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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

NANCY RUSSELL, Project Director

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Proceedings

MR. HIGGINS: Good morning. On behalf of Commissioner Bill Chong, I would like to welcome you to the Department of Youth and Community Development's Immigration Services ESOL/Civics Proposal Pre-Proposal Conference. My name is Carlos Higgins, Assistant Deputy Agency Chief Contracting Officer, and I would like to welcome all of you for being here today. And also, I would also like to introduce you to our panel, which will be presiding over some of the very important topics we're going to discuss today. This is a very important process and I will be -- we will be answering most of your questions today regarding this RFP.

On this morning's agenda, I will be discussing the RFP timeline and I will introduce you to the rest of our panel who will be discussing the other topics. We have Suzy Mulvihill from HHS. She will be discussing the HHS Accelerator. We have Kathy Almanzar who will be discussing the program overview, and we have Nancy Russell

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Proceedings

who will be discussing the structured proposal.

Before I turn the conference over to the panel, I will be discussing the RFP timeline and dates. The due date for this RFP is February 3rd, 2015 at 2:00 p.m. in HHS Accelerator. Proposals submitted after this due date and time will not be accepted. Please note DYCD will not be accepting any hard copy proposals. In order to apply for this RFP, you must be pre-qualified in HHS Accelerator. Suzy from Accelerator will be able to go into further detail about this process.

DYCD anticipates awards will be announced in early spring, and notifications and selections will also be done through the HHS Accelerator system. The contract term for this RFP is January 1st, 2015 to June 31st, 2018. If you still have any questions regarding this pre-proposal conference, you may e-mail DYCD at rfpquestions@dycd.nyc.gov.

MS. JOHNSON: The contract term,

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Proceedings

Carlos.

MR. HIGGINS: The contract term for this RFP is January 1st --

MS. JOHNSON: July 1st, 2015.

MR. HIGGINS: I'm sorry, July 1st, 2015 to June 31st.

I would now like to turn over the conference to the panel and I would like to introduce you to Suzy Mulvihill who will be discussing HHS.

MS. MULVIHILL: Thank you. Okay.

Since we do not have our screens, if everyone has hopefully a copy of this PowerPoint I will walk you through it, if you could take a look as I explain it. So HHS Accelerator was launched to simplify the contracting process between the City and service providers. On a very basic level, the way it works, Agencies publish requests for proposals in the system and then providers who are pre-qualified and have a relevant service application can then log in and submit a proposal.

I want to stress, all proposals must

1 Proceedings

2 be submitted in HHS Accelerator by the due
3 date and time that has been specified. No
4 paper proposals will be accepted. This
5 page has our help desk e-mail address on it.
6 As you're going through the submission
7 process or using Accelerator, if you have
8 any questions, you can reach out to our
9 help desk and a member of our staff will get
10 in touch with you to walk you through any
11 issues that you are having.

12 So to jump into submitting
13 proposals, when you log into Accelerator,
14 you're going to visit the procurements tab.
15 This tab will display all upcoming
16 procurements that are in the system and
17 will give you some details about due dates,
18 release dates, and probably most
19 importantly your provider status. If you
20 are eligible to propose, it will say
21 eligible to propose. If you are not
22 eligible, it will say service app required.
23 What that means is that you have to go back
24 into the application and add a service app
25 to your application in order to compete for

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Proceedings

that specific proposal. So the main thing you want to do today probably is just make sure it says eligible to propose in your account.

Additionally, there are a lot of RFP's on our roadmap so a quick way to filter and find what you're looking for is to use the "filter items" button and you can specify specific criteria to search by and it will just display information relevant to those categories. We also have a display favorites.

Can everyone hear me? I know it that sounds kind of loud.

(Background noise.)

So as I was saying, there is a display favorites feature in the system where you can go in, you use the check boxes next to the procurement, check the box and then you click add to favorites. When you come in, you can click display only favorites and it will show you just procurements that you have added to your favorites selection.

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Proceedings

So in order to access the actual proposal section, you're going to click on the blue hyperlink for whatever RFP that you're interested in and that will kick you into the next page. If you go to the next page, we have a series of screens here. So I'm just going to go across and discuss each one very briefly.

The first one is the procurement summary. When you click on the blue hyperlink, that's the page you will immediately see and that just offers another round of basic details on the procurement itself. The next tab is services and providers, and this just lists other providers who are pre-qualified to deliver -- to compete for this procurement, and also details the other services associated with the procurement.

