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In the Matter of
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT
IMMIGRANT SERVICES ESOL/CIVICS
PRE-PROPOSAL CONFERENCE
-----X

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Transcript of Proceedings

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A P P E A R A N C E S:

CARLOS HIGGINS, Assistance Deputy Agency Chief
Contracting Officer

SUZY MULVIHILL, HHS Accelerator

KATHY ALMANZAR, Director of Immigrant Initiatives

ROBERT FRENZEL-BERRA, Administrative Staff Analyst

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MR. HIGGINS: Good morning, everyone. Thank you for joining us today. On behalf of Commissioner Bill Chong, I would like to welcome you to the Department of Youth and Community Development Immigration Services ESOL/Civics request for Proposals Pre-Proposal Conference. My name is Carlos Higgins, Assistant Deputy Agency Chief Contracting Officer, and I want to thank you again for joining us today. This is a very important process and we look forward to answering all of your questions regarding this RFP.

On this morning's agenda, I will be going over the RFP timeline, and I also would like to introduce you to our panel, who will be discussing some of the other important topics. With the Health and Human Services Accelerator, we have Suzy Mulvihill; program overview, we have Kathy Almanzar; and structured proposal overview, we have Bob Frenzel-Berra.

Before I turn the conference over to the panel, I'd like to discuss some

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2 important dates with you. The due date for
3 this RFP is February 3rd, 2015 at 2.p.m. in
4 HHS Accelerator. Proposals submitted after
5 this due date and time will not be
6 accepted. Please note DYCD will not be
7 accepting any hard copies of proposals. In
8 order to apply for this RFP, you must be
9 pre-qualified in HHS Accelerator and Suzy
10 can go over that with you.

11 DYCD anticipates awards will be
12 announced in the early spring, and
13 notifications and selections will also be
14 done through the HHS Accelerator system.
15 The contract term for this RFP is
16 January 1st, 2015 to June 31st, 2018. If
17 you still have any questions after this
18 conference, you may e-mail DYCD at
19 rfpquestions@dycd.nyc.gov. All questions
20 must be received by January 27th, 2015 in
21 order to have a timely response before the
22 due date.

23 I would now like to turn over the
24 conference over to our panel and I ask you
25 to please hold any questions until the end

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2 of the panel presentation.

3 MS. MULVIHILL: Good morning. As
4 mentioned, I am from the HHS Accelerator
5 team and I'm going to run us through a
6 brief overview of submitting proposals in
7 HHS Accelerator. A little bit of
8 background, Accelerator was launched to
9 simplify and improve the contracting
10 process between the City and service
11 providers. On a very basic level, the way
12 it works, Agencies publish requesting for
13 proposals in the system and then providers
14 who are pre-qualified and have a relevant
15 service application, can submit a proposal
16 in the system to compete for that RFP.

17 I want to stress, as was mentioned,
18 all proposals must be submitted in HHS
19 Accelerator by the due date and time. No
20 paper RFPs -- no paper proposals will be
21 accepted. As you are going through this
22 process and you have any questions relating
23 to the system, you can e-mail our help desk
24 at info@hhsaccelerator.nyc.gov and we can
25 walk you through any issues you may be

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2 having.

3 So when you log into HHS Accelerator
4 to submit a proposal, you're going to
5 land -- you're going to open up into our
6 tab system and you're going to click on our
7 procurements tab. This will put you into
8 the listing of all procurements that are up
9 and coming, and we'll provide you with
10 details regarding release dates, proposal
11 due dates and contract start dates. Most
12 importantly, it will tell you the status of
13 your organization as it relates to a
14 particular RFP. So if you are eligible to
15 propose, it will list under provider
16 status, eligible to propose. If not, it
17 will say service app required. This means
18 that you will need to go back into the
19 application and add a relevant service app.

20 The procurement roadmap can be
21 filtered so you can find things a little
22 bit easier. You can do this by clicking
23 "filter items" in the left corner, and then
24 you can select specific criteria that you
25 want to filter on in order to find what

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you're looking for.

