-Up	
			Please review the program elements listed above and mark "O" for Out-of-School Youth (OSY), "I" for In-School Youth (ISY) or "Both" for both ISY and OSY for all program elements provided by the organization(s).																				
Yonkers Community Action Program	(914) 423-5905	Contract	Both	Both	Both	Both	Both	Both	Both	OS	OS	OS	OS	Both	Both	Both	Both	Both	OS	Both	IS	Both	
YWCA of Yonkers	(914) 963-0640	Contract	Both	Both	Both	Both	Both	Both	Both	OS	OS	OS	OS	Both	Both	Both	Both	Both	OS	Both	IS	Both	

EDUCATIONAL ATTAINMENT		United States™ Census Bureau
Note: The table shown may have been modified by user selections. Some information may be missing.		
DATA NOTES		
TABLE ID:	S1501	
SURVEY/PROGRAM:	American Community Survey	
VINTAGE:	2019	
DATASET:	ACSST5Y2019	
PRODUCT:	ACS 5-Year Estimates Subject Tables	
UNIVERSE:	None	
FTP URL:	None	
API URL:	https://api.census.gov/data/2019/acs/acs5/subject	
USER SELECTIONS		
GEOS	Westchester County, New York; Orange County, New York; Putnam County, New York; Rockland County, New York; Ulster County, New York; Sullivan County, New York; Dutchess County, New York	
EXCLUDED COLUMNS		
	None	
APPLIED FILTERS		
	None	
APPLIED SORTS		
	None	
WEB ADDRESS		
	https://data.census.gov/cedsci/table?q=S1501&g=0500000US36027,36071,36079,36087,36105,36111,36119&tid=ACSST5Y2019.S1501&hidePreview=true	
TABLE NOTES		
	Although the American Community Survey (ACS) produces population, demographic and housing unit estimates, it is the Census Bureau's Population Estimates Program that produces and disseminates the official estimates of the population for the nation, states, counties, cities, and towns and estimates of housing units for states and counties.	

Table: ACSST5Y2019.S1501

	<p>Supporting documentation on code lists, subject definitions, data accuracy, and statistical testing can be found on the American Community Survey website in the Technical Documentation section.</p> <p>Sample size and data quality measures (including coverage rates, allocation rates, and response rates) can be found on the American Community Survey website in the Methodology section.</p>
	<p>Source: U.S. Census Bureau, 2015-2019 American Community Survey 5-Year Estimates</p>
	<p>Data are based on a sample and are subject to sampling variability. The degree of uncertainty for an estimate arising from sampling variability is represented through the use of a margin of error. The value shown here is the 90 percent margin of error. The margin of error can be interpreted roughly as providing a 90 percent probability that the interval defined by the estimate minus the margin of error and the estimate plus the margin of error (the lower and upper confidence bounds) contains the true value. In addition to sampling variability, the ACS estimates are subject to nonsampling error (for a discussion of nonsampling variability, see ACS Technical Documentation). The effect of nonsampling error is not represented</p>
	<p>The 2015-2019 American Community Survey (ACS) data generally reflect the September 2018 Office of Management and Budget (OMB) delineations of metropolitan and micropolitan statistical areas. In certain instances, the names, codes, and boundaries of the principal cities shown in ACS tables may differ from the OMB delineation lists due to differences in the</p>
	<p>Estimates of urban and rural populations, housing units, and characteristics reflect boundaries of urban areas defined based on Census 2010 data. As a result, data for urban and rural areas from the ACS do not necessarily reflect the results of</p>

Table: ACSST5Y2019.S1501

	<p>Explanation of Symbols: * An "***" entry in the margin of error column indicates that either no sample observations or too few sample observations were available to compute a standard error and thus the margin of error. A statistical test is not appropriate.</p> <p>* An "-" entry in the estimate column indicates that either no sample observations or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest interval or upper interval of an open-ended distribution, or the margin of error associated with a median was larger than the median itself.</p> <p>* An "-" following a median estimate means the median falls in the lowest interval of an open-ended distribution.</p> <p>* An "+" following a median estimate means the median falls in the upper interval of an open-ended distribution.</p> <p>* An "****" entry in the margin of error column indicates that the median falls in the lowest interval or upper interval of an open-ended distribution. A statistical test is not appropriate.</p> <p>* An "*****" entry in the margin of error column indicates that the estimate is controlled. A statistical test for sampling variability is not appropriate.</p> <p>* An "N" entry in the estimate and margin of error columns indicates that data for this geographic area cannot be displayed because the number of sample cases is too small.</p> <p>* An "(X)" means that the estimate is not applicable or not available.</p>
COLUMN NOTES	None

Table: ACSST5Y2019.S1501

	Dutchess County, New York					
	Total		Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT						
Population 18 to 24 years	31,945	±64	(X)	(X)	15,970	±45
Less than high school graduate	3,662	±415	11.5%	±1.3	2,258	±327
High school graduate (includes equivalency)	9,367	±589	29.3%	±1.8	5,153	±439
Some college or associate's degree	15,594	±680	48.8%	±2.1	7,115	±555
Bachelor's degree or higher	3,322	±380	10.4%	±1.2	1,444	±242
Population 25 years and over	205,613	±63	(X)	(X)	101,394	±76
Less than 9th grade	6,401	±656	3.1%	±0.3	3,266	±429
9th to 12th grade, no diploma	11,961	±789	5.8%	±0.4	6,573	±553
High school graduate (includes equivalency)	55,135	±1,377	26.8%	±0.7	29,516	±950
Some college, no degree	37,735	±1,361	18.4%	±0.7	19,063	±826
Associate's degree	22,323	±953	10.9%	±0.5	9,525	±594
Bachelor's degree	39,123	±1,212	19.0%	±0.6	18,786	±781
Graduate or professional degree	32,935	±1,065	16.0%	±0.5	14,665	±587
High school graduate or higher	187,251	±1,021	91.1%	±0.5	91,555	±707
Bachelor's degree or higher	72,058	±1,400	35.0%	±0.7	33,451	±827
Population 25 to 34 years	34,317	±75	(X)	(X)	18,214	±64
High school graduate or higher	31,634	±378	92.2%	±1.1	16,458	±284
Bachelor's degree or higher	12,299	±627	35.8%	±1.8	5,151	±404
Population 35 to 44 years	33,735	±62	(X)	(X)	17,180	±41

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	15,975	±44
Less than high school graduate	14.1%	±2.0	1,404	±250
High school graduate (includes equivalency)	32.3%	±2.7	4,214	±395
Some college or associate's degree	44.6%	±3.5	8,479	±478
Bachelor's degree or higher	9.0%	±1.5	1,878	±315
Population 25 years and over	(X)	(X)	104,219	±32
Less than 9th grade	3.2%	±0.4	3,135	±410
9th to 12th grade, no diploma	6.5%	±0.5	5,388	±521
High school graduate (includes equivalency)	29.1%	±0.9	25,619	±790
Some college, no degree	18.8%	±0.8	18,672	±954
Associate's degree	9.4%	±0.6	12,798	±662
Bachelor's degree	18.5%	±0.8	20,337	±951
Graduate or professional degree	14.5%	±0.6	18,270	±736
High school graduate or higher	90.3%	±0.7	95,696	±646
Bachelor's degree or higher	33.0%	±0.8	38,607	±1,004
Population 25 to 34 years	(X)	(X)	16,103	±51
High school graduate or higher	90.4%	±1.5	15,176	±239
Bachelor's degree or higher	28.3%	±2.2	7,148	±460
Population 35 to 44 years	(X)	(X)	16,555	±44

Table: ACSST5Y2019.S1501

		Orange County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	40,018	±75
Less than high school graduate	8.8%	±1.6	4,582	±450
High school graduate (includes equivalency)	26.4%	±2.5	12,922	±751
Some college or associate's degree	53.1%	±3.0	17,769	±773
Bachelor's degree or higher	11.8%	±2.0	4,745	±466
Population 25 years and over	(X)	(X)	242,775	±75
Less than 9th grade	3.0%	±0.4	8,694	±644
9th to 12th grade, no diploma	5.2%	±0.5	16,209	±925
High school graduate (includes equivalency)	24.6%	±0.8	71,028	±1,711
Some college, no degree	17.9%	±0.9	48,339	±1,515
Associate's degree	12.3%	±0.6	24,870	±1,104
Bachelor's degree	19.5%	±0.9	42,291	±1,334
Graduate or professional degree	17.5%	±0.7	31,344	±1,294
High school graduate or higher	91.8%	±0.6	217,872	±1,258
Bachelor's degree or higher	37.0%	±1.0	73,635	±1,834
Population 25 to 34 years	(X)	(X)	43,974	±108
High school graduate or higher	94.2%	±1.4	39,783	±487
Bachelor's degree or higher	44.4%	±2.9	12,535	±757
Population 35 to 44 years	(X)	(X)	45,132	±90

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	22,619	±57
Less than high school graduate	11.4%	±1.1	2,989	±397
High school graduate (includes equivalency)	32.3%	±1.9	7,394	±597
Some college or associate's degree	44.4%	±1.9	9,772	±625
Bachelor's degree or higher	11.9%	±1.2	2,464	±398
Population 25 years and over	(X)	(X)	117,775	±57
Less than 9th grade	3.6%	±0.3	4,294	±403
9th to 12th grade, no diploma	6.7%	±0.4	8,159	±638
High school graduate (includes equivalency)	29.3%	±0.7	36,557	±1,001
Some college, no degree	19.9%	±0.6	24,848	±968
Associate's degree	10.2%	±0.5	11,018	±769
Bachelor's degree	17.4%	±0.5	19,695	±940
Graduate or professional degree	12.9%	±0.5	13,204	±719
High school graduate or higher	89.7%	±0.5	105,322	±787
Bachelor's degree or higher	30.3%	±0.8	32,899	±1,163
Population 25 to 34 years	(X)	(X)	22,426	±82
High school graduate or higher	90.5%	±1.1	20,411	±326
Bachelor's degree or higher	28.5%	±1.7	5,155	±460
Population 35 to 44 years	(X)	(X)	22,273	±65

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	17,399	±40
Less than high school graduate	13.2%	±1.8	1,593	±277
High school graduate (includes equivalency)	32.7%	±2.6	5,528	±430
Some college or associate's degree	43.2%	±2.8	7,997	±461
Bachelor's degree or higher	10.9%	±1.8	2,281	±263
Population 25 years and over	(X)	(X)	125,000	±47
Less than 9th grade	3.6%	±0.3	4,400	±415
9th to 12th grade, no diploma	6.9%	±0.5	8,050	±575
High school graduate (includes equivalency)	31.0%	±0.8	34,471	±1,233
Some college, no degree	21.1%	±0.8	23,491	±1,117
Associate's degree	9.4%	±0.7	13,852	±702
Bachelor's degree	16.7%	±0.8	22,596	±945
Graduate or professional degree	11.2%	±0.6	18,140	±899
High school graduate or higher	89.4%	±0.7	112,550	±739
Bachelor's degree or higher	27.9%	±1.0	40,736	±1,214
Population 25 to 34 years	(X)	(X)	21,548	±54
High school graduate or higher	91.0%	±1.4	19,372	±358
Bachelor's degree or higher	23.0%	±2.0	7,380	±533
Population 35 to 44 years	(X)	(X)	22,859	±60

Table: ACSST5Y2019.S1501

		Putnam County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	8,355	±131
Less than high school graduate	9.2%	±1.6	812	±199
High school graduate (includes equivalency)	31.8%	±2.5	2,648	±388
Some college or associate's degree	46.0%	±2.7	3,253	±340
Bachelor's degree or higher	13.1%	±1.5	1,642	±322
Population 25 years and over	(X)	(X)	70,564	±130
Less than 9th grade	3.5%	±0.3	2,383	±395
9th to 12th grade, no diploma	6.4%	±0.5	2,547	±355
High school graduate (includes equivalency)	27.6%	±1.0	19,139	±1,014
Some college, no degree	18.8%	±0.9	12,134	±800
Associate's degree	11.1%	±0.6	6,415	±559
Bachelor's degree	18.1%	±0.8	15,902	±891
Graduate or professional degree	14.5%	±0.7	12,044	±664
High school graduate or higher	90.0%	±0.6	65,634	±447
Bachelor's degree or higher	32.6%	±1.0	27,946	±1,086
Population 25 to 34 years	(X)	(X)	10,682	±146
High school graduate or higher	89.9%	±1.7	10,142	±220
Bachelor's degree or higher	34.2%	±2.5	4,033	±404
Population 35 to 44 years	(X)	(X)	11,599	±129

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	4,470	±102
Less than high school graduate	9.7%	±2.3	525	±124
High school graduate (includes equivalency)	31.7%	±4.5	1,485	±285
Some college or associate's degree	38.9%	±4.2	1,775	±250
Bachelor's degree or higher	19.7%	±3.9	685	±196
Population 25 years and over	(X)	(X)	34,718	±112
Less than 9th grade	3.4%	±0.6	1,213	±243
9th to 12th grade, no diploma	3.6%	±0.5	1,563	±270
High school graduate (includes equivalency)	27.1%	±1.4	9,860	±634
Some college, no degree	17.2%	±1.1	6,361	±503
Associate's degree	9.1%	±0.8	2,746	±383
Bachelor's degree	22.5%	±1.3	7,824	±633
Graduate or professional degree	17.1%	±0.9	5,151	±479
High school graduate or higher	93.0%	±0.6	31,942	±293
Bachelor's degree or higher	39.6%	±1.5	12,975	±743
Population 25 to 34 years	(X)	(X)	5,616	±122
High school graduate or higher	94.9%	±1.3	5,309	±161
Bachelor's degree or higher	37.8%	±3.7	1,753	±296
Population 35 to 44 years	(X)	(X)	5,786	±111

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	3,885	±85
Less than high school graduate	11.7%	±2.8	287	±133
High school graduate (includes equivalency)	33.2%	±6.0	1,163	±234
Some college or associate's degree	39.7%	±5.7	1,478	±244
Bachelor's degree or higher	15.3%	±4.5	957	±241
Population 25 years and over	(X)	(X)	35,846	±93
Less than 9th grade	3.5%	±0.7	1,170	±235
9th to 12th grade, no diploma	4.5%	±0.8	984	±185
High school graduate (includes equivalency)	28.4%	±1.8	9,279	±699
Some college, no degree	18.3%	±1.4	5,773	±537
Associate's degree	7.9%	±1.1	3,669	±359
Bachelor's degree	22.5%	±1.8	8,078	±533
Graduate or professional degree	14.8%	±1.4	6,893	±469
High school graduate or higher	92.0%	±0.8	33,692	±305
Bachelor's degree or higher	37.4%	±2.1	14,971	±623
Population 25 to 34 years	(X)	(X)	5,066	±88
High school graduate or higher	94.5%	±1.9	4,833	±143
Bachelor's degree or higher	31.2%	±5.2	2,280	±263
Population 35 to 44 years	(X)	(X)	5,813	±97

Table: ACSST5Y2019.S1501

		Rockland County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	29,939	±63
Less than high school graduate	7.4%	±3.4	4,487	±419
High school graduate (includes equivalency)	29.9%	±6.0	8,227	±564
Some college or associate's degree	38.0%	±6.4	12,288	±647
Bachelor's degree or higher	24.6%	±6.1	4,937	±475
Population 25 years and over	(X)	(X)	203,591	±63
Less than 9th grade	3.3%	±0.7	11,197	±736
9th to 12th grade, no diploma	2.7%	±0.5	12,811	±824
High school graduate (includes equivalency)	25.9%	±2.0	45,877	±1,308
Some college, no degree	16.1%	±1.5	33,580	±1,156
Associate's degree	10.2%	±1.0	16,472	±941
Bachelor's degree	22.5%	±1.5	45,648	±1,241
Graduate or professional degree	19.2%	±1.3	38,006	±1,155
High school graduate or higher	94.0%	±0.8	179,583	±1,016
Bachelor's degree or higher	41.8%	±1.8	83,654	±1,576
Population 25 to 34 years	(X)	(X)	37,413	±31
High school graduate or higher	95.4%	±2.1	32,465	±527
Bachelor's degree or higher	45.0%	±5.2	13,723	±717
Population 35 to 44 years	(X)	(X)	35,817	±68

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	15,374	±64
Less than high school graduate	15.0%	±1.4	2,541	±341
High school graduate (includes equivalency)	27.5%	±1.9	3,948	±436
Some college or associate's degree	41.0%	±2.2	6,701	±475
Bachelor's degree or higher	16.5%	±1.6	2,184	±327
Population 25 years and over	(X)	(X)	97,395	±84
Less than 9th grade	5.5%	±0.4	6,185	±530
9th to 12th grade, no diploma	6.3%	±0.4	6,238	±512
High school graduate (includes equivalency)	22.5%	±0.6	20,771	±915
Some college, no degree	16.5%	±0.6	17,923	±851
Associate's degree	8.1%	±0.5	7,473	±582
Bachelor's degree	22.4%	±0.6	22,382	±860
Graduate or professional degree	18.7%	±0.6	16,423	±622
High school graduate or higher	88.2%	±0.5	84,972	±631
Bachelor's degree or higher	41.1%	±0.8	38,805	±1,046
Population 25 to 34 years	(X)	(X)	19,229	±3
High school graduate or higher	86.8%	±1.4	16,192	±366
Bachelor's degree or higher	36.7%	±1.9	6,163	±430
Population 35 to 44 years	(X)	(X)	17,809	±59