The next tab over is the RFP documents. This is a very important tab. This is where you're going to access the RFP itself. You can download all the documents so you can review it, and you

1 Proceedings

2 have the instructions and know exactly what
3 you need to do. The last tab is the
4 proposal summary. So when you click into
5 that, you will see there's the option to
6 add a new proposal. This is where you're
7 going to start your physical proposal. And
8 you can add multiple proposals. So if you
9 are proposing for more than one site, this
10 is where you would come in and do it and
11 add multiple proposals.

12 So you click "add proposal", and if
13 you go to the next page you will see you're
14 on the proposal details page. This page
15 just has, again, it's summary information.
16 The main thing I want to highlight here is
17 the competition pool. Make sure you are
18 selecting the correct borough that you want
19 to compete in. And then additionally,
20 anything that has a red asterisk is
21 required, so you do have to fill in those
22 fields. And then the last thing at the
23 bottom is where you're going to put the
24 site where the service is actually
25 delivered.

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Proceedings

So once you've completed all those details, you can go save and next, and it will take you to the next page which is the proposal documents page. This is where you're going to upload all the documents that are part of your overall proposal package. It's very important that you upload a document for every single entry. Once you have uploaded a document, it will say under status, complete. So you want to make sure everything has a complete next to it before you attempt to submit your proposal. If you go and try to submit the proposal and you're getting an error message, it won't let you submit, in all likelihood you are missing a document from this section and the system won't let you move forward.

So once you've reviewed all the documents, you have your documents ready to upload, upload them here, and then you're going to go next and it's going to kick you into this page which is down below. This is the proposal submission page. You're

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Proceedings

going to have to -- be asked to agree to the terms and conditions and then you will need to enter your user name and password. It is just your e-mail address that you used to log in and the password you used to access the system. You do that and then you click "submit proposal". You'll get a green message bar across the top confirming your submission and you'll also get an e-mail stating that you have successfully submitted your proposal.

Now, we do encourage you to submit your proposal in advance of the deadline. If you do that and then you realize -- flip to the next page -- you realize that, oh my god, we submitted the wrong document or there's an issue with our proposal, in advance of the deadline, you can always go back in and retract your proposal. What you're doing in this instance is you're pulling it out of our queue, putting it back in to your port. You can go in, make any changes that you need to and then resubmit the proposal. It is vital that

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Proceedings

you go back in and resubmit the proposal. Once you pull that into retracted status, it's no longer with us, it can't be reviewed, it hasn't been submitted. So you go through the process again, enter your user name and password and submit it. You will get -- you can verify that your proposal has been submitted on the proposal summary page. You will see there's an option where it says status. If it's in draft, it will say draft; if it is submitted, it will say submitted.

So that basically runs you through the overall process. The last page in here is our resources page on our public facing website. We have a number of videos and guides that will walk you through pretty much everything I just discussed. You can, as I said, always contact our help desk, and we do also list trainings for various types of elements of the system on this page too if you're interested in taking a training.

So that is all and I will answer questions at the end. Thank you.

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Proceedings

MR. HIGGINS: Thank you, Suzy.

Discussing the program overview, we have Kathy Almanzar.

MS. ALMANZAR: Good afternoon. My name is Kathy Almanzar. I'm going to just walk through, very briefly, through some important parts of the program.

So, this program is English as a second language instruction with a context of civics to New York City adult immigrant population. This is actually also used to be the former immigrant initiative opportunity -- Immigrant Opportunities Initiatives, which was IOI. This is the funding stream that was from City Council. So in June of 2014, the money was baselined and it provides \$1 million of city tax levy funding to community-based organizations. The selected agencies would begin on July 1st, 2015. This is an anticipated contract term of three years beginning July 1st, 2015 through June 30th, 2018.

So, the program goals are to assist adults and older youth to obtain English

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Proceedings

language skills necessary for employment and further education, also to assist immigrants to obtain knowledge and enable them to navigate government, education, and workplace systems and become effective community residents, and to obtain U.S. citizenship. It's also to assist immigrants to access the government benefits and other social services which they're entitled, which that would be through referring the individual participants to other programs that may have social services, whether it may be a program within your agency or to another agency that does that.