Additionally, we have a favorites option. So you can click the check boxes to the left of the list of procurements and then say save to favorites, and then when you come in, you just click "display favorites" and it will show you the one that you have selected for your favorites list.

So you want to actually access the procurement itself. You're going to click on the specific procurements blue hyperlink, and this will put you into this next page. We have a couple different headings here, starting all the way over with procurement summary, which just provides additional information on the procurement itself; services and providers, which will tell you the services that are required for this type of procurement, as well as other providers who are eligible to propose; the RFP documents where you'll go and download all the documents so you can review them and you know exactly what you

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need to do in order to propose; and then
lastly, the proposal summary, which is
where you're actually going to go to enter
your proposal. When you're on this page
you click "add proposal", and this will put
you into this next series of pages.

The first page here is your proposal
details and this is going to be basic
information where you can put in your title
and other details. I want to stress here,
there are five boroughs for the competition
pools, so make sure you are selecting the
correct borough where your service is being
delivered.

Lastly, at the bottom you have a
site. You want to add the site where the
service is actually being delivered in here
before you can move on to the next page.
Anything that has a red asterisk next to it
is required, so make sure you fill in those
details, you won't be able to go to the
next page until you've entered that
information.

So once all that is there, you can

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2 click save and next and it will put you
3 into your proposal documents page. Now,
4 this is where you're going to upload all
5 the documents that are required for your
6 proposal package. It's very important that
7 you upload a document for every single one
8 of these entries, otherwise you will not be
9 able to submit a proposal. So once you've
10 reviewed all the RFP documents, gone
11 through the instructions, worked on each
12 component, you're going to want to come in
13 here and upload a specific document for
14 each section. The proposal instructions
15 will tell you what should go exactly where.
16 Once you've gone through, you've done that,
17 you've double checked, it will say complete
18 once you have entered a document into its
19 specific entry place.

20 So once you've gone through, you've
21 entered all of those in, you can then go to
22 the next page which is the proposal
23 submission page. You are required to agree
24 to our terms and conditions and then you
25 have to enter your user name and password.

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Your user name and password is just the credentials that you used to actually access the system. So you would enter those and then you would click "submit proposal". You will receive an e-mail confirming that you have submitted the proposal and you will also get a green message bar that says your proposal has been successfully submitted.

So, we do encourage you to submit in advance of the actual due date. If you do do that, and you realize that there's an issue with your proposal, you can come back in and retract it so you can make any changes. I want to stress, this has to happen in advance of the actual due date. So, say you go in, you submit a day early, you realize one document is in the wrong place, you can come back in to the proposal summary page and you can select to retract the proposal. The moment you retract the proposal, it is back in your port and we do not see it. So you want to go in, make all your changes and then you have to go back

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and in resubmit it again, and this will again prompt you putting your user name and password. You can always confirm the status of your proposal on this page. Status will says submitted when it's submitted. If it's not submitted, it will say draft. So if you're worried, you can come in here and double check that it says submitted, and this will let you know that you have successfully submitted a proposal.

So that basically is a little summary on how you go about submitting proposals in Accelerator. If you have any questions, you can visit -- this is our public facing website. We have a resources page that has videos and guides that will detail everything I just told you in a little bit greater detail. You can also contact us and we have someone staffing our help desk always and they can walk you through the process of submitting proposals. Thank you.

MR. HIGGINS: Kathy?

MS. ALMANZAR: Okay. Before we

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begin, I just want to make one quick announcement. The contract term begins July 1st, 2015 and ends June 30th, 2018. So it's a three-year expected -- anticipated three-year contract term.

So, what is Immigrant Services ESOL Program, it's English as a second language instruction in the context of civics to New York City's adult immigrant population. This is what was formally known as the Immigrant Opportunities Initiative, IOI, and that was funded by City Council. And in June 2014, this funding stream was baselined. So this provides one million in city tax levy funding and it's to community-based organizations, and as I said, selected Agencies will begin their ESOL/Civics contracts on July 1st, 2015.