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	14,565	±50
Less than high school graduate	16.5%	±2.2	1,946	±305
High school graduate (includes equivalency)	25.7%	±2.8	4,279	±364
Some college or associate's degree	43.6%	±3.1	5,587	±473
Bachelor's degree or higher	14.2%	±2.1	2,753	±328
Population 25 years and over	(X)	(X)	106,196	±55
Less than 9th grade	6.4%	±0.5	5,012	±385
9th to 12th grade, no diploma	6.4%	±0.5	6,573	±529
High school graduate (includes equivalency)	21.3%	±0.9	25,106	±1,048
Some college, no degree	18.4%	±0.9	15,657	±928
Associate's degree	7.7%	±0.6	8,999	±646
Bachelor's degree	23.0%	±0.9	23,266	±876
Graduate or professional degree	16.9%	±0.6	21,583	±837
High school graduate or higher	87.2%	±0.6	94,611	±661
Bachelor's degree or higher	39.8%	±1.1	44,849	±1,091
Population 25 to 34 years	(X)	(X)	18,184	±31
High school graduate or higher	84.2%	±1.9	16,273	±315
Bachelor's degree or higher	32.1%	±2.2	7,560	±489
Population 35 to 44 years	(X)	(X)	18,008	±25

Table: ACSST5Y2019.S1501

		Sullivan County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	6,088	±236
Less than high school graduate	13.4%	±2.1	1,184	±233
High school graduate (includes equivalency)	29.4%	±2.5	2,048	±317
Some college or associate's degree	38.4%	±3.2	2,461	±326
Bachelor's degree or higher	18.9%	±2.3	395	±176
Population 25 years and over	(X)	(X)	53,086	±212
Less than 9th grade	4.7%	±0.4	2,593	±425
9th to 12th grade, no diploma	6.2%	±0.5	4,445	±486
High school graduate (includes equivalency)	23.6%	±1.0	17,945	±755
Some college, no degree	14.7%	±0.9	9,471	±678
Associate's degree	8.5%	±0.6	5,480	±491
Bachelor's degree	21.9%	±0.8	7,215	±600
Graduate or professional degree	20.3%	±0.8	5,937	±501
High school graduate or higher	89.1%	±0.6	46,048	±658
Bachelor's degree or higher	42.2%	±1.0	13,152	±811
Population 25 to 34 years	(X)	(X)	8,949	±316
High school graduate or higher	89.5%	±1.7	8,240	±351
Bachelor's degree or higher	41.6%	±2.7	2,308	±309
Population 35 to 44 years	(X)	(X)	8,389	±141

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	3,240	±208
Less than high school graduate	19.4%	±3.8	669	±156
High school graduate (includes equivalency)	33.6%	±4.9	1,177	±235
Some college or associate's degree	40.4%	±5.4	1,220	±205
Bachelor's degree or higher	6.5%	±2.8	174	±120
Population 25 years and over	(X)	(X)	27,091	±188
Less than 9th grade	4.9%	±0.8	1,571	±322
9th to 12th grade, no diploma	8.4%	±0.9	2,601	±307
High school graduate (includes equivalency)	33.8%	±1.4	9,996	±556
Some college, no degree	17.8%	±1.3	4,918	±413
Associate's degree	10.3%	±0.9	2,305	±319
Bachelor's degree	13.6%	±1.1	3,312	±368
Graduate or professional degree	11.2%	±1.0	2,388	±286
High school graduate or higher	86.7%	±1.2	22,919	±457
Bachelor's degree or higher	24.8%	±1.6	5,700	±488
Population 25 to 34 years	(X)	(X)	4,772	±231
High school graduate or higher	92.1%	±2.6	4,364	±245
Bachelor's degree or higher	25.8%	±3.8	931	±219
Population 35 to 44 years	(X)	(X)	4,329	±127

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	2,848	±73
Less than high school graduate	20.6%	±4.8	515	±173
High school graduate (includes equivalency)	36.3%	±6.7	871	±216
Some college or associate's degree	37.7%	±6.2	1,241	±266
Bachelor's degree or higher	5.4%	±3.6	221	±116
Population 25 years and over	(X)	(X)	25,995	±106
Less than 9th grade	5.8%	±1.2	1,022	±235
9th to 12th grade, no diploma	9.6%	±1.1	1,844	±317
High school graduate (includes equivalency)	36.9%	±2.0	7,949	±501
Some college, no degree	18.2%	±1.5	4,553	±484
Associate's degree	8.5%	±1.2	3,175	±361
Bachelor's degree	12.2%	±1.4	3,903	±383
Graduate or professional degree	8.8%	±1.1	3,549	±341
High school graduate or higher	84.6%	±1.6	23,129	±401
Bachelor's degree or higher	21.0%	±1.8	7,452	±537
Population 25 to 34 years	(X)	(X)	4,177	±168
High school graduate or higher	91.5%	±3.0	3,876	±202
Bachelor's degree or higher	19.5%	±4.8	1,377	±216
Population 35 to 44 years	(X)	(X)	4,060	±119

Table: ACSST5Y2019.S1501

		Ulster County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	16,550	±93
Less than high school graduate	18.1%	±6.0	1,492	±295
High school graduate (includes equivalency)	30.6%	±7.5	4,477	±424
Some college or associate's degree	43.6%	±9.4	8,654	±442
Bachelor's degree or higher	7.8%	±4.0	1,927	±293
Population 25 years and over	(X)	(X)	130,190	±93
Less than 9th grade	3.9%	±0.9	4,267	±523
9th to 12th grade, no diploma	7.1%	±1.2	7,792	±592
High school graduate (includes equivalency)	30.6%	±1.9	38,710	±1,266
Some college, no degree	17.5%	±1.8	23,180	±881
Associate's degree	12.2%	±1.4	13,994	±787
Bachelor's degree	15.0%	±1.5	22,618	±901
Graduate or professional degree	13.7%	±1.3	19,629	±944
High school graduate or higher	89.0%	±1.5	118,131	±802
Bachelor's degree or higher	28.7%	±2.1	42,247	±1,412
Population 25 to 34 years	(X)	(X)	22,154	±115
High school graduate or higher	92.8%	±3.9	20,371	±333
Bachelor's degree or higher	33.0%	±5.5	6,535	±590
Population 35 to 44 years	(X)	(X)	20,630	±53

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	8,341	±79
Less than high school graduate	9.0%	±1.8	916	±233
High school graduate (includes equivalency)	27.1%	±2.6	2,510	±321
Some college or associate's degree	52.3%	±2.7	4,017	±319
Bachelor's degree or higher	11.6%	±1.8	898	±166
Population 25 years and over	(X)	(X)	64,113	±94
Less than 9th grade	3.3%	±0.4	2,168	±334
9th to 12th grade, no diploma	6.0%	±0.5	4,484	±438
High school graduate (includes equivalency)	29.7%	±1.0	20,475	±919
Some college, no degree	17.8%	±0.7	11,498	±585
Associate's degree	10.7%	±0.6	6,617	±550
Bachelor's degree	17.4%	±0.7	10,827	±639
Graduate or professional degree	15.1%	±0.7	8,044	±484
High school graduate or higher	90.7%	±0.6	57,461	±594
Bachelor's degree or higher	32.5%	±1.1	18,871	±816
Population 25 to 34 years	(X)	(X)	11,584	±100
High school graduate or higher	92.0%	±1.5	10,473	±266
Bachelor's degree or higher	29.5%	±2.7	2,662	±341
Population 35 to 44 years	(X)	(X)	10,629	±29

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	8,209	±49
Less than high school graduate	11.0%	±2.8	576	±169
High school graduate (includes equivalency)	30.1%	±3.9	1,967	±277
Some college or associate's degree	48.2%	±3.7	4,637	±368
Bachelor's degree or higher	10.8%	±2.0	1,029	±236
Population 25 years and over	(X)	(X)	66,077	±77
Less than 9th grade	3.4%	±0.5	2,099	±311
9th to 12th grade, no diploma	7.0%	±0.7	3,308	±381
High school graduate (includes equivalency)	31.9%	±1.4	18,235	±851
Some college, no degree	17.9%	±0.9	11,682	±620
Associate's degree	10.3%	±0.9	7,377	±465
Bachelor's degree	16.9%	±1.0	11,791	±602
Graduate or professional degree	12.5%	±0.8	11,585	±678
High school graduate or higher	89.6%	±0.9	60,670	±427
Bachelor's degree or higher	29.4%	±1.3	23,376	±964
Population 25 to 34 years	(X)	(X)	10,570	±57
High school graduate or higher	90.4%	±2.3	9,898	±178
Bachelor's degree or higher	23.0%	±3.0	3,873	±376
Population 35 to 44 years	(X)	(X)	10,001	±45

Table: ACSST5Y2019.S1501

		Westchester County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	85,499	±103
Less than high school graduate	7.0%	±2.1	9,964	±863
High school graduate (includes equivalency)	24.0%	±3.4	21,367	±932
Some college or associate's degree	56.5%	±4.5	36,147	±1,149
Bachelor's degree or higher	12.5%	±2.9	18,021	±853
Population 25 years and over	(X)	(X)	668,290	±104
Less than 9th grade	3.2%	±0.5	41,248	±1,820
9th to 12th grade, no diploma	5.0%	±0.6	38,514	±1,198
High school graduate (includes equivalency)	27.6%	±1.3	128,492	±2,733
Some college, no degree	17.7%	±0.9	90,406	±1,787
Associate's degree	11.2%	±0.7	42,697	±1,654
Bachelor's degree	17.8%	±0.9	161,996	±2,392
Graduate or professional degree	17.5%	±1.0	164,937	±2,417
High school graduate or higher	91.8%	±0.6	588,528	±2,229
Bachelor's degree or higher	35.4%	±1.5	326,933	±2,576
Population 25 to 34 years	(X)	(X)	110,783	±99
High school graduate or higher	93.6%	±1.6	99,029	±894
Bachelor's degree or higher	36.6%	±3.6	54,519	±1,173
Population 35 to 44 years	(X)	(X)	123,298	±117

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	42,485	±77
Less than high school graduate	11.7%	±1.0	5,572	±514
High school graduate (includes equivalency)	25.0%	±1.1	11,441	±713
Some college or associate's degree	42.3%	±1.3	17,873	±791
Bachelor's degree or higher	21.1%	±1.0	7,599	±512
Population 25 years and over	(X)	(X)	315,674	±84
Less than 9th grade	6.2%	±0.3	21,320	±1,210
9th to 12th grade, no diploma	5.8%	±0.2	19,974	±971
High school graduate (includes equivalency)	19.2%	±0.4	61,529	±1,809
Some college, no degree	13.5%	±0.3	44,099	±1,327
Associate's degree	6.4%	±0.2	18,899	±1,211
Bachelor's degree	24.2%	±0.4	75,042	±1,710
Graduate or professional degree	24.7%	±0.4	74,811	±1,595
High school graduate or higher	88.1%	±0.3	274,380	±1,510
Bachelor's degree or higher	48.9%	±0.4	149,853	±1,760
Population 25 to 34 years	(X)	(X)	55,879	±83
High school graduate or higher	89.4%	±0.8	48,792	±662
Bachelor's degree or higher	49.2%	±1.1	24,131	±838
Population 35 to 44 years	(X)	(X)	60,354	±100

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT				
Population 18 to 24 years	(X)	(X)	43,014	±64
Less than high school graduate	13.1%	±1.2	4,392	±561
High school graduate (includes equivalency)	26.9%	±1.7	9,926	±591
Some college or associate's degree	42.1%	±1.9	18,274	±821
Bachelor's degree or higher	17.9%	±1.2	10,422	±653
Population 25 years and over	(X)	(X)	352,616	±92
Less than 9th grade	6.8%	±0.4	19,928	±893
9th to 12th grade, no diploma	6.3%	±0.3	18,540	±802
High school graduate (includes equivalency)	19.5%	±0.6	66,963	±1,762
Some college, no degree	14.0%	±0.4	46,307	±1,605
Associate's degree	6.0%	±0.4	23,798	±954
Bachelor's degree	23.8%	±0.5	86,954	±1,630
Graduate or professional degree	23.7%	±0.5	90,126	±1,616
High school graduate or higher	86.9%	±0.5	314,148	±1,206
Bachelor's degree or higher	47.5%	±0.6	177,080	±1,554
Population 25 to 34 years	(X)	(X)	54,904	±75
High school graduate or higher	87.3%	±1.2	50,237	±551
Bachelor's degree or higher	43.2%	±1.5	30,388	±801
Population 35 to 44 years	(X)	(X)	62,944	±70

Table: ACSST5Y2019.S1501

	Percent Female	
Label	Estimate	Margin of Error
AGE BY EDUCATIONAL ATTAINMENT		
Population 18 to 24 years	(X)	(X)
Less than high school graduate	10.2%	±1.3
High school graduate (includes equivalency)	23.1%	±1.4
Some college or associate's degree	42.5%	±1.9
Bachelor's degree or higher	24.2%	±1.5
Population 25 years and over	(X)	(X)
Less than 9th grade	5.7%	±0.3
9th to 12th grade, no diploma	5.3%	±0.2
High school graduate (includes equivalency)	19.0%	±0.5
Some college, no degree	13.1%	±0.5
Associate's degree	6.7%	±0.3
Bachelor's degree	24.7%	±0.5
Graduate or professional degree	25.6%	±0.5
High school graduate or higher	89.1%	±0.3
Bachelor's degree or higher	50.2%	±0.4
Population 25 to 34 years	(X)	(X)
High school graduate or higher	91.5%	±1.0
Bachelor's degree or higher	55.3%	±1.5
Population 35 to 44 years	(X)	(X)

Table: ACSST5Y2019.S1501

	Dutchess County, New York					
	Total		Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	30,861	±448	91.5%	±1.3	15,444	±314
Bachelor's degree or higher	12,803	±627	38.0%	±1.8	5,273	±375
Population 45 to 64 years	87,385	±85	(X)	(X)	43,620	±52
High school graduate or higher	81,021	±601	92.7%	±0.7	39,915	±409
Bachelor's degree or higher	31,421	±893	36.0%	±1.0	14,766	±569
Population 65 years and over	50,176	±44	(X)	(X)	22,380	±18
High school graduate or higher	43,735	±450	87.2%	±0.9	19,738	±278
Bachelor's degree or higher	15,535	±676	31.0%	±1.4	8,261	±400
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT						
White alone	165,690	±716	(X)	(X)	80,684	±430
High school graduate or higher	153,748	±949	92.8%	±0.5	74,539	±666
Bachelor's degree or higher	61,005	±1,206	36.8%	±0.7	28,814	±701
White alone, not Hispanic or Latino	153,717	±181	(X)	(X)	74,598	±131
High school graduate or higher	143,990	±699	93.7%	±0.4	69,667	±463
Bachelor's degree or higher	58,038	±1,161	37.8%	±0.8	27,446	±669
Black alone	21,028	±450	(X)	(X)	11,264	±246
High school graduate or higher	17,971	±566	85.5%	±1.9	9,372	±281
Bachelor's degree or higher	4,200	±559	20.0%	±2.6	1,472	±283

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	89.9%	±1.8	15,417	±256
Bachelor's degree or higher	30.7%	±2.2	7,530	±478
Population 45 to 64 years	(X)	(X)	43,765	±71
High school graduate or higher	91.5%	±0.9	41,106	±365
Bachelor's degree or higher	33.9%	±1.3	16,655	±602
Population 65 years and over	(X)	(X)	27,796	±42
High school graduate or higher	88.2%	±1.2	23,997	±362
Bachelor's degree or higher	36.9%	±1.8	7,274	±431
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	85,006	±420
High school graduate or higher	92.4%	±0.7	79,209	±594
Bachelor's degree or higher	35.7%	±0.8	32,191	±894
White alone, not Hispanic or Latino	(X)	(X)	79,119	±117
High school graduate or higher	93.4%	±0.6	74,323	±455
Bachelor's degree or higher	36.8%	±0.9	30,592	±897
Black alone	(X)	(X)	9,764	±331
High school graduate or higher	83.2%	±2.1	8,599	±438
Bachelor's degree or higher	13.1%	±2.5	2,728	±371

Table: ACSST5Y2019.S1501

		Orange County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	93.1%	±1.6	40,764	±438
Bachelor's degree or higher	45.5%	±2.9	15,639	±810
Population 45 to 64 years	(X)	(X)	101,718	±101
High school graduate or higher	93.9%	±0.8	93,224	±689
Bachelor's degree or higher	38.1%	±1.4	32,260	±1,276
Population 65 years and over	(X)	(X)	51,951	±60
High school graduate or higher	86.3%	±1.3	44,101	±584
Bachelor's degree or higher	26.2%	±1.6	13,201	±667
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	184,660	±1,189
High school graduate or higher	93.2%	±0.6	168,466	±1,308
Bachelor's degree or higher	37.9%	±1.1	58,618	±1,689
White alone, not Hispanic or Latino	(X)	(X)	163,599	±182
High school graduate or higher	93.9%	±0.6	151,233	±821
Bachelor's degree or higher	38.7%	±1.1	53,820	±1,622
Black alone	(X)	(X)	26,633	±604
High school graduate or higher	88.1%	±2.9	24,018	±633
Bachelor's degree or higher	27.9%	±3.8	6,837	±536

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	90.3%	±1.0	19,867	±393
Bachelor's degree or higher	34.7%	±1.8	6,448	±571
Population 45 to 64 years	(X)	(X)	50,144	±91
High school graduate or higher	91.6%	±0.7	45,343	±446
Bachelor's degree or higher	31.7%	±1.3	14,526	±789
Population 65 years and over	(X)	(X)	22,932	±32
High school graduate or higher	84.9%	±1.1	19,701	±348
Bachelor's degree or higher	25.4%	±1.3	6,770	±386
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	89,158	±717
High school graduate or higher	91.2%	±0.5	80,962	±821
Bachelor's degree or higher	31.7%	±0.9	26,480	±999
White alone, not Hispanic or Latino	(X)	(X)	79,029	±102
High school graduate or higher	92.4%	±0.5	72,797	±530
Bachelor's degree or higher	32.9%	±1.0	24,581	±975
Black alone	(X)	(X)	12,931	±309
High school graduate or higher	90.2%	±1.3	11,717	±342
Bachelor's degree or higher	25.7%	±2.1	2,792	±373