So, we also have the geographical areas to be served. We've pointed out high-need community districts that are listed. It's in proposal, but it's also in the sheets -- the slides that you have. So it's not going to -- it's open to all five boroughs. It's open to all New York City residents. We just point out what the higher needs are, so depending on where

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Proceedings

you're proposing and you describe your target population in your area, you know, if you are proposing one of these areas, you can make sure you point that out.

The program expectations: So this is for participants that are 18 years old and older that are not enrolled in secondary school and unable to sufficiently speak, read or write English, are to participate in education, training or employment. It's an integrated program that once again, it is English literacy with the Civics education that is combined. Classes will meet for four hours per week for at least 22 weeks. Programs must provide at least two classes simultaneously to provide students with the opportunity to advance to new levels. The program must provide classes continuously for at least ten months excluding appropriate short breaks, and we have no class should -- would include more than two ESOL levels.

So program outcomes: What you'll be

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Proceedings

tracking in the program outcomes, the participants advance to the next level in the National Reporting System, evidenced by the BEST Plus test scores. And the outcome achievement rate, there is a chart in the RFP where it shows what appropriate percentages are and what the minimum standards are. Thank you.

MR. HIGGINS: Thank you, Kathy.

Now we have Nancy Russell discussing the structured proposal overview.

MS. RUSSELL: Good afternoon, everyone. I'm going to very briefly go over the structured proposal form. I believe you were just handed out a copy so you can, you know, look along as I'm talking about it.

I'd like to start off by saying, although there are borough competitions, we are requiring -- you may submit more than one proposal in a borough. So if you had two distinctly separate programs that had all of the minimum requirements for eight programs, you could provide two programs

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Proceedings

that are -- submit proposals for two programs in the same borough, but you must submit a separate proposal for each one.

Also, there are going to be a few minor corrections to this form. It will be included as part of the next addendum which will come out shortly, so make sure that you, you know, when you're filling this out that you fill out the most current revised form.

You'll notice the format of this mirrors the section two of the proposal where we lay out our program expectations. And in this form, you're going to respond to, you know, those expectations and tell us how you're going to meet the requirements. You'll notice there's a text box after each question. Where you're going to fill in, the space is finite. You get to a certain point you can't write anymore, but the space is very ample so it should not be a concern for anyone.

The first section has to do with organizational experience. And just a

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Proceedings

note, to the very basic requirement for experience is that the program and the key staff would have three years of successful experience within the past five years in providing literacy services to low-income immigrants residing in New York City.

You'll notice in this section sometimes we make a distinction between all staff and key staff. By key staff we mean the directors of this particular program that you're proposing and the instructors that are attached to that program. When we're just mentioning staff, it might include clerical support or anyone else who's, you know, attached to the program.

You'll notice question three, there's a chart here for you to actually detail some of your past experience up to five similar programs to the one you're proposing, which also relates to question seven where you go back to this question three and pick three of those programs and tell us what your outcome expectations -- you're enrollment in outcome expectations

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Proceedings

and actual achievements were.

Some of my comments are going to be kind of tailored to questions I've been receiving. So one question we get often is number four under organizational experience, we ask you to summarize your organizational strategy for operating your past programs. This is kind of up to your discretion to, you know, define what strategy means, but some of the things that we're thinking about are how the program fits the organization's overall mission, the kind that supports the staff in providing the program and how the program's monitored. Those are examples of some things that we think would be included in organizational strategy.

Under staffing: Again, I mentioned that there's, you know, kind of a distinction between key staff and all staff attached to the program, and a minimum requirement for key staff is a BA and experience in adult education learning practices and standards.

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Proceedings

Under program approach, the first question has to do with a target population and as Kathy mentioned, this is for individuals age 18 to 24, but I want to mention specifically that undocumented immigrants are eligible to receive services, and also that it's okay to focus on a certain subset of the population. For example, you might be providing services primarily to seniors.

In the structure and sequencing of the classes, Kathy went over the requirements for those. And there have been a number of questions about this so just to go over it again. Classes must meet for four hours per week for ten months. They must be in operation for the entire ten months. It must take place on site. You do not include distance learning as part of program hours. They must be funded through this contract. You can't, you know, provide one program with funding in this contract and provide the other class with -- one class through this

1 Proceedings

2 contract and one class through another
3 class. Both must be funded through this
4 contract. You're going to have two classes
5 probably in the fall and two in the spring,
6 and we say, we use the term in here
7 "simultaneously". By that we mean during
8 the same time period. We don't mean that
9 the classes have to take place at the exact
10 same time of day or day of the week, or
11 just during the same time period. And they
12 must adhere to the average daily
13 requirements -- the average daily
14 attendance requirements that are outlined
15 in this RFP for all class levels. This is
16 15 to 20 for ESOL.