So the goals are to assist immigrant adults and older youth to obtain English language skills for employment and further education; to assist immigrants in knowledge to enable them to navigate government, education, and workplace

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systems and also to help them in preparation to take the U.S. citizenship exam. It also in the program will help them access benefit services that they may not know that they are entitled to.

This proposal is for citywide. It's every borough, but we have geographical areas that are of high-need. So if you see, we have a listing of different community districts, I believe they are, that are the high-need to be served. You can -- you don't have to, you know, apply for specifically for these CDs; it's all five boroughs. And just remember once again, if you want to work in Queens and let's say the Bronx, you have to submit two separate proposals per borough.

Program expectations: So your target population should be at least 18 years old and not enrolled in a secondary school, and they're unable to speak, read or write English, and that it helps them in preparation for education, training and employment. It's going to be,

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once again, it's English literacy with a component of Civics education. Classes will meet for four hours per week, at least 22 weeks. Programs must provide at least two simultaneous classes to provide students for opportunity to advance to new levels. So if one person is currently in, let's say level two and they want to be able to go to level three, you would have to be able to have that opportunity for them. Programs must provide classes continuously for at least ten months. We know and understand there are breaks between -- if you're running them by semesters or sessions or, you know, the Christmas break. So that's fine.

The average daily attendance should be at least 15 -- your class should be 15 to 20 and no classes include more than two -- the classes should not have more than one level. The classes will include more than two students in ESOL levels. Two levels, right.

So, in order to track a participant

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that advanced, you should be using the National Reporting levels as in the BEST Plus test scores. The outcome achievement rate, contractors will be asked to meet and exceed the minimum achievement standards set by the NRS, which those levels are inside the RFP, they're in a chart. And then the minimum standards, we didn't put 2016 up yet because they have not been identified.

Thank you.

MR. HIGGINS: We have Robert Frenzel-Berra.

MR. FRENZEL-BERRA: Good morning. I'm just going to briefly go through what is now called a structured proposal where as you're putting your proposal together, it will be your guide to what you should address and submit to DYCD.

How many are using Accelerator for the first time?

(Hands are raised.)

MR. FRENZEL-BERRA: A few people, okay. This is the old format and contents

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section of the RFP. So now it appears as an attachment and it has the advantage of you being able to write your response right after the item requests information, so I hope you find it a lot more convenient to write a proposal and send it back to us.

So, this is what the attachment looks like. It's divided in sections. We'll be asking you to demonstrate that you meet the minimum requirements of experience for staff and -- or as an organization, which is at least three years of successful experience in the past five, providing literacy services to low-income immigrants residing in New York City.

If you look at item four -- sorry for the technical difficulties, not in this. So one thing I wanted to point out is item four which ask you to address your organizational strategy for operating programs that you list in item three where you show us that you've had successfully programming in the areas you're qualifying for. And sometimes we get questions about

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well, what exactly do you mean, and this refers to how the programs fit into your organization's overall mission, to provide the support of staff, and these are the kinds of things that we will be expecting in response to this RFP.

If you look back up at item three, it asks you for providing details on up to five successful literacy programs for immigrants. Now, this item is connected to item seven and in the addendum, later when we'll ask you the name, give us a program for reference.

So, item seven asks for some quantitative evidence that your programs have been successful. So you'll select from among the programs you mentioned in item three, and give us a slightly different presentation of how they were successful. And we think it's kind of obvious, but we're looking at both enrollment and then outcomes, whatever they were, you list whatever outcomes your funder expected you to achieve, the

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participants in the program and you give us a picture of what your projected outcomes were and what your actual outcomes were, and we ask that for three programs and provide a chart for each.

Under staffing, we're looking for a demonstration that your staff will meet our minimum requirement, which is a BA and experience in adult education learning practices and standards. We also ask you to describe your selection and training that you can provide staff coming on board, and we ask that the staff have core competence to providing services in adult literacy.