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	89.2%	±1.7	20,897	±279
Bachelor's degree or higher	28.9%	±2.6	9,191	±528
Population 45 to 64 years	(X)	(X)	51,574	±51
High school graduate or higher	90.4%	±0.9	47,881	±390
Bachelor's degree or higher	29.0%	±1.6	17,734	±838
Population 65 years and over	(X)	(X)	29,019	±48
High school graduate or higher	85.9%	±1.5	24,400	±380
Bachelor's degree or higher	29.5%	±1.7	6,431	±452
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	95,502	±628
High school graduate or higher	90.8%	±0.7	87,504	±761
Bachelor's degree or higher	29.7%	±1.1	32,138	±1,038
White alone, not Hispanic or Latino	(X)	(X)	84,570	±119
High school graduate or higher	92.1%	±0.7	78,436	±499
Bachelor's degree or higher	31.1%	±1.2	29,239	±994
Black alone	(X)	(X)	13,702	±415
High school graduate or higher	90.6%	±1.8	12,301	±450
Bachelor's degree or higher	21.6%	±2.9	4,045	±387

Table: ACSST5Y2019.S1501

		Putnam County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	91.4%	±1.2	10,662	±212
Bachelor's degree or higher	40.2%	±2.3	5,526	±446
Population 45 to 64 years	(X)	(X)	31,779	±211
High school graduate or higher	92.8%	±0.8	30,066	±316
Bachelor's degree or higher	34.4%	±1.6	13,298	±646
Population 65 years and over	(X)	(X)	16,504	±181
High school graduate or higher	84.1%	±1.3	14,764	±345
Bachelor's degree or higher	22.2%	±1.6	5,089	±384
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	62,451	±481
High school graduate or higher	91.6%	±0.6	58,885	±524
Bachelor's degree or higher	33.7%	±1.0	24,742	±992
White alone, not Hispanic or Latino	(X)	(X)	57,302	±83
High school graduate or higher	92.7%	±0.6	54,517	±375
Bachelor's degree or higher	34.6%	±1.2	23,172	±941
Black alone	(X)	(X)	2,096	±221
High school graduate or higher	89.8%	±1.7	1,976	±211
Bachelor's degree or higher	29.5%	±2.8	1,122	±201

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	91.9%	±1.6	5,113	±185
Bachelor's degree or higher	47.6%	±3.8	2,226	±325
Population 45 to 64 years	(X)	(X)	15,797	±127
High school graduate or higher	94.6%	±0.8	14,933	±197
Bachelor's degree or higher	41.8%	±2.0	6,262	±457
Population 65 years and over	(X)	(X)	7,519	±96
High school graduate or higher	89.5%	±1.9	6,587	±219
Bachelor's degree or higher	30.8%	±2.3	2,734	±267
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	30,604	±295
High school graduate or higher	94.3%	±0.6	28,594	±331
Bachelor's degree or higher	39.6%	±1.6	11,728	±694
White alone, not Hispanic or Latino	(X)	(X)	28,008	±59
High school graduate or higher	95.1%	±0.6	26,445	±276
Bachelor's degree or higher	40.4%	±1.6	10,981	±648
Black alone	(X)	(X)	1,110	±135
High school graduate or higher	94.3%	±3.1	1,028	±129
Bachelor's degree or higher	53.5%	±7.5	390	±124

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	88.4%	±2.6	5,549	±130
Bachelor's degree or higher	38.5%	±5.5	3,300	±244
Population 45 to 64 years	(X)	(X)	15,982	±140
High school graduate or higher	94.5%	±1.0	15,133	±211
Bachelor's degree or higher	39.6%	±2.9	7,036	±450
Population 65 years and over	(X)	(X)	8,985	±107
High school graduate or higher	87.6%	±2.7	8,177	±228
Bachelor's degree or higher	36.4%	±3.5	2,355	±252
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	31,847	±283
High school graduate or higher	93.4%	±0.9	30,291	±358
Bachelor's degree or higher	38.3%	±2.3	13,014	±558
White alone, not Hispanic or Latino	(X)	(X)	29,294	±59
High school graduate or higher	94.4%	±1.0	28,072	±238
Bachelor's degree or higher	39.2%	±2.3	12,191	±520
Black alone	(X)	(X)	986	±127
High school graduate or higher	92.6%	±5.0	948	±131
Bachelor's degree or higher	35.1%	±11.4	732	±143

Table: ACSST5Y2019.S1501

		Rockland County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	95.5%	±1.7	30,197	±489
Bachelor's degree or higher	56.8%	±4.0	14,760	±639
Population 45 to 64 years	(X)	(X)	79,950	±84
High school graduate or higher	94.7%	±1.1	72,849	±626
Bachelor's degree or higher	44.0%	±2.8	35,360	±876
Population 65 years and over	(X)	(X)	50,411	±58
High school graduate or higher	91.0%	±2.4	44,072	±576
Bachelor's degree or higher	26.2%	±2.8	19,811	±683
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	143,070	±1,038
High school graduate or higher	95.1%	±0.8	130,411	±921
Bachelor's degree or higher	40.9%	±1.6	62,947	±1,203
White alone, not Hispanic or Latino	(X)	(X)	128,156	±297
High school graduate or higher	95.8%	±0.8	118,894	±689
Bachelor's degree or higher	41.6%	±1.8	58,934	±1,132
Black alone	(X)	(X)	26,559	±633
High school graduate or higher	96.1%	±3.8	23,021	±680
Bachelor's degree or higher	74.2%	±10.5	7,431	±568

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	84.3%	±1.4	14,715	±339
Bachelor's degree or higher	41.2%	±1.8	6,365	±410
Population 45 to 64 years	(X)	(X)	38,754	±70
High school graduate or higher	91.1%	±0.8	34,935	±418
Bachelor's degree or higher	44.2%	±1.1	16,266	±629
Population 65 years and over	(X)	(X)	21,603	±31
High school graduate or higher	87.4%	±1.2	19,130	±296
Bachelor's degree or higher	39.3%	±1.4	10,011	±363
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	68,638	±659
High school graduate or higher	91.2%	±0.6	61,983	±632
Bachelor's degree or higher	44.0%	±0.9	29,981	±882
White alone, not Hispanic or Latino	(X)	(X)	61,079	±225
High school graduate or higher	92.8%	±0.5	56,274	±479
Bachelor's degree or higher	46.0%	±0.9	28,075	±829
Black alone	(X)	(X)	12,200	±385
High school graduate or higher	86.7%	±1.9	10,561	±429
Bachelor's degree or higher	28.0%	±2.1	3,071	±350

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	82.6%	±1.9	15,482	±315
Bachelor's degree or higher	35.7%	±2.3	8,395	±404
Population 45 to 64 years	(X)	(X)	41,196	±45
High school graduate or higher	90.1%	±1.1	37,914	±362
Bachelor's degree or higher	42.0%	±1.6	19,094	±626
Population 65 years and over	(X)	(X)	28,808	±69
High school graduate or higher	88.6%	±1.4	24,942	±461
Bachelor's degree or higher	46.3%	±1.7	9,800	±515
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	74,432	±539
High school graduate or higher	90.3%	±0.8	68,428	±551
Bachelor's degree or higher	43.7%	±1.3	32,966	±790
White alone, not Hispanic or Latino	(X)	(X)	67,077	±106
High school graduate or higher	92.1%	±0.7	62,620	±418
Bachelor's degree or higher	46.0%	±1.4	30,859	±722
Black alone	(X)	(X)	14,359	±343
High school graduate or higher	86.6%	±2.7	12,460	±409
Bachelor's degree or higher	25.2%	±2.9	4,360	±472

Table: ACSST5Y2019.S1501

		Sullivan County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	86.0%	±1.8	7,261	±269
Bachelor's degree or higher	46.6%	±2.3	1,827	±314
Population 45 to 64 years	(X)	(X)	21,820	±189
High school graduate or higher	92.0%	±0.9	18,797	±419
Bachelor's degree or higher	46.3%	±1.5	5,337	±480
Population 65 years and over	(X)	(X)	13,928	±63
High school graduate or higher	86.6%	±1.6	11,750	±344
Bachelor's degree or higher	34.0%	±1.8	3,680	±414
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	43,775	±472
High school graduate or higher	91.9%	±0.7	39,065	±703
Bachelor's degree or higher	44.3%	±1.1	11,805	±735
White alone, not Hispanic or Latino	(X)	(X)	40,249	±155
High school graduate or higher	93.4%	±0.6	36,355	±500
Bachelor's degree or higher	46.0%	±1.1	11,181	±687
Black alone	(X)	(X)	3,967	±262
High school graduate or higher	86.8%	±2.3	3,241	±321
Bachelor's degree or higher	30.4%	±3.4	553	±189

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	86.6%	±2.9	3,579	±225
Bachelor's degree or higher	21.8%	±3.7	675	±168
Population 45 to 64 years	(X)	(X)	11,267	±162
High school graduate or higher	86.1%	±1.8	9,338	±301
Bachelor's degree or higher	24.5%	±2.2	2,417	±298
Population 65 years and over	(X)	(X)	6,723	±60
High school graduate or higher	84.4%	±2.5	5,638	±218
Bachelor's degree or higher	26.4%	±3.0	1,677	±232
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	21,750	±310
High school graduate or higher	89.2%	±1.2	19,000	±439
Bachelor's degree or higher	27.0%	±1.7	5,048	±445
White alone, not Hispanic or Latino	(X)	(X)	19,976	±90
High school graduate or higher	90.3%	±1.2	17,615	±319
Bachelor's degree or higher	27.8%	±1.7	4,792	±428
Black alone	(X)	(X)	2,375	±211
High school graduate or higher	81.7%	±4.9	1,848	±256
Bachelor's degree or higher	13.9%	±4.6	283	±132

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	82.7%	±4.4	3,682	±159
Bachelor's degree or higher	15.6%	±3.8	1,152	±196
Population 45 to 64 years	(X)	(X)	10,553	±105
High school graduate or higher	82.9%	±2.5	9,459	±251
Bachelor's degree or higher	21.5%	±2.6	2,920	±316
Population 65 years and over	(X)	(X)	7,205	±18
High school graduate or higher	83.9%	±3.3	6,112	±233
Bachelor's degree or higher	24.9%	±3.5	2,003	±281
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	22,025	±230
High school graduate or higher	87.4%	±1.5	20,065	±401
Bachelor's degree or higher	23.2%	±2.0	6,757	±512
White alone, not Hispanic or Latino	(X)	(X)	20,273	±66
High school graduate or higher	88.2%	±1.6	18,740	±287
Bachelor's degree or higher	24.0%	±2.1	6,389	±481
Black alone	(X)	(X)	1,592	±110
High school graduate or higher	77.8%	±6.4	1,393	±150
Bachelor's degree or higher	11.9%	±5.3	270	±116

Table: ACSST5Y2019.S1501

		Ulster County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	90.7%	±3.2	18,937	±290
Bachelor's degree or higher	28.4%	±4.8	7,274	±571
Population 45 to 64 years	(X)	(X)	53,152	±76
High school graduate or higher	89.6%	±2.1	48,797	±498
Bachelor's degree or higher	27.7%	±3.0	17,379	±833
Population 65 years and over	(X)	(X)	34,254	±52
High school graduate or higher	84.8%	±3.2	30,026	±361
Bachelor's degree or higher	27.8%	±3.9	11,059	±586
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	113,378	±474
High school graduate or higher	91.1%	±1.4	104,226	±824
Bachelor's degree or higher	30.7%	±2.3	38,747	±1,368
White alone, not Hispanic or Latino	(X)	(X)	107,553	±226
High school graduate or higher	92.4%	±1.4	99,418	±731
Bachelor's degree or higher	31.5%	±2.4	37,185	±1,355
Black alone	(X)	(X)	7,469	±297
High school graduate or higher	87.5%	±6.4	6,306	±369
Bachelor's degree or higher	17.0%	±7.0	1,028	±271

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	91.8%	±1.3	9,536	±233
Bachelor's degree or higher	35.3%	±2.8	3,083	±301
Population 45 to 64 years	(X)	(X)	26,474	±81
High school graduate or higher	91.8%	±0.9	23,870	±351
Bachelor's degree or higher	32.7%	±1.6	7,623	±455
Population 65 years and over	(X)	(X)	15,426	±39
High school graduate or higher	87.7%	±1.1	13,582	±236
Bachelor's degree or higher	32.3%	±1.7	5,503	±397
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	54,516	±308
High school graduate or higher	91.9%	±0.6	49,595	±577
Bachelor's degree or higher	34.2%	±1.2	17,237	±782
White alone, not Hispanic or Latino	(X)	(X)	51,732	±118
High school graduate or higher	92.4%	±0.6	47,311	±510
Bachelor's degree or higher	34.6%	±1.2	16,632	±778
Black alone	(X)	(X)	4,531	±202
High school graduate or higher	84.4%	±3.3	3,839	±234
Bachelor's degree or higher	13.8%	±3.6	484	±165

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	89.7%	±2.1	9,401	±150
Bachelor's degree or higher	29.0%	±2.8	4,191	±411
Population 45 to 64 years	(X)	(X)	26,678	±72
High school graduate or higher	90.2%	±1.3	24,927	±289
Bachelor's degree or higher	28.8%	±1.7	9,756	±607
Population 65 years and over	(X)	(X)	18,828	±38
High school graduate or higher	88.0%	±1.5	16,444	±267
Bachelor's degree or higher	35.7%	±2.6	5,556	±382
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	58,862	±237
High school graduate or higher	91.0%	±0.9	54,631	±445
Bachelor's degree or higher	31.6%	±1.4	21,510	±922
White alone, not Hispanic or Latino	(X)	(X)	55,821	±153
High school graduate or higher	91.5%	±0.9	52,107	±403
Bachelor's degree or higher	32.2%	±1.5	20,553	±896
Black alone	(X)	(X)	2,938	±186
High school graduate or higher	84.7%	±3.8	2,467	±238
Bachelor's degree or higher	10.7%	±3.7	544	±173

Table: ACSST5Y2019.S1501

		Westchester County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	94.0%	±1.4	108,429	±793
Bachelor's degree or higher	41.9%	±4.1	66,382	±1,168
Population 45 to 64 years	(X)	(X)	271,998	±158
High school graduate or higher	93.4%	±1.0	245,402	±1,240
Bachelor's degree or higher	36.6%	±2.3	139,544	±1,756
Population 65 years and over	(X)	(X)	162,211	±85
High school graduate or higher	87.3%	±1.4	135,668	±1,078
Bachelor's degree or higher	29.5%	±2.0	66,488	±1,101
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	444,814	±2,315
High school graduate or higher	92.8%	±0.6	407,189	±2,219
Bachelor's degree or higher	36.5%	±1.5	247,135	±2,444
White alone, not Hispanic or Latino	(X)	(X)	379,044	±374
High school graduate or higher	93.3%	±0.7	357,961	±1,091
Bachelor's degree or higher	36.8%	±1.6	227,629	±2,132
Black alone	(X)	(X)	98,629	±1,256
High school graduate or higher	84.0%	±5.4	84,746	±1,302
Bachelor's degree or higher	18.5%	±5.7	31,785	±1,146

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	87.9%	±0.6	51,605	±620
Bachelor's degree or higher	53.8%	±1.0	29,207	±808
Population 45 to 64 years	(X)	(X)	130,805	±97
High school graduate or higher	90.2%	±0.4	116,378	±886
Bachelor's degree or higher	51.3%	±0.6	64,722	±1,229
Population 65 years and over	(X)	(X)	68,636	±19
High school graduate or higher	83.6%	±0.7	57,605	±671
Bachelor's degree or higher	41.0%	±0.7	31,793	±730
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	212,069	±1,375
High school graduate or higher	91.5%	±0.3	192,723	±1,498
Bachelor's degree or higher	55.6%	±0.5	117,145	±1,604
White alone, not Hispanic or Latino	(X)	(X)	179,698	±198
High school graduate or higher	94.4%	±0.3	169,375	±739
Bachelor's degree or higher	60.1%	±0.6	108,775	±1,371
Black alone	(X)	(X)	43,151	±629
High school graduate or higher	85.9%	±0.9	36,744	±732
Bachelor's degree or higher	32.2%	±1.1	11,961	±761

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
High school graduate or higher	85.5%	±1.0	56,824	±525
Bachelor's degree or higher	48.4%	±1.3	37,175	±696
Population 45 to 64 years	(X)	(X)	141,193	±109
High school graduate or higher	89.0%	±0.7	129,024	±748
Bachelor's degree or higher	49.5%	±0.9	74,822	±1,068
Population 65 years and over	(X)	(X)	93,575	±79
High school graduate or higher	83.9%	±1.0	78,063	±710
Bachelor's degree or higher	46.3%	±1.1	34,695	±765
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT				
White alone	(X)	(X)	232,745	±1,269
High school graduate or higher	90.9%	±0.5	214,466	±1,227
Bachelor's degree or higher	55.2%	±0.7	129,990	±1,384
White alone, not Hispanic or Latino	(X)	(X)	199,346	±231
High school graduate or higher	94.3%	±0.4	188,586	±650
Bachelor's degree or higher	60.5%	±0.8	118,854	±1,183
Black alone	(X)	(X)	55,478	±819
High school graduate or higher	85.2%	±1.4	48,002	±878
Bachelor's degree or higher	27.7%	±1.7	19,824	±861