17 Case management is not required for
18 this proposal, but you must provide
19 information and referrals to social
20 services as participants need them. If
21 somebody comes to you with a request, you
22 must, you know, address that request and
23 find the appropriate place for them to go
24 to take care of it.

25 Outcomes: There's only one outcome

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Proceedings

required. I think we've gone over that and it's, you know, advancing to the next level. You're going do report that on the service level form, which is one of the attachments. I note on that form, the top box on that form refers to the overall program hours, enrollment, et cetera, and underneath that, the next box is for that information for each individual class.

Under linkages, I just want to mention that there is no specific requirement of linkages. However, you are expected to provide linkages. For example, if you need to refer people for social services, you might need a referral with a social service organization or different social service organizations. There is one particular linkage that's required and that's with a legal services provider that specializes in immigration law, and that one is required. That linkage as well as any of the others may be within your organization. If you are in an organization that does provide legal

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Proceedings

services, you can link with that unit or it can be outside the organization.

That's it for me.

MR. HIGGINS: Thank you, Nancy.

That has concluded the panel discussion. If anyone has any questions, please, I would like to have you line up in the front of the podium right here so the panel can hear you since we do not have a microphone. When you're asking a question, just please state your name and the agency, and the section and question of the RFP that your question's are pertaining to.

MS. ELLIOTT: My name is Norma Elliott. I'm from Riverside Language Program and we're located in Manhattan, but we serve students who come from Brooklyn, Queens, the Bronx, as well as Manhattan. Could we possibly write four proposals for each borough from which the students come?

MS. ALMANZAR: Are you going to be servicing them in the different boroughs or you're talking -- oh, the individual. If your service is going to be in Manhattan,

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Proceedings

that's where you're putting -- it doesn't matter. Your participants are not restricted by where they live. As long as they're a New York City resident, they can come from any of the five boroughs to your Manhattan location.

MS. ELLIOTT: But one site, one proposal?

MS. ALMANZAR: Yes.

MS. ELLIOTT: Okay. Thank you.

MS. WISOTSKY: Hi. My name is Martine Wisotsky from Cypress Hills Local Development Corporation. I have two questions. One is: Is there any benefit to adding -- to doing the length of the course over twelve months, do it year-round instead of just ten?

MS. RUSSELL: Ten months is a minimum requirement and part of the expectation is your program will be open for twelve months. You might use those other two months for other activities like planning, reporting, recruitment and so forth. You're not restricted to not having

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Proceedings

classes during that time.

MS. WISOTSKY: And then regarding the, I guess it's for the HHS Accelerator, would we be required to submit another doing business data form if we just did one in the fall for another proposal?

MS. JOHNSON: Yes, the doing business data form should be submitted for each proposal.

MS. DUNNER: Ilana Dunner, Riverstone Senior Life Services, primarily for senior services. On question one, you say that the agency had to have three years of experience providing literacy. Is that formal? I mean, we provide English teaching in our center. Is this sufficient or does it have to be a formal ESL instructor?

MS. SILVINE: I actually have the same question. I'm glad you asked that. Because we provide Civics classes, we've been doing that for quite awhile, we have a long history of that. And within that Civics class, we provide very specific ESL,

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Proceedings

depending on that specific cohort. So
would that count as --

MS. JOHNSON: Excuse me. Can you
state your name and the name of your
organization?

MS. SILVINE: I'm sorry. I
apologize. My name is Silvia Silvine with
the Committee for Hispanic Children and
Families.

MS. RUSSELL: You should put forward
the best experience that you have that you
think is relevant and you will be
evaluated.

MS. DUNNER: Okay. Next question
is: The key staff member has to have
experience in New York City or could they
be somewhere else; or if I answered no,
does that disqualify me?

MS. ALMANZAR: No, it's not -- it's
not bound to New York City. It's the
experience in providing that type of
service.

MS. DUNNER: Well, it says to low
income families residing in New York City.

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Proceedings

So if they provided low income services in Massachusetts --

MS. RUSSELL: It's in New York City.