Program approach and services: If you look at item one, we ask you to describe the target population. We've got some questions about this already so I just want to make it known that it is okay to serve undocumented immigrants and to focus on a subset of the population. We're going to ask you here about your outreach, recruitment, orientation strategies; the

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2 structure and sequencing between classes,
3 number three, which repeats the
4 specifications that we list in the earlier
5 part of the RFP. And here I just want to
6 make a note that we use this phrase
7 "simultaneous". It doesn't mean classes
8 are to be the exact same time period as
9 each other but that they're in the same
10 time period of being held, so they can be
11 held on different days of the week but
12 they're running simultaneously for a couple
13 of months. There are other specifications
14 detailed and we ask that you pay attention
15 to that in presenting how you're going to
16 offer the classes.

17 The item which refers to -- asks you
18 how the program will provide ESOL
19 instruction in the context of civics. That
20 is, of course, an extremely important item
21 since the integration of Civics into the
22 ESOL is what makes this program a little
23 bit different than standard ESOL program.
24 And then with regard to support services,
25 case management per se is not required, but

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we are asking you to provide information, referral and assistance to your participants as they need it.

Under outcomes and evaluation, we'll have -- we have the service form, that's attachment E, which you'll use to indicate what your plans are for your outcomes and outcome achievement. And when you look at that chart, it's not presented here, but just take a note that the top box refers to overall program data and then underneath it, the boxes that refer to individual classes. We've gotten some questions about that. Maybe keeping that in mind will clear it up.

And then we reproduce in the RFP what the National Reporting System expects in terms of what the entry level is and then you'll work with them, and how many at that level are expected to achieve -- advance one level. There are different percentages, 50 percent, 70 percent, so it depends on the entry in testing using the BEST Plus.

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So then we ask you to describe linkages on the linkage agreement form. They're not strictly specific as far as number, but everyone must be with legal services providing and specializing in immigration law, and this linkage could be with an external organization or different unit within your own organization, that would count as well.

That's it for my presentation.

MR. HIGGINS: Thank you, Bob. The panel presentation is now concluded. If anyone has any questions, I would like you to please line up right here by the podium next to the door, and please state your agency and the page of the RFP that you're question is about.

MR. POLINSKY: Hi. My name is Barry Polinsky. I work at the Midwood Development Corporation. And my question is about the, I guess the competitiveness. How much does being in the priority district matter in regards to the success or the grant determination process, if it

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matters at all?

MR. FRENZEL-BERRA: As was mentioned, it's not required to locate your program in those targeted districts. If you do, there's no clear number of points you would get for doing so. It would be considered in the context of your overall proposal, but, you know, we publish that as a guide.

MR. POLINSKY: Thank you very much.

MR. RIZZI: Good morning. I'm Joe Rizzi from the Federation of Italian-American Organization. If terms of linkages, how many linkages, and what -- could you be more specific as to what agencies would qualify for this linkage for this particular proposal?

MS. ALMANZAR: The legal linkage, that's a requirement. So that right off you would definitely need a minimum of one, but then what you would do is choose other linkages that makes sense that would compliment these services that you're currently providing. So it would be good

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to have a linkage with a social service because if you're doing referrals for social services, it would makes sense to that. But the linkages, you would have to explain how they would work well with your program.

MR. RIZZI: Thank you.

MR. FISH: Hi. It's Lawrence Fish from the Shorefront YM-YWHA, Brighton Beach -- Brighton-Manhattan Beach in Brooklyn, Inc. Regarding the chart in table number seven that's going into the details about the programs from the earlier question. I have it as page 20. I don't know if the page number is accurate, but it was the chart you were talking about. The programs for instance, may have different kinds of outcomes, some can be reported in percentages, some can be reported in numbers. Can we explain that in words in those areas as well, or are you going to be able to put some explanations in those columns, or is it just percentages and numbers will be okay?

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MR. FRENZEL-BERRA: When you explain what the outcome is and identifying it.

MR. FISH: Sometimes an outcome can be the percentage of people that enrolled that had the goal, that achieved the goal -- well, who exited the program who achieved the goal, rather than the number of people who achieved the goal.

MR. FRENZEL-BERRA: Well, you would explain what the outcome is in that fashion and then give us the percent in numbers.