Table: ACSST5Y2019.S1501

	Percent Female	
Label	Estimate	Margin of Error
High school graduate or higher	90.3%	±0.8
Bachelor's degree or higher	59.1%	±1.1
Population 45 to 64 years	(X)	(X)
High school graduate or higher	91.4%	±0.5
Bachelor's degree or higher	53.0%	±0.8
Population 65 years and over	(X)	(X)
High school graduate or higher	83.4%	±0.8
Bachelor's degree or higher	37.1%	±0.8
RACE AND HISPANIC OR LATINO ORIGIN BY EDUCATIONAL ATTAINMENT		
White alone	(X)	(X)
High school graduate or higher	92.1%	±0.4
Bachelor's degree or higher	55.9%	±0.6
White alone, not Hispanic or Latino	(X)	(X)
High school graduate or higher	94.6%	±0.3
Bachelor's degree or higher	59.6%	±0.6
Black alone	(X)	(X)
High school graduate or higher	86.5%	±1.1
Bachelor's degree or higher	35.7%	±1.6

Table: ACSST5Y2019.S1501

	Dutchess County, New York					
	Total		Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	648	±201	(X)	(X)	395	±130
High school graduate or higher	486	±168	75.0%	±11.0	302	±115
Bachelor's degree or higher	176	±113	27.2%	±13.8	88	±81
Asian alone	7,211	±214	(X)	(X)	3,441	±131
High school graduate or higher	6,513	±242	90.3%	±2.4	3,154	±143
Bachelor's degree or higher	4,706	±319	65.3%	±4.5	2,293	±237
Native Hawaiian and Other Pacific Islander alone	130	±72	(X)	(X)	61	±56
High school graduate or higher	118	±64	90.8%	±12.9	61	±56
Bachelor's degree or higher	26	±30	20.0%	±25.5	4	±8
Some other race alone	6,922	±706	(X)	(X)	3,848	±432
High school graduate or higher	4,650	±572	67.2%	±5.0	2,558	±361
Bachelor's degree or higher	899	±251	13.0%	±3.2	401	±146
Two or more races	3,984	±524	(X)	(X)	1,701	±286
High school graduate or higher	3,765	±508	94.5%	±1.8	1,569	±278
Bachelor's degree or higher	1,046	±246	26.3%	±5.3	379	±116
Hispanic or Latino Origin	21,066	*****	(X)	(X)	11,063	*****
High school graduate or higher	16,240	±552	77.1%	±2.6	8,327	±372
Bachelor's degree or higher	4,370	±448	20.7%	±2.1	1,940	±278

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	253	±108
High school graduate or higher	76.5%	±12.4	184	±99
Bachelor's degree or higher	22.3%	±18.1	88	±67
Asian alone	(X)	(X)	3,770	±110
High school graduate or higher	91.7%	±2.8	3,359	±144
Bachelor's degree or higher	66.6%	±7.0	2,413	±191
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	69	±55
High school graduate or higher	100.0%	±38.0	57	±43
Bachelor's degree or higher	6.6%	±20.0	22	±26
Some other race alone	(X)	(X)	3,074	±405
High school graduate or higher	66.5%	±5.9	2,092	±347
Bachelor's degree or higher	10.4%	±3.6	498	±160
Two or more races	(X)	(X)	2,283	±342
High school graduate or higher	92.2%	±3.6	2,196	±332
Bachelor's degree or higher	22.3%	±5.7	667	±200
Hispanic or Latino Origin	(X)	(X)	10,003	*****
High school graduate or higher	75.3%	±3.4	7,913	±295
Bachelor's degree or higher	17.5%	±2.5	2,430	±301

Table: ACSST5Y2019.S1501

		Orange County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	977	±204
High school graduate or higher	72.7%	±18.7	824	±198
Bachelor's degree or higher	34.8%	±18.4	204	±154
Asian alone	(X)	(X)	7,028	±200
High school graduate or higher	89.1%	±3.1	6,299	±270
Bachelor's degree or higher	64.0%	±5.3	3,708	±347
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	214	±121
High school graduate or higher	82.6%	±19.3	103	±46
Bachelor's degree or higher	31.9%	±38.0	0	±28
Some other race alone	(X)	(X)	18,279	±1,192
High school graduate or higher	68.1%	±6.2	13,777	±1,168
Bachelor's degree or higher	16.2%	±4.2	2,805	±472
Two or more races	(X)	(X)	4,984	±551
High school graduate or higher	96.2%	±2.3	4,385	±500
Bachelor's degree or higher	29.2%	±7.6	1,463	±251
Hispanic or Latino Origin	(X)	(X)	43,403	*****
High school graduate or higher	79.1%	±2.9	34,509	±747
Bachelor's degree or higher	24.3%	±3.0	8,581	±692

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	502	±136
High school graduate or higher	84.3%	±9.2	461	±133
Bachelor's degree or higher	20.9%	±14.9	140	±106
Asian alone	(X)	(X)	3,145	±134
High school graduate or higher	89.6%	±2.9	2,839	±173
Bachelor's degree or higher	52.8%	±5.0	1,754	±193
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	73	±63
High school graduate or higher	48.1%	±30.4	15	±21
Bachelor's degree or higher	0.0%	±14.1	0	±28
Some other race alone	(X)	(X)	9,467	±758
High school graduate or higher	75.4%	±3.0	7,165	±712
Bachelor's degree or higher	15.3%	±2.5	1,007	±231
Two or more races	(X)	(X)	2,499	±335
High school graduate or higher	88.0%	±3.5	2,163	±307
Bachelor's degree or higher	29.4%	±4.7	726	±175
Hispanic or Latino Origin	(X)	(X)	21,402	*****
High school graduate or higher	79.5%	±1.7	16,753	±478
Bachelor's degree or higher	19.8%	±1.6	3,236	±371

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	475	±143
High school graduate or higher	91.8%	±8.0	363	±135
Bachelor's degree or higher	27.9%	±20.9	64	±68
Asian alone	(X)	(X)	3,883	±108
High school graduate or higher	90.3%	±3.8	3,460	±164
Bachelor's degree or higher	55.8%	±6.1	1,954	±243
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	141	±72
High school graduate or higher	20.5%	±35.2	88	±54
Bachelor's degree or higher	0.0%	±34.1	0	±28
Some other race alone	(X)	(X)	8,812	±597
High school graduate or higher	75.7%	±3.6	6,612	±657
Bachelor's degree or higher	10.6%	±2.4	1,798	±332
Two or more races	(X)	(X)	2,485	±376
High school graduate or higher	86.6%	±5.3	2,222	±350
Bachelor's degree or higher	29.1%	±6.3	737	±179
Hispanic or Latino Origin	(X)	(X)	22,001	*****
High school graduate or higher	78.3%	±2.2	17,756	±449
Bachelor's degree or higher	15.1%	±1.7	5,345	±507

Table: ACSST5Y2019.S1501

		Putnam County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	173	±93
High school graduate or higher	76.4%	±15.1	173	±93
Bachelor's degree or higher	13.5%	±14.8	51	±37
Asian alone	(X)	(X)	1,615	±104
High school graduate or higher	89.1%	±3.4	1,510	±142
Bachelor's degree or higher	50.3%	±6.4	902	±173
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	23	±24
High school graduate or higher	62.4%	±31.6	23	±24
Bachelor's degree or higher	0.0%	±20.4	0	±28
Some other race alone	(X)	(X)	3,369	±493
High school graduate or higher	75.0%	±4.2	2,319	±413
Bachelor's degree or higher	20.4%	±3.6	754	±200
Two or more races	(X)	(X)	837	±186
High school graduate or higher	89.4%	±4.1	748	±181
Bachelor's degree or higher	29.7%	±6.4	375	±145
Hispanic or Latino Origin	(X)	(X)	9,022	*****
High school graduate or higher	80.7%	±2.0	7,089	±258
Bachelor's degree or higher	24.3%	±2.3	2,483	±317

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	71	±64
High school graduate or higher	100.0%	±17.0	71	±64
Bachelor's degree or higher	29.5%	±21.5	11	±16
Asian alone	(X)	(X)	682	±58
High school graduate or higher	93.5%	±4.9	641	±73
Bachelor's degree or higher	55.9%	±9.2	335	±92
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	23	±24
High school graduate or higher	100.0%	±61.8	23	±24
Bachelor's degree or higher	0.0%	±61.8	0	±28
Some other race alone	(X)	(X)	1,793	±300
High school graduate or higher	68.8%	±5.9	1,233	±261
Bachelor's degree or higher	22.4%	±4.9	370	±142
Two or more races	(X)	(X)	435	±118
High school graduate or higher	89.4%	±7.7	352	±102
Bachelor's degree or higher	44.8%	±12.6	141	±78
Hispanic or Latino Origin	(X)	(X)	4,676	*****
High school graduate or higher	78.6%	±2.8	3,585	±203
Bachelor's degree or higher	27.5%	±3.5	1,210	±256

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	102	±61
High school graduate or higher	100.0%	±34.8	102	±61
Bachelor's degree or higher	15.5%	±22.3	40	±32
Asian alone	(X)	(X)	933	±83
High school graduate or higher	94.0%	±5.3	869	±103
Bachelor's degree or higher	49.1%	±12.1	567	±119
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	100.0%	±61.8	0	±28
Bachelor's degree or higher	0.0%	±61.8	0	±28
Some other race alone	(X)	(X)	1,576	±281
High school graduate or higher	68.8%	±8.1	1,086	±251
Bachelor's degree or higher	20.6%	±7.2	384	±125
Two or more races	(X)	(X)	402	±127
High school graduate or higher	80.9%	±13.5	396	±128
Bachelor's degree or higher	32.4%	±14.3	234	±104
Hispanic or Latino Origin	(X)	(X)	4,346	*****
High school graduate or higher	76.7%	±4.3	3,504	±159
Bachelor's degree or higher	25.9%	±5.5	1,273	±184

Table: ACSST5Y2019.S1501

		Rockland County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	410	±145
High school graduate or higher	100.0%	±26.7	357	±126
Bachelor's degree or higher	39.2%	±30.1	69	±53
Asian alone	(X)	(X)	14,142	±350
High school graduate or higher	93.1%	±5.3	12,963	±383
Bachelor's degree or higher	60.8%	±10.4	9,201	±456
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	14	±22
High school graduate or higher	-	**	0	±28
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	15,626	±1,248
High school graduate or higher	68.9%	±8.5	9,604	±934
Bachelor's degree or higher	24.4%	±7.2	2,341	±384
Two or more races	(X)	(X)	3,770	±562
High school graduate or higher	98.5%	±2.1	3,227	±498
Bachelor's degree or higher	58.2%	±17.4	1,665	±412
Hispanic or Latino Origin	(X)	(X)	33,248	*****
High school graduate or higher	80.6%	±3.7	23,378	±811
Bachelor's degree or higher	29.3%	±4.2	7,171	±588

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	159	±89
High school graduate or higher	87.1%	±13.5	156	±89
Bachelor's degree or higher	16.8%	±14.3	55	±55
Asian alone	(X)	(X)	6,541	±185
High school graduate or higher	91.7%	±1.9	6,074	±212
Bachelor's degree or higher	65.1%	±3.1	4,104	±282
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	14	±22
High school graduate or higher	0.0%	±79.3	0	±28
Bachelor's degree or higher	0.0%	±79.3	0	±28
Some other race alone	(X)	(X)	8,083	±774
High school graduate or higher	61.5%	±4.4	4,734	±610
Bachelor's degree or higher	15.0%	±2.4	924	±244
Two or more races	(X)	(X)	1,760	±292
High school graduate or higher	85.6%	±5.4	1,464	±271
Bachelor's degree or higher	44.2%	±7.6	670	±204
Hispanic or Latino Origin	(X)	(X)	16,853	*****
High school graduate or higher	70.3%	±2.4	11,393	±533
Bachelor's degree or higher	21.6%	±1.8	3,065	±350

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	251	±119
High school graduate or higher	98.1%	±2.5	201	±85
Bachelor's degree or higher	34.6%	±30.2	14	±23
Asian alone	(X)	(X)	7,601	±201
High school graduate or higher	92.9%	±2.3	6,889	±239
Bachelor's degree or higher	62.7%	±4.3	5,097	±283
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	0.0%	±79.3	0	±28
Bachelor's degree or higher	0.0%	±79.3	0	±28
Some other race alone	(X)	(X)	7,543	±616
High school graduate or higher	58.6%	±5.6	4,870	±492
Bachelor's degree or higher	11.4%	±2.9	1,417	±284
Two or more races	(X)	(X)	2,010	±375
High school graduate or higher	83.2%	±7.6	1,763	±330
Bachelor's degree or higher	38.1%	±9.6	995	±289
Hispanic or Latino Origin	(X)	(X)	16,395	*****
High school graduate or higher	67.6%	±3.2	11,985	±424
Bachelor's degree or higher	18.2%	±2.1	4,106	±403

Table: ACSST5Y2019.S1501

		Sullivan County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	160	±77
High school graduate or higher	80.1%	±20.1	86	±57
Bachelor's degree or higher	5.6%	±11.0	17	±20
Asian alone	(X)	(X)	1,012	±78
High school graduate or higher	90.6%	±2.3	866	±96
Bachelor's degree or higher	67.1%	±3.4	375	±103
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	-	**	0	±28
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	2,556	±463
High school graduate or higher	64.6%	±4.6	1,500	±350
Bachelor's degree or higher	18.8%	±3.7	133	±70
Two or more races	(X)	(X)	1,616	±304
High school graduate or higher	87.7%	±6.3	1,290	±249
Bachelor's degree or higher	49.5%	±9.1	269	±102
Hispanic or Latino Origin	(X)	(X)	6,813	±116
High school graduate or higher	73.1%	±2.6	4,704	±387
Bachelor's degree or higher	25.0%	±2.5	824	±194

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	93	±65
High school graduate or higher	53.8%	±28.5	78	±55
Bachelor's degree or higher	10.6%	±13.4	17	±20
Asian alone	(X)	(X)	500	±54
High school graduate or higher	85.6%	±6.7	426	±69
Bachelor's degree or higher	37.1%	±9.9	146	±56
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	-	**	0	±28
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	1,395	±314
High school graduate or higher	58.7%	±9.9	822	±224
Bachelor's degree or higher	5.2%	±2.4	77	±55
Two or more races	(X)	(X)	978	±223
High school graduate or higher	79.8%	±8.5	745	±190
Bachelor's degree or higher	16.6%	±6.6	129	±73
Hispanic or Latino Origin	(X)	(X)	3,705	±115
High school graduate or higher	69.0%	±5.5	2,538	±293
Bachelor's degree or higher	12.1%	±2.9	356	±122

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	67	±58
High school graduate or higher	83.9%	±21.9	8	±13
Bachelor's degree or higher	18.3%	±23.5	0	±28
Asian alone	(X)	(X)	512	±49
High school graduate or higher	85.2%	±9.1	440	±55
Bachelor's degree or higher	29.2%	±10.8	229	±67
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	-	**	0	±28
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	1,161	±216
High school graduate or higher	58.9%	±12.1	678	±179
Bachelor's degree or higher	5.5%	±3.6	56	±41
Two or more races	(X)	(X)	638	±152
High school graduate or higher	76.2%	±12.8	545	±122
Bachelor's degree or higher	13.2%	±7.9	140	±67
Hispanic or Latino Origin	(X)	(X)	3,108	*****
High school graduate or higher	68.5%	±7.3	2,166	±217
Bachelor's degree or higher	9.6%	±3.3	468	±151

Table: ACSST5Y2019.S1501

		Ulster County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	316	±117
High school graduate or higher	11.9%	±21.7	242	±115
Bachelor's degree or higher	0.0%	±36.0	40	±27
Asian alone	(X)	(X)	2,194	±219
High school graduate or higher	85.9%	±8.0	1,893	±207
Bachelor's degree or higher	44.7%	±12.3	1,099	±189
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	33	±52
High school graduate or higher	-	**	33	±52
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	3,468	±468
High school graduate or higher	58.4%	±12.2	2,587	±403
Bachelor's degree or higher	4.8%	±3.6	590	±208
Two or more races	(X)	(X)	3,332	±409
High school graduate or higher	85.4%	±10.2	2,844	±408
Bachelor's degree or higher	21.9%	±9.6	743	±234
Hispanic or Latino Origin	(X)	(X)	10,572	*****
High school graduate or higher	69.7%	±7.0	8,394	±329
Bachelor's degree or higher	15.1%	±4.9	2,217	±292

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	230	±107
High school graduate or higher	76.6%	±15.3	196	±105
Bachelor's degree or higher	12.7%	±8.0	24	±21
Asian alone	(X)	(X)	979	±123
High school graduate or higher	86.3%	±4.6	841	±121
Bachelor's degree or higher	50.1%	±7.5	489	±106
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	0	±28
High school graduate or higher	100.0%	±51.6	0	±28
Bachelor's degree or higher	0.0%	±51.6	0	±28
Some other race alone	(X)	(X)	2,010	±312
High school graduate or higher	74.6%	±6.6	1,456	±287
Bachelor's degree or higher	17.0%	±4.9	350	±160
Two or more races	(X)	(X)	1,847	±259
High school graduate or higher	85.4%	±4.4	1,534	±257
Bachelor's degree or higher	22.3%	±5.7	287	±104
Hispanic or Latino Origin	(X)	(X)	5,752	*****
High school graduate or higher	79.4%	±3.1	4,515	±201
Bachelor's degree or higher	21.0%	±2.8	922	±208

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	86	±56
High school graduate or higher	85.2%	±12.1	46	±39
Bachelor's degree or higher	10.4%	±9.1	16	±18
Asian alone	(X)	(X)	1,215	±134
High school graduate or higher	85.9%	±6.0	1,052	±122
Bachelor's degree or higher	49.9%	±10.4	610	±125
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	33	±52
High school graduate or higher	-	**	33	±52
Bachelor's degree or higher	-	**	0	±28
Some other race alone	(X)	(X)	1,458	±241
High school graduate or higher	72.4%	±6.9	1,131	±217
Bachelor's degree or higher	17.4%	±6.8	240	±112
Two or more races	(X)	(X)	1,485	±246
High school graduate or higher	83.1%	±6.7	1,310	±254
Bachelor's degree or higher	15.5%	±4.5	456	±176
Hispanic or Latino Origin	(X)	(X)	4,820	*****
High school graduate or higher	78.5%	±3.5	3,879	±183
Bachelor's degree or higher	16.0%	±3.6	1,295	±206