MS. DUNNER: So they have to have had the experience in New York City?

MS. RUSSELL: Yes.

MS. ROCKOFF: Hi. I'm Elaine Rockoff from JASA. I have a question about community districts and CDs. If we have several senior centers in South Brooklyn, for example, located in one CD, would we be able to submit one proposal where an instructor would do classes, you know, four hours or eight hours in one and then go to another center throughout the week, or so far total at least of 22 hours or does it have to be an individual proposal submitted for each senior center, for each site?

MS. RUSSELL: If it's the same program with classes at two different sites, it would be one proposal.

MS. ROCKOFF: Okay. Thank you.

MS. BISHOP: Rachel Bishop from

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Proceedings

United Community Centers. I have two questions. First, would we be allowed to substitute another evidence-based evaluation system for BEST Plus or are we required to use that system?

MR. ZHANG: You are required to use the BEST Plus test.

MS. BISHOP: Second, will payments be issued monthly based on attendance records?

MS. ALMANZAR: It's a line item on budget reimbursement. It's not based on -- not performance based.

MS. BISHOP: Okay. So it's not monthly?

MS. ALMANZAR: It is monthly, you'll put in your request on a monthly basis --

MS. BISHOP: Okay. But not attendance-based?

MS. ALMANZAR: -- but it's not performance-based.

MR. FANG: Hi. My name is Edward Fang from Indochina Sino-American Community Center in Manhattan. I have a

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Proceedings

few questions. Number one is about the linkage agreement. Is there any minimum number, you know, we should submit to, you know, the linkage agreement?

MS. ALMANZAR: No. You have to have at least the linkage agreement with a legal service provider that provides immigration assistance.

MR. FANG: At least the one. Okay. Now, overall how many?

MS. ALMANZAR: That's up to you. As long as your linkage agreements are relevant to the program that you're going to be proposing.

MR. FANG: Okay. Definitely. Okay. Now, in November when we did the similar RFP, we submitted six linkage agreements. Now, are these still working for this new RFP?

MS. ALMANZAR: No, they're separate. You have to get them signed and executed specifically for this RFP.

MR. FANG: And then I have -- the question is, any kind of donation, is that

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Proceedings

required?

MS. ALMANZAR: It's not required, but if you have that, you can put that on your budget and you can explain it in your budget narrative.

MR. FANG: Okay. Definitely, you know, we need more money to support. So another question is, will my -- any kind of donation increase the possibility to get the grant?

MS. ALMANZAR: It's not anything that would give you more or less points on the evaluation.

MR. FANG: All right. Sorry to hear that. Thank you.

MR. VISHNEVSKIY: Good afternoon. My name is Vladimir Vishnevskiy. I am from the Jewish Community House of Bensonhurst in Brooklyn and my question is also about the linkage letters. We are a multi-service agency and we have our social service department, we have our job placement department and other departments. Are internal linkages will be good for this

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Proceedings

proposal?

MS. RUSSELL: Yes, it says that explicitly in the RFP, they may be within or outside the organization.

MR. VISHNEVSKIY: Thank you very much.

MS. DUNNER: Ilana Dunner again from Riverstone. If -- we want very much to have a robust program. We want to higher somebody who's very qualified. They're not on staff yet and won't be if we don't get this proposal. I'm interviewing, but I can't hire anybody until I have this. What do you suggest?

MS. RUSSELL: The staff does not have to be identified at the time of proposal. I don't remember if we asked for resumes.

MS. DUNNER: You're saying just key staff members have three years --

MS. RUSSELL: Well, they would still have it.

MS. DUNNER: I'm sorry?

MS. ALMANZAR: You could submit a

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2 job description.

3 MS. RUSSELL: Send in a job
4 description which would list that as a
5 qualification.

6 MR. NDURE: Hi. My name is Ibrahim
7 Ndure from Highbridge Islamic Center.
8 We're already doing work with DYCD, but my
9 specific question today is about the
10 classes. We're planning to run the classes
11 in the library, Highbridge Library, but
12 perhaps on Saturdays and Sundays, or
13 Fridays and Saturdays. I'm asking, you
14 require two classes at the same time, can
15 we do like, for example, level one, for
16 example, beginner level on Saturday and
17 then maybe -- beginner level on Friday and
18 then advanced level with twenty students on
19 Saturday? Can we structure it like that or
20 not?