MR. FISH: So, you'll be able to do that in the --

MR. FRENZEL-BERRA: In the outcome description.

MR. FISH: We'll be able to do that in the projected achievement itself?

MR. FRENZEL-BERRA: It sounds to me like the place you would explain what the outcome is, is in the outcome box.

MR. FISH: It will take a number of lines. And is it correct that an agency applying in an application in a borough in multiple districts, it's still just if it's

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one borough, it's only one application?

MR. FRENZEL-BERRA: We're going to issue an addendum and that will be an item that will be clarified. In other words, it will be -- for each program you propose, there will be a separate proposal. So even if you're proposing two programs in one borough, that will be two proposals.

MR. FISH: So if you propose different districts, you can submit two proposals?

MR. FRENZEL-BERRA: Yeah.

MR. FISH: Thank you.

MR. FRENZEL-BERRA: There's a one-to-one correspondence with the programs you're proposing and the proposals you submit, no matter where they're located.

MR. FISH: I'm still confused what you mean by programs you're proposing. Sorry. Okay. Last question. If you're proposing a program in two different CDs, is that two proposals?

MR. FRENZEL-BERRA: Yes.

MR. FOX: Good morning. My name is

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Andrew Fox. I'm from Sunnyside Community Services. I have a couple of related questions on a program approach. This is on page five, I believe, of the RFP. So, we can't claim information, referral and assistance as we're supposed to on the service level form, but I'm curious if and how we would be required to track those services, and whether we'd be required to track advocacy as well?

MS. ALMANZAR: Normally what happens is that the data on these applicants -- these participants will be in case form so when you're putting in case notes, you would be identifying that information. So that was when a site visit is occurring, the contract manager will be reviewing to make sure that these things are happening.

MR. FOX: My second question was about the advocacy section. So one of the things we would be required to do is to accompany participants to school suspension or truancy meetings. My understanding is that the target population would be

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individuals who are over 18 and out of school, so does that refer to -- so we would be accompanying parents to truancy meetings for their children or what does that refer to?

MS. ALMANZAR: We'll clarify that.

MS. VEKSLER: My name is Janet Veksler from Brighton Neighborhood Association. Two questions. If the classes are held in a state library, are we required to go through -- it just escaped me. Next question. Are we supposed to have ESL and immigration on the same date or could be it held on separate dates?

MS. ALMANZAR: That would be based on your program design, but the class that they're receiving must include both components.

MS. VEKSLER: Also, do the teachers need -- if they currently have a job, should they be also fingerprinted?

MS. ALMANZAR: The -- well, fingerprinting is when if you're working with students that are under the age of 18,

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but we can clarify the issue of
fingerprinting. We'll clarify it.

MS. VEKSLER: Okay. Thank you.

UNIDENTIFIED SPEAKER: Hello. My
name is (inaudible.) I have two quick
questions. One is just to get
clarification regarding -- what we service.
If we have a program based in Brooklyn and
we want to service -- we service clients
from Queens, other boroughs, and come to
one central location, is that possible?

MS. ALMANZAR: It just has to be a
New York resident, your participants. It
doesn't matter where they -- they're not
bound to boroughs or community districts,
so it's just as long as the participant is
a New York City resident.

UNIDENTIFIED SPEAKER: Thank you.
And also for the structured proposal form,
is it possible to include like multimedia
links to illustrate the potentialized
civics, literacy instruction in particular
that we like to propose, like YouTube
links, video links?

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MR. FRENZEL-BERRA: No.

MS. WILLIAMS: Good morning. KC Williams, Queens Community House. I have a couple of questions about the program design. I'm a little confused about the 22 weeks, 10 months and the number of hours per week. We would like to propose a design with an intensive structure of two and a half hours a day, five days a week, that's in the existing day program and we found it do be a really successful model. However, when I back into the numbers here, I get a little bit confused because if I'm looking at running two classed at the same time over a ten-month period, 25 hours a week of instruction, that comes out to 40 weeks, not 22, it comes out to 1,000 of instruction annually and about \$50 per instructional hour which is less than half of what we're getting. So I'm trying to determine what it is specifically you are looking for in terms of program design; what are your priorities; is it 22 weeks; is it 10 months; is it two classes at the

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same time; are you looking to find programs that are less intensive that have fewer instructional hours per week? What are your priorities?