Table: ACSST5Y2019.S1501

		Westchester County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	2,388	±437
High school graduate or higher	53.5%	±35.8	1,724	±279
Bachelor's degree or higher	18.6%	±20.1	617	±236
Asian alone	(X)	(X)	42,575	±410
High school graduate or higher	86.6%	±5.8	39,453	±626
Bachelor's degree or higher	50.2%	±8.5	30,640	±891
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	212	±77
High school graduate or higher	100.0%	±51.6	180	±78
Bachelor's degree or higher	0.0%	±51.6	47	±35
Some other race alone	(X)	(X)	67,166	±2,500
High school graduate or higher	77.6%	±9.1	44,606	±1,952
Bachelor's degree or higher	16.5%	±6.7	11,414	±842
Two or more races	(X)	(X)	12,506	±1,045
High school graduate or higher	88.2%	±6.1	10,630	±874
Bachelor's degree or higher	30.7%	±10.3	5,295	±484
Hispanic or Latino Origin	(X)	(X)	145,993	*****
High school graduate or higher	80.5%	±3.8	103,488	±1,729
Bachelor's degree or higher	26.9%	±4.3	34,666	±1,341

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	1,165	±285
High school graduate or higher	72.2%	±10.4	869	±180
Bachelor's degree or higher	25.8%	±9.3	258	±104
Asian alone	(X)	(X)	19,034	±227
High school graduate or higher	92.7%	±1.1	17,496	±387
Bachelor's degree or higher	72.0%	±1.8	13,504	±512
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	107	±56
High school graduate or higher	84.9%	±16.5	93	±54
Bachelor's degree or higher	22.2%	±15.5	28	±26
Some other race alone	(X)	(X)	34,245	±1,553
High school graduate or higher	66.4%	±1.8	21,798	±1,297
Bachelor's degree or higher	17.0%	±1.2	4,731	±602
Two or more races	(X)	(X)	5,903	±644
High school graduate or higher	85.0%	±2.9	4,657	±470
Bachelor's degree or higher	42.3%	±3.1	2,226	±299
Hispanic or Latino Origin	(X)	(X)	72,550	*****
High school graduate or higher	70.9%	±1.2	49,276	±1,108
Bachelor's degree or higher	23.7%	±0.9	14,628	±937

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)	1,223	±228
High school graduate or higher	74.6%	±13.6	855	±186
Bachelor's degree or higher	22.1%	±9.1	359	±177
Asian alone	(X)	(X)	23,541	±265
High school graduate or higher	91.9%	±1.6	21,957	±371
Bachelor's degree or higher	70.9%	±2.4	17,136	±547
Native Hawaiian and Other Pacific Islander alone	(X)	(X)	105	±61
High school graduate or higher	86.9%	±20.8	87	±60
Bachelor's degree or higher	26.2%	±24.1	19	±24
Some other race alone	(X)	(X)	32,921	±1,351
High school graduate or higher	63.7%	±2.2	22,808	±1,074
Bachelor's degree or higher	13.8%	±1.7	6,683	±621
Two or more races	(X)	(X)	6,603	±636
High school graduate or higher	78.9%	±4.9	5,973	±601
Bachelor's degree or higher	37.7%	±4.7	3,069	±371
Hispanic or Latino Origin	(X)	(X)	73,443	*****
High school graduate or higher	67.9%	±1.5	54,212	±992
Bachelor's degree or higher	20.2%	±1.3	20,038	±909

Table: ACSST5Y2019.S1501

	Percent Female	
Label	Estimate	Margin of Error
American Indian or Alaska Native alone	(X)	(X)
High school graduate or higher	69.9%	±11.6
Bachelor's degree or higher	29.4%	±12.6
Asian alone	(X)	(X)
High school graduate or higher	93.3%	±1.0
Bachelor's degree or higher	72.8%	±2.0
Native Hawaiian and Other Pacific Islander alone	(X)	(X)
High school graduate or higher	82.9%	±26.6
Bachelor's degree or higher	18.1%	±23.5
Some other race alone	(X)	(X)
High school graduate or higher	69.3%	±2.0
Bachelor's degree or higher	20.3%	±1.7
Two or more races	(X)	(X)
High school graduate or higher	90.5%	±2.1
Bachelor's degree or higher	46.5%	±4.4
Hispanic or Latino Origin	(X)	(X)
High school graduate or higher	73.8%	±1.4
Bachelor's degree or higher	27.3%	±1.2

Table: ACSST5Y2019.S1501

	Dutchess County, New York					
	Total		Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL						
Less than high school graduate	(X)	(X)	21.5%	±2.8	(X)	(X)
High school graduate (includes equivalency)	(X)	(X)	11.1%	±1.2	(X)	(X)
Some college or associate's degree	(X)	(X)	6.8%	±0.7	(X)	(X)
Bachelor's degree or higher	(X)	(X)	3.3%	±0.5	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)						
Population 25 years and over with earnings	48,264	±1,020	(X)	(X)	54,271	±789
Less than high school graduate	25,302	±1,772	(X)	(X)	26,505	±1,199
High school graduate (includes equivalency)	35,457	±1,745	(X)	(X)	41,761	±1,899
Some college or associate's degree	43,347	±898	(X)	(X)	52,903	±1,200
Bachelor's degree	61,644	±2,265	(X)	(X)	76,951	±5,019
Graduate or professional degree	86,078	±1,707	(X)	(X)	102,985	±4,102

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	18.7%	±3.3	(X)	(X)
High school graduate (includes equivalency)	10.1%	±1.5	(X)	(X)
Some college or associate's degree	5.0%	±0.9	(X)	(X)
Bachelor's degree or higher	2.8%	±0.6	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	41,261	±1,198
Less than high school graduate	(X)	(X)	19,456	±4,945
High school graduate (includes equivalency)	(X)	(X)	27,310	±1,735
Some college or associate's degree	(X)	(X)	35,521	±2,224
Bachelor's degree	(X)	(X)	52,515	±2,022
Graduate or professional degree	(X)	(X)	75,342	±4,484

Table: ACSST5Y2019.S1501

		Orange County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	24.2%	±3.6	(X)	(X)
High school graduate (includes equivalency)	12.3%	±1.4	(X)	(X)
Some college or associate's degree	8.3%	±1.1	(X)	(X)
Bachelor's degree or higher	3.7%	±0.7	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	48,676	±1,322
Less than high school graduate	(X)	(X)	26,389	±997
High school graduate (includes equivalency)	(X)	(X)	36,995	±1,169
Some college or associate's degree	(X)	(X)	44,865	±1,360
Bachelor's degree	(X)	(X)	65,832	±4,042
Graduate or professional degree	(X)	(X)	83,962	±2,877

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	25.1%	±2.3	(X)	(X)
High school graduate (includes equivalency)	11.4%	±0.9	(X)	(X)
Some college or associate's degree	7.3%	±0.6	(X)	(X)
Bachelor's degree or higher	3.6%	±0.4	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	57,470	±1,932
Less than high school graduate	(X)	(X)	30,945	±1,593
High school graduate (includes equivalency)	(X)	(X)	44,458	±1,656
Some college or associate's degree	(X)	(X)	57,167	±3,600
Bachelor's degree	(X)	(X)	80,732	±4,031
Graduate or professional degree	(X)	(X)	96,275	±3,639

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	21.3%	±3.1	(X)	(X)
High school graduate (includes equivalency)	8.5%	±1.2	(X)	(X)
Some college or associate's degree	6.0%	±0.8	(X)	(X)
Bachelor's degree or higher	3.1%	±0.6	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	40,262	±1,089
Less than high school graduate	(X)	(X)	17,310	±2,261
High school graduate (includes equivalency)	(X)	(X)	28,752	±2,139
Some college or associate's degree	(X)	(X)	35,238	±1,997
Bachelor's degree	(X)	(X)	54,128	±2,087
Graduate or professional degree	(X)	(X)	76,488	±2,601

Table: ACSST5Y2019.S1501

		Putnam County, New York			
		Percent Female		Total	
Label	Estimate	Margin of Error	Estimate	Margin of Error	
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL					
Less than high school graduate	28.8%	±2.6	(X)	(X)	
High school graduate (includes equivalency)	14.6%	±1.4	(X)	(X)	
Some college or associate's degree	8.5%	±0.9	(X)	(X)	
Bachelor's degree or higher	4.1%	±0.7	(X)	(X)	
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)					
Population 25 years and over with earnings	(X)	(X)	54,310	±1,439	
Less than high school graduate	(X)	(X)	25,557	±5,715	
High school graduate (includes equivalency)	(X)	(X)	39,897	±2,240	
Some college or associate's degree	(X)	(X)	50,008	±3,855	
Bachelor's degree	(X)	(X)	66,775	±4,320	
Graduate or professional degree	(X)	(X)	88,159	±5,595	

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	10.6%	±3.1	(X)	(X)
High school graduate (includes equivalency)	6.7%	±1.4	(X)	(X)
Some college or associate's degree	5.4%	±1.3	(X)	(X)
Bachelor's degree or higher	2.8%	±0.8	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	67,549	±3,701
Less than high school graduate	(X)	(X)	32,978	±4,800
High school graduate (includes equivalency)	(X)	(X)	47,196	±3,610
Some college or associate's degree	(X)	(X)	68,630	±5,178
Bachelor's degree	(X)	(X)	85,247	±6,946
Graduate or professional degree	(X)	(X)	102,462	±6,823

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	11.4%	±4.3	(X)	(X)
High school graduate (includes equivalency)	5.9%	±1.6	(X)	(X)
Some college or associate's degree	5.0%	±1.5	(X)	(X)
Bachelor's degree or higher	2.6%	±1.0	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	43,431	±2,288
Less than high school graduate	(X)	(X)	14,946	±8,158
High school graduate (includes equivalency)	(X)	(X)	31,421	±3,636
Some college or associate's degree	(X)	(X)	39,105	±3,317
Bachelor's degree	(X)	(X)	54,786	±3,898
Graduate or professional degree	(X)	(X)	75,214	±6,462

Table: ACSST5Y2019.S1501

		Rockland County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	9.6%	±3.7	(X)	(X)
High school graduate (includes equivalency)	7.4%	±2.2	(X)	(X)
Some college or associate's degree	5.8%	±2.0	(X)	(X)
Bachelor's degree or higher	3.0%	±1.0	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	51,274	±1,090
Less than high school graduate	(X)	(X)	23,291	±2,015
High school graduate (includes equivalency)	(X)	(X)	37,152	±2,199
Some college or associate's degree	(X)	(X)	45,064	±1,823
Bachelor's degree	(X)	(X)	68,703	±2,704
Graduate or professional degree	(X)	(X)	87,723	±2,736

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	22.6%	±2.0	(X)	(X)
High school graduate (includes equivalency)	14.6%	±1.4	(X)	(X)
Some college or associate's degree	8.2%	±1.1	(X)	(X)
Bachelor's degree or higher	3.4%	±0.5	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	58,506	±2,467
Less than high school graduate	(X)	(X)	25,671	±2,357
High school graduate (includes equivalency)	(X)	(X)	42,875	±1,865
Some college or associate's degree	(X)	(X)	54,460	±2,259
Bachelor's degree	(X)	(X)	83,119	±3,686
Graduate or professional degree	(X)	(X)	105,640	±4,654

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	21.0%	±2.8	(X)	(X)
High school graduate (includes equivalency)	11.6%	±1.9	(X)	(X)
Some college or associate's degree	9.5%	±1.6	(X)	(X)
Bachelor's degree or higher	3.1%	±0.7	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	43,341	±1,586
Less than high school graduate	(X)	(X)	16,747	±2,004
High school graduate (includes equivalency)	(X)	(X)	27,310	±1,662
Some college or associate's degree	(X)	(X)	35,778	±2,026
Bachelor's degree	(X)	(X)	55,656	±2,518
Graduate or professional degree	(X)	(X)	76,725	±2,728

Table: ACSST5Y2019.S1501

		Sullivan County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	24.4%	±2.6	(X)	(X)
High school graduate (includes equivalency)	17.0%	±1.9	(X)	(X)
Some college or associate's degree	6.8%	±1.0	(X)	(X)
Bachelor's degree or higher	3.6%	±0.6	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	38,922	±1,465
Less than high school graduate	(X)	(X)	23,792	±3,435
High school graduate (includes equivalency)	(X)	(X)	31,558	±1,382
Some college or associate's degree	(X)	(X)	39,568	±1,977
Bachelor's degree	(X)	(X)	46,000	±4,754
Graduate or professional degree	(X)	(X)	62,348	±4,342

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	27.2%	±4.4	(X)	(X)
High school graduate (includes equivalency)	14.0%	±2.4	(X)	(X)
Some college or associate's degree	10.4%	±1.8	(X)	(X)
Bachelor's degree or higher	5.2%	±1.3	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	44,251	±1,974
Less than high school graduate	(X)	(X)	28,778	±8,718
High school graduate (includes equivalency)	(X)	(X)	40,468	±2,564
Some college or associate's degree	(X)	(X)	48,457	±4,356
Bachelor's degree	(X)	(X)	53,542	±8,601
Graduate or professional degree	(X)	(X)	66,406	±11,639

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	26.1%	±5.5	(X)	(X)
High school graduate (includes equivalency)	10.3%	±2.3	(X)	(X)
Some college or associate's degree	8.3%	±2.3	(X)	(X)
Bachelor's degree or higher	5.9%	±2.5	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	32,854	±1,652
Less than high school graduate	(X)	(X)	21,265	±5,467
High school graduate (includes equivalency)	(X)	(X)	22,554	±2,780
Some college or associate's degree	(X)	(X)	34,805	±1,883
Bachelor's degree	(X)	(X)	40,395	±5,242
Graduate or professional degree	(X)	(X)	61,140	±6,819

Table: ACSST5Y2019.S1501

		Ulster County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	28.7%	±6.8	(X)	(X)
High school graduate (includes equivalency)	18.5%	±3.7	(X)	(X)
Some college or associate's degree	12.2%	±2.5	(X)	(X)
Bachelor's degree or higher	4.7%	±1.5	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	40,830	±1,057
Less than high school graduate	(X)	(X)	23,887	±2,432
High school graduate (includes equivalency)	(X)	(X)	32,616	±2,065
Some college or associate's degree	(X)	(X)	37,570	±1,724
Bachelor's degree	(X)	(X)	50,192	±2,465
Graduate or professional degree	(X)	(X)	67,823	±4,565

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	25.2%	±3.0	(X)	(X)
High school graduate (includes equivalency)	15.3%	±1.5	(X)	(X)
Some college or associate's degree	11.4%	±1.2	(X)	(X)
Bachelor's degree or higher	5.9%	±0.8	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	46,401	±1,703
Less than high school graduate	(X)	(X)	30,449	±5,199
High school graduate (includes equivalency)	(X)	(X)	40,005	±2,464
Some college or associate's degree	(X)	(X)	44,967	±2,173
Bachelor's degree	(X)	(X)	57,791	±3,975
Graduate or professional degree	(X)	(X)	76,812	±5,386

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	21.5%	±3.8	(X)	(X)
High school graduate (includes equivalency)	13.1%	±1.9	(X)	(X)
Some college or associate's degree	9.9%	±1.8	(X)	(X)
Bachelor's degree or higher	5.8%	±1.2	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	35,036	±1,482
Less than high school graduate	(X)	(X)	17,448	±2,998
High school graduate (includes equivalency)	(X)	(X)	26,925	±1,271
Some college or associate's degree	(X)	(X)	31,556	±910
Bachelor's degree	(X)	(X)	42,697	±2,926
Graduate or professional degree	(X)	(X)	63,587	±3,246

Table: ACSST5Y2019.S1501

		Westchester County, New York		
		Percent Female		Total
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	29.5%	±4.8	(X)	(X)
High school graduate (includes equivalency)	17.6%	±2.0	(X)	(X)
Some college or associate's degree	12.8%	±1.8	(X)	(X)
Bachelor's degree or higher	5.9%	±0.9	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	56,826	±998
Less than high school graduate	(X)	(X)	25,072	±873
High school graduate (includes equivalency)	(X)	(X)	34,226	±1,330
Some college or associate's degree	(X)	(X)	44,380	±975
Bachelor's degree	(X)	(X)	75,190	±1,205
Graduate or professional degree	(X)	(X)	101,486	±1,341

Table: ACSST5Y2019.S1501

	Percent		Male	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	21.5%	±1.4	(X)	(X)
High school graduate (includes equivalency)	12.0%	±0.8	(X)	(X)
Some college or associate's degree	7.4%	±0.5	(X)	(X)
Bachelor's degree or higher	3.3%	±0.3	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	67,631	±1,634
Less than high school graduate	(X)	(X)	28,718	±1,811
High school graduate (includes equivalency)	(X)	(X)	41,166	±1,044
Some college or associate's degree	(X)	(X)	53,258	±971
Bachelor's degree	(X)	(X)	92,063	±3,217
Graduate or professional degree	(X)	(X)	135,346	±3,389

Table: ACSST5Y2019.S1501

	Percent Male		Female	
Label	Estimate	Margin of Error	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL				
Less than high school graduate	17.6%	±1.7	(X)	(X)
High school graduate (includes equivalency)	9.8%	±1.0	(X)	(X)
Some college or associate's degree	5.3%	±0.7	(X)	(X)
Bachelor's degree or higher	2.7%	±0.3	(X)	(X)
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)				
Population 25 years and over with earnings	(X)	(X)	48,779	±1,010
Less than high school graduate	(X)	(X)	18,883	±1,036
High school graduate (includes equivalency)	(X)	(X)	26,414	±993
Some college or associate's degree	(X)	(X)	36,777	±1,582
Bachelor's degree	(X)	(X)	61,670	±1,592
Graduate or professional degree	(X)	(X)	79,941	±1,768

Table: ACSST5Y2019.S1501

	Percent Female	
Label	Estimate	Margin of Error
POVERTY RATE FOR THE POPULATION 25 YEARS AND OVER FOR WHOM POVERTY STATUS IS DETERMINED BY EDUCATIONAL ATTAINMENT LEVEL		
Less than high school graduate	25.7%	±1.9
High school graduate (includes equivalency)	14.1%	±1.1
Some college or associate's degree	9.3%	±0.8
Bachelor's degree or higher	3.8%	±0.3
MEDIAN EARNINGS IN THE PAST 12 MONTHS (IN 2019 INFLATION-ADJUSTED DOLLARS)		
Population 25 years and over with earnings	(X)	(X)
Less than high school graduate	(X)	(X)
High school graduate (includes equivalency)	(X)	(X)
Some college or associate's degree	(X)	(X)
Bachelor's degree	(X)	(X)
Graduate or professional degree	(X)	(X)

Schedule 1

EDUCATIONAL ATTAINMENT



ATTACHMENT #3

TABLE ID:

S1501

	Dutchess	Orange	Putnam	Rockland	Sullivan	Ulster	Westchester
	Total	Total	Total	Total	Total	Total	Total

AGE BY EDUCATIONAL ATTAINMENT

Population 18 to 24 years	31,945	40,018	8,355	29,939	6,088	16,550	85,499
Less than high school graduate	3,662	4,582	812	4,487	1,184	1,492	9,964
High school graduate (includes equivalency)	9,367	12,922	2,648	8,227	2,048	4,477	21,367
Some college or associate's degree	15,594	17,769	3,253	12,288	2,461	8,654	36,147
Bachelor's degree or higher	3,322	4,745	1,642	4,937	395	1,927	18,021
Population 25 years and over	205,613	242,775	70,564	203,591	53,086	130,190	668,290
Less than 9th grade	6,401	8,694	2,383	11,197	2,593	4,267	41,248
9th to 12th grade, no diploma	11,961	16,209	2,547	12,811	4,445	7,792	38,514
High school graduate (includes equivalency)	55,135	71,028	19,139	45,877	17,945	38,710	128,492
Some college, no degree	37,735	48,339	12,134	33,580	9,471	23,180	90,406
Associate's degree	22,323	24,870	6,415	16,472	5,480	13,994	42,697
Bachelor's degree	39,123	42,291	15,902	45,648	7,215	22,618	161,996
Graduate or professional degree	32,935	31,344	12,044	38,006	5,937	19,629	164,937
Population 25 years and over with earnings	48,264	48,676	54,310	51,274	38,922	40,830	56,826
Less than high school graduate	25,302	26,389	25,557	23,291	23,792	23,887	25,072
High school graduate (includes equivalency)	35,457	36,995	39,897	37,152	31,558	32,616	34,226
Some college or associate's degree	43,347	44,865	50,008	45,064	39,568	37,570	44,380
Bachelor's degree	61,644	65,832	66,775	68,703	46,000	50,192	75,190
Graduate or professional degree	86,078	83,962	88,159	87,723	62,348	67,823	101,486

Labor Market Profile

ATTACHMENT #1

Resident Civilian Labor Force and Nonfarm Employment

HUDSON VALLEY REGION

February 2021, January 2021, February 2020

Category	Feb 2021	Jan 2021	Feb 2020	Net Month	% Month	Net Year	% Year
Resident Civilian Labor Force	1,109,700	1,116,100	1,142,500	-6,400	-0.6%	-	-2.9%
Employed	1,035,400	1,044,000	1,097,000	-8,600	-0.8%	-	-5.6%
Unemployed	74,300	72,200	45,500	2,100	2.9%	28,800	63.3%
Hudson Valley Region Unemployment Rate	6.7%	6.5%	4.0%	0.2		2.7	
NYS Unemployment Rate	9.6%	9.4%	4.1%	0.2		5.5	
US Unemployment Rate	6.6%	6.8%	3.8%	-0.2		2.8	
Total Nonfarm	871,600	868,600	962,100	3,000	0.3%	-	-9.4%
Total Private	722,700	722,100	802,700	600	0.1%	-	-
Goods-producing	90,500	92,900	97,400	-2,400	-2.6%	-6,900	-7.1%
Natural Resources, Mining and Construction	50,100	52,800	54,100	-2,700	-5.1%	-4,000	-7.4%
Manufacturing	40,400	40,100	43,300	300	0.7%	-2,900	-6.7%
Service-Providing	781,100	775,700	864,700	5,400	0.7%	-	-9.7%
Private Service-Providing	632,200	629,200	705,300	3,000	0.5%	-	-
Trade, Transportation and Utilities	164,700	166,200	175,400	-1,500	-0.9%	-	-6.1%
Information	13,200	13,100	14,900	100	0.8%	-1,700	-
Financial Activities	41,600	41,900	45,500	-300	-0.7%	-3,900	-8.6%
Professional and Business Services	109,500	108,700	112,500	800	0.7%	-3,000	-2.7%
Education and Health Services	202,000	199,000	225,700	3,000	1.5%	-	-
Leisure and Hospitality	66,000	65,000	88,300	1,000	1.5%	-	-
Other Services	35,200	35,300	43,000	-100	-0.3%	-7,800	-
Government	148,900	146,500	159,400	2,400	1.6%	-	-6.6%

COUNTIES RANKED BY UNEMPLOYMENT RATE
FEBRUARY 2021

RANK	COUNTY	RATE	RANK	COUNTY	RATE
1	Tompkins County	5.3	31	Hamilton County	7.2
2	Saratoga County	5.7	31	Onondaga County	7.2
3	Columbia County	5.8	31	Seneca County	7.2
3	Yates County	5.8	31	St. Lawrence County	7.2
5	Putnam County	6.1	31	Sullivan County	7.2
6	Albany County	6.3	37	Essex County	7.3
6	Ontario County	6.3	37	Monroe County	7.3
6	Rensselaer County	6.3	39	Cortland County	7.4
6	Rockland County	6.3	39	Steuben County	7.4
10	Dutchess County	6.4	39	Wyoming County	7.4
10	Livingston County	6.4	42	Chemung County	7.5
12	Wayne County	6.5	42	Oneida County	7.5
13	Genesee County	6.6	42	Orleans County	7.5
13	Nassau County	6.6	42	Warren County	7.5
15	Chenango County	6.7	46	Broome County	7.7
15	Delaware County	6.7	46	Cattaraugus County	7.7
15	Orange County	6.7	48	Erie County	7.9
18	Otsego County	6.8	48	Jefferson County	7.9
18	Suffolk County	6.8	48	Schuyler County	7.9
18	Tioga County	6.8	51	Lewis County	8.0
18	Ulster County	6.8	51	Oswego County	8.0
18	Washington County	6.8	53	Chautauqua County	8.2
23	Clinton County	6.9	53	Fulton County	8.2
23	Madison County	6.9	55	Montgomery County	8.3
23	Schoharie County	6.9	55	Niagara County	8.3
23	Westchester County	6.9	57	Herkimer County	8.8
27	Cayuga County	7.0	58	New York County	10.2
27	Franklin County	7.0	59	Richmond County	11.7
27	Schenectady County	7.0	60	Queens County	12.9
30	Allegany County	7.1	61	Kings County	13.6
31	Greene County	7.2	62	Bronx County	17.7

Source: New York State Department of Labor, Division of Research and Statistics.

METROPOLITAN STATISTICAL AREAS RANKED BY UNEMPLOYMENT RATE
FEBRUARY 2021

RANK	MSA	RATE
1	Ithaca Metro Area	5.3
2	Albany-Schenectady-Troy Metro Area	6.3
2	Dutchess-Putnam Metropolitan Division	6.3
4	Nassau-Suffolk Metropolitan Division	6.7
5	Kingston Metro Area	6.8
5	Orange-Rockland-Westchester Metro Area	6.8
7	Rochester Metro Area	7.1
8	Glens Falls Metro Area	7.2
9	Syracuse Metro Area	7.3
10	Binghamton Metro Area	7.5
10	Elmira Metro Area	7.5
12	Utica-Rome Metro Area	7.8
13	Watertown-Fort Drum Metro Area	7.9
14	Buffalo-Niagara Falls Metro Area	8.0
15	New York City	13.2

Source: New York State Department of Labor, Division of Research and Statistics.

LABOR MARKET REGIONS RANKED BY UNEMPLOYMENT RATE

FEBRUARY 2021

ATTACHMENT #2

RANK	REGION	RATE
1	Capital Region	6.4
2	Hudson Valley	6.7
2	Long Island	6.7
4	Southern Tier	7.0
5	Finger Lakes	7.1
6	Central New York	7.3
6	North Country	7.3
8	Mohawk Valley	7.7
9	Western New York	8.0
10	New York City	13.2

Source: New York State Department of Labor, Division of Research and Statistics.

Yonkers WIOA Youth Year Round Program Policy

This provides Youth Program Providers as well as the Youth Coordinator of the YWDB with policies and procedures in order to conduct an enrollment, assessment and an Individual Service Strategy (ISS) of youth for participation into the Workforce Innovation and Opportunity Act (WIOA) Youth Program as required by WIOA.

Youth who are certified by the Yonkers Workforce Development Board (YWDB) as eligible must receive a comprehensive assessment and be enrolled into the program as well as OSOS, no later than 5 working days from the date of certification. The Sub-Contractor will complete the comprehensive assessment process; develop the Individual Service Strategy (ISS), complete WIOA Youth Program Application form and the WIOA Goals. All completed folders must all be submitted to Youth Coordinator of the YWDB within 5 days of the completion for data entry into OSOS.

Procedures: Comprehensive Assessment – Service Needs

Subcontractors are required to conduct a comprehensive assessment of each youth participant's academic skills, work readiness skills, occupational skills, interests and support service needs.

O/S youth must be -assessed of basic skills which will be determined by the TABE test and will be provided by the subcontractors. Youth must be pre-assessed within 15 days of enrollment/certification of the WIOA program. A post-assessment must be within 30 days of a youth meeting their targeted goal or before exited. A youth must not be exited without being post-tested to make sure that the Literacy/Numeracy gain has been achieved.

Development of the Individual Service Strategy (ISS)

Upon completion of the assessment process, an ISS will be developed for each youth participant. The information gathered from the pre-assessment will be used to establish an individual plan of activities, skill goals and services that are age and developmentally appropriate. Individual service strategies are to be developed with an active participation of the youth. Results of the pre-assessment process should be explained, in detail, to assist youth with setting appropriate goals and activities for self-development. Sub-contractors are required to use the standard ISS form (Attached) provided by the YWDB.

- The Individual Service Strategy (ISS) must be linked to one or more indicators of performance

- The ISS must identify appropriate career pathways including education and employment

The ISS must be reviewed, as the goals/needs change with the youth. Revisions are to be made, when necessary, to meet the individual needs of each youth.

The Sub-Contractor will be responsible for reviewing the ISS with the youth and making any necessary changes at least once every other month. The results of the ISS review will be documented in the case notes.

The YWDB's Youth Program is in accordance with the WIOA Section 129(a), the purposes of WIOA Youth activities are to assist youth who have significant barriers and to:

1. Provide eligible youth who are seeking assistance in achieving academic and employment success, effective and comprehensive activities which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;
2. Ensure on-going mentoring opportunities for youth with adults committed to providing such activities;
3. Provide opportunities for occupational training;
4. Provide continued supportive services
5. Provide incentives for recognition and achievement; and
6. Provide opportunities in activities related to leadership, development, decision-making, citizenship and community service.

Use of Career Zone: 35% or more of the participants must complete all five Career Zone modules, which are:

1. Interest Profiler
2. Work Importance Profiler
3. Abilities
4. Saved Occupations
5. Budgeting

A youth may be served in a WIOA program who is a resident of the City of Yonkers:

Youth participants must be a resident of the City of Yonkers:

(<https://dol.ny.gov/system/files/documents/2021/03/wioa-youth-eligibility.pdf>)

Eligibility Guide Lines: Technical Advisory #19-2

WIOA TITLE I YOUTH PROGRAM ELIGIBILITY GUIDE (WIOA §681.200 - §681.320)	
Out-of-School Youth (OSY) Must meet criteria A through D at the time of program enrollment	In-School Youth (ISY) Must meet criteria A through D at the time of program enrollment
Criteria A: Age	
16 to 24 years old	14 to 21 years
Criteria B: An individual who is facing <u>one or more</u> of the following designated barriers to employment	
<ol style="list-style-type: none"> 1) High school dropout; 2) Within the age of compulsory school attendance, but has not attended school for at least the most recent 45-day school calendar year quarter; 3) Pregnant or parenting, including non-custodial parents; 4) With a disability; 5) Offender – youth involved in any stage of juvenile or adult justice system; 6) Homeless or a runaway, who meet the criteria defined by the McKinney-Vento Homeless Assistance or Violence Against Women Act; See i; 7) Involved in any stage of the foster care system: <ol style="list-style-type: none"> a. In foster care; b. Aged out of the foster care system; c. Attained 16 years of age and left foster care for kinship, guardianship or adoption; d. In an out-of-home placement; or e. A child eligible for assistance under sec. 477 of the Social Security Act. (John H. Chafee Foster Care Independence Program) 8) Low-income and is a recipient of a high school diploma or its equivalent, and is basic skills deficient (at or below 8th grade or unable to compute/read/write as defined in the local policy); See ii and iii; 9) Low-income and is a recipient of a high school diploma or its equivalent, and is an English language learner; See ii; or 10) Low-income and a youth who needs additional assistance to <u>enter</u> or complete an educational program or to secure or hold employment, as determined by the LWDB. See ii and iv. 	<ol style="list-style-type: none"> 1) N/A 2) N/A 3) Pregnant or parenting, including non-custodial parents; 4) With a disability; 5) Offender – youth involved in any stage of juvenile or adult justice system; 6) Homeless or a runaway, who meet the criteria defined by the McKinney-Vento Homeless Assistance or Violence Against Women Act; See i; 7) Involved in any stage of the foster care system: <ol style="list-style-type: none"> a. In foster care; b. Aged out of the foster care system; c. Attained 16 years of age and left foster care for kinship, guardianship or adoption; d. In an out-of-home placement; or e. A child eligible for assistance under sec. 477 of the Social Security Act. (Chafee Program) 8) Basic skills deficient (at or below 8th grade or unable to compute/read/write as defined in the local policy); See iii; 9) English language learner; or 10) Youth who needs additional assistance to <u>complete</u> an educational program or to secure and hold employment as determined by the Local Workforce Development Board. See 5% ISY Limitation iv.

Out-of-School Youth (OSY) Must meet criteria A through D at the time of program enrollment	In-School Youth (ISY) Must meet criteria A through D at the time of program enrollment
Criteria C: Low-Income Requirements 5% Low-Income Limitation: Up to 5% of youth participants who ordinarily must be low-income for eligibility do not need to be low-income. See ii and v.	
Low-income status is only required when determining eligibility using barriers 8, 9, or 10, which are that the newly enrolled OSY in the Program Year (PY): <ol style="list-style-type: none"> 8) Is a recipient of a high school diploma or its equivalent, and is basic skills deficient; 9) Is a recipient of a high school diploma or its equivalent, and is an English language learner; or 10) Needs additional assistance to enter or complete an educational program or to secure or hold employment, as determined by the LWDB. 	All newly enrolled ISY in a PY must be low income. For ISY with a disability, the youth's own income rather than his/her family's income can be used for eligibility purposes.
Criteria D: Attending versus not attending school as defined by State law	
Not attending any school as defined by State law, unless the school is specifically excluded by WIOA: <ol style="list-style-type: none"> 1) Youth attending the following institutions or programs excluded by WIOA are considered not attending school for Youth Program eligibility determination: <ol style="list-style-type: none"> a. An adult education program under WIOA Title II; List of WIA Title II RFP 2013-2018 Awards for Workforce Investment Act: http://www.acces.nysed.gov/aapp/workforce-investment-act-wia-title-ii-funding b. YouthBuild; c. Job Corps; or d. A high school equivalency and dropout re-engagement program not funded by the public K-12 school system. 2) Per State law, if a youth has not attended a school for at least the most recent complete school year calendar quarter (45 days) and is within the age of compulsory school attendance, the youth is considered as not attending school for the purposes of Youth Program eligibility determination. 	Attending a school as defined by State law: <ol style="list-style-type: none"> 1) Youth attending the following institutions or programs are considered attending school for Youth Program eligibility determination: <ol style="list-style-type: none"> a. A school registered with the NYS Education Department (NYSED), including but not limited to, public, private, charter and religious schools; or a home-school program where the participating youth is registered with the local school district. b. A high school equivalency and dropout re-engagement program funded by the public K-12 school system. The four pathways to high school equivalency accepted in NYS are found at http://www.acces.nysed.gov/hse/high-school-equivalency-hse. Use the NYSED Application Business Portal found at https://portal.nysed.gov/pls/sedrefpublic/SED.sed_inst_qry_vw\$.startup to verify if the school/program is registered with NYSED.