MS. ALMANZAR: This would be program design that would be discussed during contract negotiation and development of a contract, so you would propose what you think is best for you -- that what you plan on doing and then it can be negotiated at terms of contract.

MS. WILLIAMS: I guess my question is this: If I put in a program design which meets your minimum requirements and meets our desire to provide intensive classes, then I'm asking to be funded at significantly less than what we're being funded for other programs. So -- and here comes Rong who is used to hearing --

MR. ZHANG: Well, on the -- of course, if you provide a very intensive program as you just described, the ten months requirement would not apply, so otherwise, you know, you have a very low

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purpose for your cost. However, again, as Kathy just mentioned, you know, we have that kind of flexibility. It's just that when it comes to the program negotiation -- the contract negotiation, that's when you need to justify this thought. Because obviously if you do a very intensive program, it's going to be probably a five-month program instead of a one-year program and then we will need to, you know, Kathy and the office would have to know that and will have to approve that.

MS. WILLIAMS: So that's something that we can consider doing. Thank you so much.

MS. MORE: My name is Gwen More. I represent the Network of Angels. My basic first question is: This is a new area from our organization so we don't have the three years experience providing literacy services, are we still allowed to bid because we're in that targeted area?

MR. FRENZEL-BERRA: Yes, you are still allowed to bid. You will bring

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forward whatever experience you have. Of course the more experience that's related to this, the better, but you are eligible to bid.

MS. MORE: Thank you.

MS. THOMPSON: Hi. I'm Holly Thompson. I'm with Catholic Charities. My question is about the number and the amount of awards. Is the \$50,000 -- the RFP says you anticipate making 20 contracts at approximately 50,000 each. I know it says approximately, but is this an average; is it a maximum; can applicants request more than \$50,000?

MS. ALMANZAR: You can only ask for the 50,000 per program that you're proposing for.

MS. THOMPSON: Thank you.

MR. CIPOREN: Marvin Ciporen, Mosholu Montefiore Community Center. A couple of questions. One is, in the experience section in question nine when you're asking for external value -- if there are external evaluation programs, is

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that referring to any agency programs or is it only referring to ESOL/Civics programs? In other words, if we might not have had an external evaluation in ESOL/Civics but did have it of another program. I believe the wording is Agencies programs.

MR. FRENZEL-BERRA: So the evaluation should be relevant to the ESOL program.

MR. CIPOREN: And also, in -- especially in the background, a number of times there are questions about that use the word "staff" and then questions that refer to "key staff". Could you define how you're distinguishing between the two or how you want us to distinguish between the two in the responses?

MS. ALMANZAR: So your key staff would be the ones that are directly working with the participant and directly working on the program. Staff would be probably your receptionist, you know, or someone else who's just maybe doing the clerical support work and things like that. So your

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key staff is who's really working directly with the participants.

MR. CIPOREN: And where would supervisory staff that are not necessarily working directly with participants but, for example, regarding supervision for the program director, making connections to the organizations, providing -- being part of our evaluation process, et cetera?

MS. ALMANZAR: That would be key staff because they're working with the program directors that are going to be working directly --

MR. CIPOREN: So they don't have to be providing direct services to the students?

MS. ALMANZAR: Whoever is working very, very directly on to this -- another way as an example, is somebody who you're definitely going to be putting on the budget for this.

MR. CIPOREN: And then just an observation, Bob has already mentioned two very crucial points that will come out in

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the addendum that weren't out for the RFP, especially the point about needing multiple proposals for applying for more than one CD, so I would urge you, which I'm sure you know, to get the addendum out as soon as possible and see the considered fact that people are going to need to see the addendum before they can finish up their work. So you should probably consider extending the deadline of this. Thank you.