Out-of-School Youth (OSY) <i>Must meet criteria A through D at the time of program enrollment</i>	In-School Youth (ISY) <i>Must meet criteria A through D at the time of program enrollment</i>
<p>3) Youth ages six to sixteen are required to attend school in NYS (or, if home-schooled, the youth must be registered with the local school district). Some school districts mandate the compulsory age of school attendance through age 17.</p> <p>4) Youth enrolled in the WIOA youth program during the summer and not registered to continue school in the fall, are considered as not attending school.</p> <p>5) Youth participant who is a NYS resident and enrolled in a secondary education program that is not registered with NYSED is considered as not attending school. Note that NYS residents must attend/participate in programs registered with NYSED to achieve a valid high school diploma or equivalency.</p>	<p>Note that NYS residents must attend/participate in programs registered with NYSED to achieve a valid high school diploma or equivalency.</p> <p>2) Credit-bearing courses at a post-secondary school, including colleges, junior colleges, community colleges, two-year colleges, universities, professional and technical schools, and degree-granting institutions.</p> <p>3) Youth enrolled in the WIOA youth program during the summer and in between school years, are considered as attending school if they are registered to continue school in the fall.</p>
<p>For details see Training and Employment Guidance Letter (TEGL) 21-16: https://wdr.doleta.gov/directives/attach/TEGL/TEGL_21-16.pdf.</p>	
<p>i. HOMELESS INDIVIDUAL OR HOMELESS CHILDREN AND YOUTHS (WIOA SEC. 3(24)(G); TEGL 19-16 ATTACHMENT III)</p> <p>Homeless youth is an individual who meets any of the following criteria:</p> <p>(A) Lacks a fixed regular, and adequate nighttime residence; this includes a participant who:</p> <ol style="list-style-type: none"> a. Is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; b. Is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; c. Is living in an emergency or transitional shelter; d. Is abandoned in a hospital; or e. Is awaiting foster care placement; <p>(B) Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;</p> <p>(C) Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or</p> <p>(D) Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e. runaway youth)</p> <p>(Note- A participant imprisoned or detained under an Act of Congress or State law does not meet the definition. Additionally, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that alone, be recorded as homeless.)</p>	

Youth Requiring Additional Assistance barrier the youth must be low income, but otherwise OSY youth do not need to be low income. Also note that there is now a 5% limit on this for ISY only, not for OSY.

NOTE: A youth with a disability is considered a family size of 1 for calculating income.

Youth Requiring **Additional Assistance** must be low income, however OSY youth do not need to be low income. Also note that there is now a 5% limit on this for ISY only, not for OSY. ***For ISY, additional barriers under WIOA are:**

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- English Language Learner
- Youth with a Disability

An individual who requires **Additional Assistance** to complete an educational program or to secure and hold employment: Serious Barriers to Employment include:

Sixth Barrier	Definition	Acceptable Documentation
1. Gang Affiliation	Serving youth active in a gang or a prior member within the past 12 months prior to enrollment.	Written and notarized affidavit from the youth.
2. Child of Incarcerated Parent	Serving youth with a parent/legal guardian incarcerated within the past 18 months prior to enrollment	Documentation from the Department of Corrections Offender Search or a written and verifiable letter from the County Justice Facility.
3. Migrant Worker	Serving older youth currently working as a seasonal or permanent migrant worker.	Copy of a current Work Visa and letter from employer verifying employment as a migrant worker.
4. Involved in Drug/Substance Abuse (personally or residing with family members with this issue)	Serving youth released from a treatment center within the past 12 months prior to enrollment or a parent/guardian currently enrolled in a treatment program or released with the past 12 months prior to enrollment.	Documentation from the treatment facility verifying prior to current treatment. Parent/guardian would need to release the information for those youth under 18.
5. Youth “aged out of foster care”	Serving older youth aging out of the foster care system within the next 12 months as cited by the enrollment date.	Documentation from the NY Office of Children and Family Services.
6. A High School graduate or NYS HS Equivalency recipient who has not held a full-time regular job for more than 3 consecutive months and lacks work readiness skills necessary to obtain and retain substantial employment.	Individual who has not been able to retain employment for more than three (3) months?	Documentation from past employers. Work History according to resume/comprehensive assessment.

WIOA Eligibility Documentation

All potential participants identified and recruited by YWDB Youth Subcontractors must be screened by YWDB for eligibility and suitability based on WIOA guidelines.

Intake:

- a. The YWDB will screen applicants identified and recruited by WIOA Youth Subcontractors for eligibility and suitability based on WIOA guidelines. Proof of eligibility will include: (a) Family income; (b) Family size; (c) Birth date; (d) Residence; (e) Social Security; (f) Authorization to Work; (g) Disability (if appropriate); (h) Selective service; and (i) I-9 form.
- b. All participants will receive, prior to enrollment, a comprehensive objective assessment. This assessment will cover basic skills, occupational skills, prior work experience, employability, interest, aptitudes, and support service needs. Literacy and numeracy levels will be determined by the following assessment test: Test of Adult Basic Education (TABE, Forms 9-10 for WIA only);
- c. Participants will also receive an Individual Service Strategy (ISS) that identifies an employment goal, achievements objective, and an appropriate service plan. Participants will be enrolled in a training program based on a result of the ISS.

LOW-INCOME CRITERIA FOR WIOA TITLE I YOUTH PROGRAMS (WIOA §681.200 - §681.320)

Participant demographic information, including income status and eligibility barriers, are used in the Statistical Adjustment Model used during performance negotiations. Therefore, low income status should be recorded for any youth that meets the criteria and who provides documentation of low-income status. This should be recorded even when it is not an eligibility requirement for the selected barriers to employment.

A youth who meets one or more of the following low-income criteria can be identified as low income status (WIOA Sec.129(a)(2) & Sec. 3(36)):

1. Receives, has received in the past six months, or is a member of a family that is receiving or has received in the past six months, assistance through:
 - The Supplemental Nutrition Assistance Program (SNAP);
 - Temporary Assistance for Needy Families (TANF) programs;
 - The Supplemental Security Income (SSI) program; or
 - State or local income-based public assistance.

2. Is in a family with total family income that does not exceed the higher of: • The poverty line/Lower Living Standard (LLS); or • 70 percent of the Lower Living Standard Income Level (LLSIL).

3. Is an individual with a disability whose individual income meets the requirement of criteria 2, but is a member of a family whose income does not meet criteria 2;

4. Is a homeless individual, as defined in the Violence Against Women Act, or a homeless child or youth, as defined under the McKinney-Vento Homeless Assistance Act;

5. Receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act;

6. Is a foster child on behalf of whom State or local government payments are made; or

7. Lives in a high-poverty area. See Attachment II of Training and Employment Guidance Letter (TEGL 21-16) for additional information on determining if a youth is living in a high poverty area.

Included Income for Youth Programs Per TEGL 19-16, WIOA Youth Programs must include payments for unemployment compensation, child support payments, and old-age survivors' insurance benefits as income when determining a youth's eligibility based on low-income status

FIVE PERCENT (5) LOW-INCOME ELIGIBILITY EXCEPTION WIOA

Allows a low-income exception where up to five percent (5%) of WIOA youth may be participants who ordinarily would be required to be low-income for eligibility purposes and meet all other eligibility criteria for WIOA youth except the low-income criteria. The 5% low-income exception applies to newly enrolled youth in a PY that are:

• All ISY, who ordinarily need to be low-income; and • OSY who fall into one of the following three low-income eligibility categories:

1. Low-income, recipient of HS diploma or equivalency, and Basic Skills Deficient;
2. Low-income, recipient of HS diploma or equivalency, and English Language Learner; and/or
3. Low-income and needs additional assistance as defined by the LWDB.

A program must calculate the 5% based on the percentage of newly enrolled youth in the Local Workforce Development Area's (LWDA's) Youth Program in a program year, who ordinarily would be required to meet the low-income criteria.

For example, in a given program year, a LWDA enrolls 200 youth into its Youth Program. Let us assume, of these 200 youth fall into three types:

1. 120 are OSY (in categories that do not require the youth to be low-income);
2. 50 are OSY (in categories that ordinarily require the youth to be low-income); and
3. 30 are ISY (who are ordinarily always required to be low-income).

However only the last two types of youth that ordinarily need to be low-income fall into the “5% low-income exception” group. This means only 5% of these 80 (50 +30) youth can be included in calculating the number of 5% low-income exception.

5% of 80 = 4

This means that four of these 80 youth are not required to be low-income if they are otherwise eligible youth participants.

Management Reports are useful in the determination of low-income requirements. To access the Management Reports:

- Within the NYSDOL network: <http://10.64.106.121:8055/reportsite/index.jsp>
- Outside the NYSDOL network: <http://my.ny.go>

TARGET SERVICE POPULATIONS PRIORITY

The target service populations are Yonkers youth aged 14 through 24 years of age, who demonstrate one or more of the following:

1. Basic skills deficient;
2. School dropouts;
3. Requires assistance to complete an educational program or assistance in employment preparation and retention;
4. Pregnant/parenting youth;
5. Temporary Assistance for Needy Family (TANF) Youth;
6. Juvenile Justice;
7. Foster Care; and
8. Youth who are veterans (see Veterans Priority Section of the Specifications of this RFP)
9. Youth with a Disability(ies)

VETERAN PRIORITY (TA #12-12.5)

WIOA Youth providers/sub-contractors awarded contracts shall observe the following and grant priority to youth participants who are veterans:

Veterans are eligible to receive a variety of Workforce Services through the Yonkers WDB One Stop Offices. Eligible veterans and their eligible spouses will receive priority over the eligible populations to any program or service for workforce preparation, development, or delivery that is directly funded, in whole or in part, by the United States Department of Labor (“USDOL”).

The Yonkers One Stop Career Center’s customer flow is currently designed to ensure veteran priority of service. All staff members understand that a One Stop customer that is a veteran is directed to One Stop veteran staff. New York State Department of Labor (“NYSDOL”) is One Stop Consortia Partner agency. NYSDOL has positioned Labor staff to serve veteran customers exclusively at the One Stop. The NYSDOL Veteran Staff also partners with Veteran Service Organizations (Yonkers WDB Veterans Bureau, Castle Point, Montrose, etc.) on a regular basis. Veteran Job Fairs are conducted every year in conjunction with Veteran Service Organizations.

ASSESSMENT AND SERVICE STRATEGY

Comprehensive assessments are conducted for all youth participants that involve developing an Individual Service Strategy (ISS). ***Basic Skills deficiency** must be assessed (20CFR §) utilizing a standardized testing instrument to demonstrate a youth reads at or below the 8th grade level; *further assessment* of academic levels, skills level, and service needs for each participant. Additionally, the following assessments will be conducted: preparation for postsecondary educational opportunities and for employment, occupational skills prior to work experience, employability, interest, aptitude (including interests and aptitudes for non-traditional jobs), supportive service needs, and developmental needs of participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of participant conducted pursuant to another education or training program; however, the Individual Service Strategy (ISS) must be linked to one or more indicators of performance; and the ISS must identify appropriate career pathways including education and employment.

***Basic Skills Deficiency (Policy)** (20 CFR §681.290(b))

Note: *Basic skills deficiency assessments are not required to be approved for use by the United States Department of Education’s National Reporting System (NRS).*

With respect to assessing whether or not a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society, identifying basic skills deficiency will be assessed by the following:

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- Use of valid and reliable assessment(s) that are appropriate for the target population, showing that the youth is unable to demonstrate the competencies described in the definition;
- Use appropriate, fair, and cost-effective assessments that are well-matched to the test administrator's qualifications, easy to administer, and have results which are easy to interpret;
- Provide reasonable accommodation in the assessment process, if necessary, for special populations (i.e., individuals with disabilities and individuals who are Limited English Proficient).

Youth contractors may refer youth participants to local One-Stop partners with expertise in implementing valid and reliable assessments, appropriate for the target population.

However, the utilization of previous basic skills assessment results, if the assessments were conducted within the past six (6) months, may be acceptable.

Maintenance of Files

Documentation must be maintained in the participant's file showing pertinent information on the assessment used, date completed, scoring and other facts related to assessment given.

Development of service strategies for each participant that shall identify employment goal (including, specific circumstances, non-traditional employment, etc.), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted, except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.

It is the responsibility of each youth program provider to ensure that an appropriate service strategy is completed for each youth entering the WIOA Youth Program. Documentation must be maintained in the participant's file showing information on the completion of the service strategy, including the involvement of the participant and a description of those program elements that are planned for that participant.

The service strategy should be constantly revised to reflect the status of the youth, and updated at least monthly to indicate any accomplishments or changes in the goals set (which required development of a new ISS) and the overall provision of services. Moreover, should provide:

- a. Reduction of the high-school dropout rate for at risk youth;
- b. Provide for successful passing of TASC (Test Assessing Secondary Completion) exam or attainment of a high school diploma, certificate or degree
- c. Increase occupational skill levels of youth;
- d. Provide unsubsidized employment for youth;
- e. Retention of employment for youth; and
- f. Linkage to schools, employer, and community support agencies, rehab agencies, and One Stop Career Center.

The Fourteen program elements are listed here, and must be made available, however only specific elements may be necessary for an individual youth. Completing a Comprehensive Assessment and developing an Individual Service Strategy Plan (ISS) is developed to capture which program elements participants will take advantage of and the manner in which the program elements will be provided throughout the period of participation. This combination of services will result in the desired educational/occupational outcome for the youth, achieving the individual goals that have been set and contributing to the overall performance of the program. Case Managers will develop and document which fourteen program elements a youth is receiving and with which partners.

WIOA 14 Program Elements:

- 1) Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
- 2) Alternative secondary school services, or dropout recovery services, as appropriate;
- 3) *Paid and unpaid work experiences that have as a component academic and occupational education, which may include:*
 - a. *summer employment opportunities and other employment opportunities available throughout the school year;*
 - b. *pre apprenticeship programs;*
 - c. *internships and job shadowing; and*
 - d. *on-the-job training opportunities;*
- 4) Occupational skill training, which shall include priority consideration for training programs that lead to recognized post-secondary credentials that are aligned with in demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria;
- 5) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- 6) Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
- 7) Support services;
- 8) Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
- 9) Follow-up services for not less than 12 months after the completion of participation, as appropriate;
- 10) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
- 11) Financial literacy education;
- 12) Entrepreneurial skills training;

- 13) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- (14) Activities that help youth prepare for and transition to postsecondary education and training

Supportive Services

Supportive services are provided when required and may include: childcare and transportation to enable individuals to participate in the programs. The Yonkers WDB may provide the cost of childcare, transportation, uniforms, tools, clothes, and medical and drug screening.

12 Month Follow Up

All youth will receive 12 months of follow up after exit, which must be reported to the Yonkers WDB. The level of follow up should be based on the intensity of the services provided, and the needs of the individual youth.

FOLLOW-UP:

Follow-up may include the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program; WIOA-Sec.116.Performance accountability system. (b)(2)(A)(i)(IV).

Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion under such clause only if such participants, in addition to obtaining such diploma or its recognized equivalent, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program - WIOA-Sec. 116. Performance accountability system (b)(2)(A)(iii) – For purposes of clause (i)(IV), or clause (ii)(III) with respect to clause (i)(IV).

All youth must receive 12 months of follow up after exit which must be reported to the Yonkers Workforce Development Board; all follow-up must be recorded in OSOS. The level of follow up should be based on the intensity of the services provided, and the needs of the individual youth. Follow up may include:

- Leadership development or supportive service activities
- Regular contact with youth participant's employer, including assistance with addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training

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PERFORMANCE STANDARDS

The YWDB complies with NYSDOL'S Performance Measures to determine the success of Program Services based on comprehensive performance accountability system in order to optimize the return on investment of federal funds and to assess efficiency in achieving continuous improvement of Workforce Innovation and Opportunity Activities funded under Title 1. All participant information must be entered and tracked in the One Stop Operating System ("OSOS") in a timely manner. Yonkers WIOA Youth Providers/subcontractors are responsible for timely data entry. ONLY those outcomes resulting from the OSOS data entry will be considered, unless specifically indicated otherwise. WIOA Youth providers/subcontractors are accountable to meet and/or exceed all of the required WIOA performance measures listed below (or such successor standards based on WIOA Reauthorization).

1. Performance:

Performance Measures for PY 2021:

Second Quarter Employment Rate 2nd Quarter After Exit 62%

The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program during the second quarter after exit from the program.

- Note: the indicator is the percentage of participants in Education or training activities, or in unsubsidized employment during the second quarter after exit.

Employment Rate 4th Quarter After Exit

52%

The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.

- Note that the indicator is the percentage of participants in Education or training activities, or in unsubsidized employment During the fourth quarter after exit;

Median Earnings 2nd Quarter After Exit: PY 21 \$3,100.00

The statistical median earnings of program participants who

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are in unsubsidized employment during the second quarter after exit from the program;

Credential Attainment

63.5%

The percentage of participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attained an industry recognized postsecondary credential, or certificate of completion of an apprenticeship, or certificate approved by the New York State Education Department (NYSED) or another State agency, or a secondary school diploma. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participants also are employed or is enrolled in an education or training program leading to a postsecondary credential approved by NYSED or another State agency within one year after exit from the program.

Youth Measurable Skills Gain

50%

The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment

2. **Efficiency:** Program appropriation level divided by the number of program participants. Many of the WIOA Youth Performance Standards are post program measures. However, The YWDB has to evaluate WIOA Youth Subcontractors based on actual “real time” performance during the contract year. Real time contract outcomes that predict WIOA performance include:

- a. Enrollment- Actual vs. Plan;
- b. Program attendance;
- c. 30 Day retention;
- d. Measurable Skills Gain;
- e. Achievement of competencies in specific areas;
- f. Credential attainment;
- g. Job placement; and
- h. Wage at placement

Yonkers WIOA Youth Providers/Sub-contractors will be evaluated during the contract year based on the above “real time” standards. Programs will be evaluated on a quarterly basis. Those

programs that are below plan may receive contractual sanctions. Sanctions may include suspension and/or termination of contract.

OBLIGATIONS AND RESPONSIBILITIES OF WIOA YOUTH PROVIDERS/SUBCONTRACTORS

1. **Trainee Recruitment and Selection:** Applicants will be certified Title I eligible by designees of the YWDB. Eligibility certification will be conducted by the YWDB, or its designees, in accordance with WIOA established program entry criteria, unless otherwise determined at the discretion of the YWDB. Eligible and appropriate applicants may be referred to the service provider for final trainee selection.
2. **Record Keeping:** All WIOA Youth Subcontractors are expected to maintain complete records to justify payment according to the terms of their contract. As part of the YWDB's normal program evaluation, training services and the program's internal system of communication, monitoring and control will be examined. WIOA Youth Subcontractors are expected to maintain documentation of these processes such as: minutes of meetings, trainee attendance sheets, staff trainee contact sheets, inter-unit communications regarding trainee's progress, program policies, etc. for at least seven (7) years after the program year has ended.
3. **Reporting Requirements:** WIOA Youth Subcontractors will be required to prepare and submit to the YWDB accurate and timely reports on enrollments, hourly attendance, trainee activity status expenditures, pre-testing (TABE), post-testing (TABE), younger youth skill attainment, and follow-up on exited participants. Additionally, directives from the Youth Council/Youth Standing Committee and YWDB assert that the Youth Subcontractors are responsible for all data entry into OSOS.
4. **Monitoring and Evaluation:** Following the award of a contract hereunder, periodic monitoring and evaluation of program operations and performance will be conducted by YWDB or its designee. WIOA Youth Subcontractors are also subject to monitoring and evaluation by the USDOL and the New York State Department of Labor.
5. **Bonding:** WIOA Youth Contractors shall maintain or cause to be maintained during the term of the agreement resulting from this solicitation, a fidelity bond or letter of credit covering all persons who handle the funds awarded hereunder in an amount equal to the greater of: (i) \$100,000 or, (ii) the highest advance received through check or draw down during the preceding grant year, or (iii) for new contractors, the highest advance through check or draw down planned for the present grant year. WIOA Youth Contractors awarded funds hereunder shall deliver to the YWDB together with the executed contract the bond or letter of credit, which shall name the "YWDB of Yonkers Workforce Development Board" as beneficiary and may be invoked to the benefit of the YWDB upon delivery of a certified statement to the issuing bank or surety company that the Contractor has failed to perform, pursuant to the terms and conditions of its contract with the YWDB.
6. **Insurance:** WIOA Youth Subcontractors will be responsible for providing on-site medical and accident insurance for trainees. Such coverage shall be comparable to the Medical and

Accident Insurance under the New York State Worker’s Compensation statute. WIOA Youth Subcontractors will need to submit a Certificate of Insurance evidencing such this coverage as well as the coverage’s required in RFP.

7. **Equal Employment Opportunity and Affirmative Action Policies:** WIOA Youth Subcontractors shall maintain Equal Employment Opportunity (“EEO”) and Affirmative Action Policies and provide a copy of each to the YWDB at the time of execution of the contract awarded hereunder.

WIOA Youth Oversight

WIOA Youth Subcontractors are subject to and shall observe the terms and conditions of the following Monitoring and Oversight Policy, which was developed by the YWDB, in conjunction with the YWDB Youth Council/Youth Standing Committee, for the WIOA Youth Subcontractors:

The YWDB’s Youth Coordinator will conduct an on-site monitoring review of WIOA Youth Subcontractors on a regular basis, but not less than once per program year. This programmatic monitoring will consist of the following:

1. Review of WIOA Youth Subcontractor Program Statement to include number of youth to be enrolled; schedule and content of project activities; projected WIOA performance outcomes vs. actual WIOA performance outcomes. Program review will also include evaluation of required WIOA Youth Program Services elements;
2. Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);
3. Assessment and Individual Service Strategy Review;
4. Counseling Notes review;
5. Activity enrollment i.e., High School Equivalency (HSE) Diploma, paid work, classroom training, remediation, tutoring, workshops, community service, mentoring, counseling, support services and other activities;
6. Program exits vs. current enrollments vs. carryovers;
7. Development of Corrective Action Plans whenever appropriate. The YWDB Youth Coordinator will advise the WIOA Youth Subcontractor re: issues/items in need of corrective action, and provide technical assistance to assist. The YWDB Youth Coordinator will report corrective action issues to the YWDB Youth Council (Youth Council Representative)/Youth Standing Committee. WIOA Youth Subcontractors will be given a timetable to resolve corrective action issues. Those WIOA Youth Subcontractors that do not address corrective action issues on a timely basis may be subject to contractual sanctions or termination;

8. All WIOA Youth Subcontractors will participate in periodic WIOA EEO compliance monitoring. The Yonkers One Stop Career Center's EEO Compliance Officer in cooperation with the NYSDOL EEO Coordinator will conduct the EEO compliance monitoring. The YWDB Youth Coordinator will assist with the scheduling of the EEO monitoring; and
9. The YWDB Youth Coordinator will inform the NYSDOL WIOA Regional Office on any monitoring issues that may have a material impact on the WIOA financial and participant reporting, and will coordinate technical assistance with the Regional Office.

YWDB MONITORING REQUIREMENTS

Performance information will be derived and monitored from data input into the One-Stop Operating System (OSOS), which is the mandatory-shared case management software for the local workforce area. OSOS provides accountability, tracking, and reporting of all serviced provided via One Stop Service Delivery offices and their affiliates. OSOS is an automated approach designed to help YWDB's meet the challenges of WIOA through on-line technologies.

All Yonkers Youth providers/sub-contractors shall be required to complete and submit an OSOS Partner Network Integration Questionnaire, OSOS Interagency agreement and OSOS Individual Access and Confidentiality agreement in order to access the system. The NYSDOL will be responsible for providing training on the system, which the YWDB will submit requests to NYSDOL for OSOS security permissions based on an individual's staff person's duties and responsibilities.

NYSDOL and the YWDB will work with the Yonkers Youth provider/subcontractor to ensure that all aspects of OSOS connectivity and usage are achieved.

The act of monitoring can occur through on-site visits, as well as desk reviews using techniques such as interviews, observations and review of performance using the OSOS Management Reports. An analysis of how the program is performing in relation to the required performance outcomes stated in the contract will also be conducted. Findings from these reviews will be shared with the Youth provider/sub-contractor staff.

Quarterly Monitoring

Each quarter, the YWDB's Youth Coordinator will review the progress of the Youth provider/sub-contractor. The Interim Outcome Measures, expenditures and performance targets will be assessed. Benchmarks for quarterly monitoring are as follows:

Bench Marks:

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Percentages of youth to be enrolled (and deemed eligible) for each quarter will be determined by the total number to be serviced; and will be predetermined based on funding. These numbers will be incorporated into the Year round Youth Contract (and or Amendments).

1st Quarter: July 1 – September 31st

- The number of youth recruited and enrolled must be in compliance with said contract for this quarter.
- All Data Eligibility Verification documentation must be within customer's folder for YWDB verification.
- Once Eligibility has been verified, then the 5 Career Zone modules must be scheduled and completed (Career Zone Modules: Interest Profiler; Abilities, Work Importance Profiler; Saved Occupations and Budgeting). Basic literacy and numeracy must be determined by assessment.
- Within ten (10) days after folder Eligibility Verification has been determined, CASAS testing must be conducted (for those enrollees required assessment); and results entered into OSOS with a copy of the CASAS or TABE score results placed in enrollee folder and entered into the OSOS Comments Tab.
- Individual Service Strategy Plans (ISS) must be completed with goals. **Goals may be changed** however a **REVISED** ISS must be completed with corresponding Skills Assessment/Career Assessment screening conducted to substantiate goal change and print-out of assessment/screening results must be included within enrollee's folder.
- All services/comments for enrollees must be entered in OSOS as services are provided.
- All tabs in OSOS must be completed
- Monthly Progress Reports must be submitted to YWDB's Youth Services Coordinator.
- Monthly Narrative Report must be submitted to YWDB'S Youth Services Coordinator (prior to the last day of each month).

2nd Quarter: October 1st – December 31st

- The number of youth recruited and enrolled must be in compliance with said contract for this quarter.
- All Data Eligibility Verification documentation must be within customer's

folder for YWDB verification.

- Once Eligibility has been verified, then the 5 Career Zone modules must be scheduled and completed (Career Zone Modules: Interest Profiler, Abilities, Work Importance Profiler, Saved Occupations and Budgeting). Basic literacy and numeracy must be determined by assessment.
- Within ten (10) days after folder Eligibility Verification has been determined, CASA or TABE testing must be conducted (for those enrollees required assessment); and results entered into OSOS with a copy of the CASAS score results placed in enrollee folder and entered into the OSOS Comments Tab.
- Individual Service Strategy Plans (ISS) must be completed with goals
- **Goals may be changed** however a **REVISED** ISS must be completed with corresponding Skills Assessment/Career Assessment screening conducted to substantiate goal change. Print-out of assessment/screening results must be included within enrollee's folder.
- All services/comments for enrollees must be entered in OSOS as services are provided.
- All tabs in OSOS must be completed
- Monthly Progress Reports must be submitted to YWDB's Youth Services Coordinator.
- Monthly Narrative Report must be submitted to YWDB'S Youth Services Coordinator (prior to the last day of each month).

3rd Quarter: January 1st – March 31st

- The final of number of youth recruited and enrolled must be in compliance with said contract during this quarter fulfilling sum number contracted for Program Year.
- Tutoring must be provided in the areas identified as needing improvement; continuous review of ISS to confirm goals are appropriate and activities support meeting the goal(s).
- All services/comments for enrollees must be entered in OSOS as services are provided (with dates when the services were provided).

4th Quarter: April 1st – June 30th

- All participants must have been given literacy assessment, except those

enrollees who have been identified as exclusions.

- Goals must be met for 100% of enrollees contracted to be serviced
- All services/comments for enrollees must be entered in OSOS as services are provided (with dates of services were provided).
- All tabs in OSOS must be completed
- Monthly Progress Reports must be submitted to YWDB's Youth Coordinator
- Monthly Narrative Report must be submitted to YWDB'S Youth Services Coordinator (prior to the last day of each month).
- All participants must have completed the 5 Career Zone modules

The YWDB reserves the right to terminate a contract with 30 days' notice if a Youth provider/sub-contractor continues to fail to reach enrollment and performance goals. All required reports must be submitted by due dates or 10% penalties will be incurred and held against administration fees.

Interim Outcome Measures

Because most data on performance outcomes will not be available during the program year, the YWDB will use shorter term or interim outcome measures and process measures in order to ensure progress toward the WIOA outcome measures. The interim outcome measures that will be monitored by the YWDB staff generally are:

- Early funding cycle program enrollment of youth/ benchmark reviews
- Retention of youth in a program leading to a credential
- Youth attain NYS High School Equivalency or enter post-Secondary Education
- Academic and occupational skill attainments and/or Credentials
- System for assessing basic skills deficient youth

Interim Reporting Instruments:

1. **Activity Reports:** The Youth subcontractor/provider will provide cumulative monthly activity reports showing the number of youth contacted, the number of youth newly enrolled, the number of youth receiving services by type of service and date services were received for each youth, and the number of youth exiting the program. The reports will be submitted to

the YWDB's Program Coordinator and may be shared with the YWDB and YWDB Youth Council/Youth Standing Committee.

2. **Outcome Reports:** The subcontractor/Youth provider will provide a monthly report with the following outcome measures:
 - Percent of youth completed training, as evidenced by training provider certificate (number of youth completing training during report period/number of youth enrolled in training during report period).
 - Percent of youth entering employment, as evidenced by copy of pay stubs and/or signed verification from employer (number of youth entering employment during report period/number of youth enrolled during report period).
 - Number of youth obtaining a high school diploma or a New York State Equivalency diploma (Test Assessing Secondary Completion (TASC™)).
3. **Financial Reports:** Youth provider/subcontractor will submit financial reports consisting of line item detail of actual expenses to support each budget line item provided in the Program Budget with each monthly invoice, and require any subcontractors to file financial report consisting of line item detail of actual expenses to support each budget line item provided in the Program Budget with each invoice.
4. **Coordination of Services:** Youth provider/subcontractor will demonstrate coordination of service effort with the YWDB One Stop Career Center by ensuring enrolled youth get referrals as services are needed; and keep copies of said referral document in Youth folders.
5. **Monitoring Approach:** The YWDB's Youth Coordinator will review the monthly reports submitted by the Youth provider/subcontractor to identify any potential performance challenges early in the life of the contract. A minimum of two on-site monitoring visits will be conducted. The focus of the first monitoring visit will be to verify that the quality of services provided through observation and case record review. The second will be a fiscal review.

6. **Monthly Meetings:** Youth provider/sub-contractor will attend Youth Provider monthly meetings and Youth Council/Youth Standing Committee/or YWIB's One Stop Manager and Youth Coordinator meetings to report on their program activity and outcomes.
7. **Final Operational Report:** At the end of the contract year, the Youth provider will complete a final operational report to be submitted with the fiscal close out. The report will examine activity and outcome information, including the percentage of youth contacted who actually enrolled, the percentage of youth enrolled that complete training, the percentage of youth enrolled and the percentage of youth completing the program that actually entered employment, as part of the renewal consideration process.

INTERVIEWS & SITE VISITS

The YWDB reserves the right to interview, any or all Youth providers and/or visit any or all sites during program execution. If applicable, the YWDB shall contact Youth provider to arrange an interview (which YWDB may require to be held at the office of Employment and Training Administration) and/or a site visit of Youth Provider's facilities at any time.

WIOA YOUTH OVERSIGHT

WIOA Youth providers/subcontractors are subject to and shall observe the terms and conditions of the following Monitoring and Oversight Policy, which was developed by the YWDB, in conjunction with the YWDB Youth Council/Youth Standing Committee, for the WIOA Youth Subcontractors:

The YWDB's Youth Coordinator will conduct an on-site monitoring review of WIOA Youth providers/ sub-contractors on a regular basis, but not less than once per program year. This programmatic monitoring will consist of the following:

1. Review of the WIOA Youth sub-contractor Program Statement to include number of youth to be enrolled; schedule and content of project activities; projected WIOA performance outcomes vs. actual WIOA performance outcomes. Program review will also include evaluation of required WIOA Youth Program Services elements;

2. Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);
3. Assessment and Individual Service Strategy Review;
4. Counseling Notes review;
5. Participant eligibility review including disadvantaged income status; eligibility barrier identification; 5% window validation (where applicable);
6. Assessment and Individual Service Strategy Review;
7. Counseling Notes review;

PAYMENT TO YOUTH PROVIDERS/SUBCONTRACTORS:

In accordance with the RFP and contract, the payments will be performance based. Youth Vendors will receive payments only when benchmarks and performance measures as set forth in the RFP and when reporting and invoicing requirements are met. Non-compliance with either may result in penalties up to and including nonpayment. Sub-recipients will be required to invoice the YWDB on a quarterly basis. 10% of funds will be set aside as a final payment for follow-up services. 90% of the remaining contract amount will be paid in equal quarterly payments (22.5% per quarter.) Payments will be made based on the number of youth who obtain performance at the specific benchmark in the quarter (performance for each quarter must be met).

Vendors/Youth Providers/Subcontractors will be required to invoice the YWDB for expenses reimbursement which will be provided on an actual cost reimbursement basis and subject to the approval of the ETA. All budgets and invoices shall be based the YWDB Standardized Budget forms which will be provided to Youth Provider.

Payment made to Yonkers Youth providers/sub-contractors in accordance with the terms of the YWDB contract. Invoices shall be prepared by the WIOA Youth Provider/Sub-contractor for the program along with the necessary back-up documentation attached and submitted to the YWDB when due. The YWDB reserves the right to implement penalties, which may involve sanctions, as well as 10% reduction against Youth Provider's Administrative Fees if, a report or invoice is not submitted when due.

YWDB's

ADULT PRIORITY OF SERVICE POLICY

In compliance with TA #23-01

Recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and veterans and their eligible spouses must receive priority of service in all NYSDOL-funded training programs, including WIOA programs. However, as described in TEG L No. 10-09, when programs are statutorily required to provide priority for a particular group of individuals, Veterans and their eligible spouses receive priority of service in all NYSDOL-funded training programs, including WIOA programs. NYSDOL also considers the following individuals with barriers to employment as priority populations for individualized career and training services if they do not fall under one of the WIOA-required populations:

1. Individuals with disabilities;
2. Justice-involved individuals; and
3. Single parents.

At least 50.1% of WIOA Title I Adults receiving individualized career, or training services must fall into one of the following three (3) priority populations:

1. Recipients of public assistance;
2. Other low-income individuals; and
3. Individuals who are basic skills deficient, which includes English Language Learners.

Priority of service for individualized career and training services is based on the following categories:

1. Recipients of Public Assistance;
2. Other low-income individuals,
3. Individuals who are basic skills deficient
4. Individuals with disabilities,

5. Justice-involved individuals
6. Single parents

Recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and veterans and their eligible spouses must receive priority of service in all NYSDOL-funded training programs, including WIOA programs. However, as described in TEGE No. 10-09, when programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority for Adult funds, priority must be provided in the following order:

- i. First, to veterans and eligible spouses who are included in the groups given statutory priority for WIOA Adult formula funding. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient receive first priority for individualized and career services with WIOA Adult formula funds;*
- ii. Second, to non-covered persons (individuals who are not veterans or eligible spouses) who are included in the three (3) populations given priority for WIOA Adult formula funds;*
- iii. Third, to veterans and eligible spouses who are not included in WIOA's three (3) priority Adult groups;*
- iv. Fourth, to additional priority populations established by NYSDOL and/or the LWDBs; and*
- v. Last, to non-covered persons outside the populations given priority under WIOA (including the three (3) additional priority populations identified by NYSDOL and underemployed individuals).*

Individuals Training Accounts

Priority of Service for Training under Individual Training Accounts is further based on the individual's need for/ability to benefit from training as documented by the customer's application for training and other assessment results: i.e. comprehensive assessments.