MR. MCCOY: Good morning. Michael McCoy, Mercy Center. I have three brief questions. For the participants served, do they have to be legal permanent residents or can they be undocumented, DACA eligible?

MS. ALMANZAR: As stated earlier, we do not ask for immigration status on any of the programs, but remember, there's a Civics component to it so a lot of it is going to be geared to people who are prepared for citizenship because they have to have the civics component as well.

MR. MCCOY: Thank you. Regarding the -- you mentioned more than one class

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runs simultaneously, do they have to be different levels or for instance, can you run level one in the fall and level two in the spring?

MS. ALMANZAR: No, they have to run simultaneous, so it has to be two classes in the fall, two classes in the spring --

MR. MCCOY: Of different levels?

MS. ALMANZAR: -- at different levels so that someone can switch off into it.

MR. MCCOY: Last question: Aside from learning English and Civics, are there any specific completion requirements for the participant; do they have to complete more than one level?

MS. ALMANZAR: Well, it's in there, you look at the measurement of what's considered an outcome, so that would be what we're looking for.

MR. MCCOY: Thank you.

MR. SCHWARTZ: Joel Schwartz, Shorefront Jewish Community Council. On the first page of the structured proposal

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form, the experience section, you mentioned we should summarize the experience of the organization over the last five years providing relevant services to low-income immigrant families. When you say relevant, does that mean -- you don't mean literacy services to low immigrant, you mean all other services to low immigrant, or should that really read literacy services?

MR. FRENZEL-BERRA: Well, it would be relevant to services we're asking for on this RFP, so it could include literacy services.

MR. SCHWARTZ: And social services, civics, et cetera?

MR. FRENZEL-BERRA: Whatever it --

MR. SCHWARTZ: That's what you mean by relevant. Okay.

MR. FRENZEL-BERRA: Yes.

MR. SCHWARTZ: Also, in the program approach section, we are supposed to discuss our approach to incorporating youth development principles and how we will have staff trained for core competencies for

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youth workers. If your program is going to be strictly for seniors, immigrant seniors, there won't be any youth development principles to talk about. Do you lose out; do you lose points for that or you just --

MR. FRENZEL-BERRA: It will be clear exactly as you said and you will make that clear to the reader.

MR. SCHWARTZ: Okay. Thanks.

MS. ALMANZAR: Just a clarification: When you're referring to seniors, are you referring to senior citizens? Because we're referring to as our target populates 18 and older. So it's not just -- this program is not just for seniors.

MR. SCHWARTZ: Yeah, I know.

MS. ALMANZAR: You can target just seniors, but it's not -- you know.

MR. FISH: Lawrence Fish from Shorefront YM-YWHA. You mentioned earlier about that staff should have a BA degree. Were you referring to all key staff should have a BA degree, but some other staff members working in the program didn't need

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a BA degree, someone doing fliers or outreach, or do you expect everybody working in the program to have a BA?

MS. ALMANZAR: The instructional staff and the director.

MR. FISH: Yes.

MS. ALMANZAR: That's who needs the BA degree.

MR. FISH: Thank you.

MS. VEKSLER: The question came to me. Janet Veksler, Brighton Neighborhood Association. The question is the Board of Health, does it have to be involved in this program if you're not serving food or anything? Because we had an after-school program which we ran but we did serve some food. We're not going to serve food or beverages or anything. Does it have to be involved?

MS. ALMANZAR: Are you referring to anything specific in the RFP when it comes to food?

MS. VEKSLER: We're running like an ESL program for, you know -- we're not

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serving any food because we did run into some problems, you know, we ran a program after school.

MS. ALMANZAR: One, this is not an after-school program, two, if you're serving refreshments, that should be --

MS. VEKSLER: Not refreshments. We did -- it was like an after-school program.

MS. ALMANZAR: Well, this is not an after-school program. Remember, your target population is 18 and above. It's not required to serve food.

MS. WEGMAN: Hi. I'm Karina Wegman from the Jacob A. Riis Settlement House. Earlier you said that an agency if they're running two separate programs in the same borough, they must submit two proposals. We currently run one night program at two different sites that are about a mile away, it's just one site is morning classes, one site is evening classes. Would we need to submit two separate proposals to run classes at both of those sites or could we consider applying for a program just run

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out of two sites?

MR. FRENZEL-BERRA: It's the one program that you're funding from us that it would be okay if some of the classes are at different sites, but it -- typically the programs in different sites would require a separate proposal.

MS. WEGMAN: Thank you.

MR. AHMED: I'm Irfan Ahmed with the Arab-American Family Support Center. We have a question on the structure of the proposal form, which is section 2C. Discuss the overall program approach including philosophy of the corporation and asset strength-based approach and youth development principles. I thought maybe you can just clarify what you mean by strength-based approach and what you mean by youth development principles.

MS. ALMANZAR: Can you repeat what question you're referring to specifically since we don't have page numbers on this?

MR. AHMED: Sure. It's the one that says, discuss the overall program approach

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including --

MS. ALMANZAR: No, but what -- give me the section first and then the question number.

MR. AHMED: 2C, I think maybe it's the first question --

MS. ALMANZAR: I'm looking at, it says, do key staff; what section first and then your question.

MR. AHMED: Program approach.

MR. FRENZEL-BERRA: The reference is to the asset strength-based and youth development principles. These are kind of in the literature of youth programming and they're pretty standard, I guess, outlining where things are; you can find them, if you Google them you can see them and you will get a lot of stuff on that. But I think one, to get a better idea, the asset strength-based is an approach that doesn't look at the deficits that individuals had and the plan is to correct not necessarily the problem, but sees individuals as bringing along some personal strength and

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resources to the table when offering services and paying attention to those assets and strengths when you serve them and helping them succeed in the program. So that's that.

The youth development is a wide literature on the best ways to help youth grow socially and emotionally and succeed and address some of the issues they may be facing as a young person. So, you know, it's looking at things like building resilience in kids, appreciating their stage of development. When you go to provide services and instruction, it's including them in and getting feedback from them about what those -- these are generally. They're not necessarily giving you answers to the question, but you will go through a lot of stuff. Most of our providers are pretty familiar with these kind of ideas in the field, but that's generally what we refer to.

MR. AHMED: Thank you.

MR. HIGGINS: Are there any more

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questions?

MS. FOLLORO: Good morning.

Jane Folloro, Kingsbridge Heights Community Center. When you're referring to two classes, let's say if you have two semesters, fall and spring, with the usual abundance of participants in the lower level of ESOL and they're BEST Plus tested, is it okay for the two fall classes to be in the lower level, let's say from the zero to two and both of them are at the same level, and then in the spring be, you know, two to four; in the fall, can they be -- the two classes be at the same level, if you find that you test out and there is an over abundance of individuals at the beginning level, or do they have to be in different levels in the fall and two different levels in the spring?

MR. ZHANG: Well, let me make a correction. Earlier we said that you have to have two classes with two levels of students. Just to correct that, actually the level of students in the two classes

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2 really depends on what your students are
3 tested at, so it can be two classes of
4 students at the same levels. It can be
5 level one through level two, as we said no
6 more than two levels a class. So you can
7 run two classes, both level one or two
8 classes, and then, you know, after a
9 certain period of time, instruction is 88
10 hours, so you will first test them and
11 that's when you will have to re-figure the
12 classes because you don't want to run the
13 same level classes throughout the year. So
14 in the middle of the year after the
15 assessment, that's when you have to
16 re-figure. You may need the to keep the
17 lower level of class and open a higher
18 level class. It all depends on the
19 students of the agencies for higher level
20 services.

21 MS. FOLLORO: Okay. I understand.
22 Thanks.

23 MR. HIGGINS: Is that it, no more
24 questions? Since there's no more
25 questions, this concludes our pre-proposal

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conference. Before you go, I want to thank all of you for coming and attending. I also want to thank the panel and also the DYCD staff for being here. I appreciate all of your hard work.

(Time noted: 11:08 a.m.)

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