21 MS. RUSSELL: Yes. They don't have
22 to be at the same time, they just have to
23 be during the same time period.

24 MR. NDURE: So we can, for example,
25 we can do a beginner level on Friday and

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Proceedings

then advanced -- intermediate or advanced
on Saturday?

MS. RUSSELL: Yes.

MR. NDURE: Okay. Thank you.

MS. FRIEDMAN: I'm Dana Friedman
from Educational Alliance. My question is,
we've been doing a program that has ESOL
components in partnership with BMCC. Is
this something that we could apply for or
would we have to apply and get a new person
on staff?

MS. ALMANZAR: State the question
again because I'm not sure what you're
asking.

MS. FRIEDMAN: If our program is an
existing program and it's in partnership
with BMCC, BMCC does the ESOL components,
all the classes for us at our locations
with our clients. Is this -- as the
program exists now, could we apply, or
would we have to be looking for someone to
join our staff and come through our
organization?

MS. ALMANZAR: The funding source

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Proceedings

for this has to be solely the DYCD source. You couldn't use part of it from that BMCC grant.

MS. FRIEDMAN: It's not a grant. The College does the programing for us.

MS. FURINA: If I can jump in, Solange Furina, BMCC. We run a literacy zone together, but we're thinking about -- we've been approached as a subcontractor for this separate pot of money, and can BMCC as CUNY be a subcontracted agency to provide an ESL instructor?

MR. ZHANG: So this is an ESOL/Civics program?

MS. FURINA: Yes. It would not be part of a -- yes.

MR. ZHANG: It's provided by an existing teacher from BMCC?

MS. FURINA: Right. So the question is: Can just the teacher's salary be subcontracted?

MS. ALMANZAR: That wouldn't be subcontracting. Subcontracting is when

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Proceedings

you're working with an agency. If you have a teacher than that would be considered a consultant, but we prefer that the staff is full-time or part-time staff and not consultants if they're running the majority of the program.

MS. FURINA: The teacher could be full-time or part-time at BMCC?

MS. ALMANZAR: No, they would have to be your staff because they would have to get paid from the CEO.

MS. FRIEDMAN: Thank you so much.

MS. ROBERTS: I'm Elaine Roberts from Catholic Charities Community Services. We just had a question about site control. We were just wondering how we could prove that for the purposes of the application. Is the copy of the lease sufficient to show that we have site control?

MS. RUSSELL: Yes.

MS. ROBERTS: Thanks.

MS. BROWNE: My name is Emira Habiby Browne from CIANIA, Center for the Integration and Advancement of New

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Proceedings

Americans. My question is about the funding. You mention in the RFP that it's 50,000 and I was wondering is that per CD, per -- I mean, what if you're doing more than one CD or more than one site; is it written in stone?

MS. ALMANZAR: It's per program, so let's say if you're running one program at one site in one CD and a different program in other CD program, then it's two separate proposals, each one for 50,000 each.

MS. BROWNE: Even if it's in the same borough?

MS. ALMANZAR: Even if it's in the same borough. It's different programs.

MR. NDURE: My other question is a little bit out of point.

MS. ALMANZAR: You have to speak up because I can't --

MR. NDURE: My other question is a little bit out of point because when I saw this RFP I was thinking about the RFP that we've already submitted on the literacy services, immigrant services -- literacy

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Proceedings

services. So I am asking, when should we expect -- when should we be expecting decisions on that proposal that was closed out on November, the literacy services?

MS. ALMANZAR: This is something totally different.

MR. NDURE: I know.

MS. JOHNSON: Excuse me. We can't answer that question here. This is strictly for immigration services.

MS. BERMAN: Hi. I'm Rivkah Berman from the Jewish Community Council of Greater Coney Island. Going back to that question, I'm not clear as to when --

MS. ALMANZAR: Which question?

MS. BERMAN: I'm sorry, about applying two applications within one borough. I'm not clear as to when that is required.

MS. ALMANZAR: So if you're running one program at two different sites, then one program, that is one proposal. If you're running two different programs, and it could be one site and another site, so

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Proceedings

it depends -- it's a program. So for the one program that you're proposing for for \$50,000, what are you doing with that. That can be in multiple sites, but it's one program. But if you're looking to do more than one program, then you have to submit another proposal.

MS. RUSSELL: Think of it this way, you're going to have -- one program is going to consist of two classes in the fall and two classes in the spring. So if you have a program that has, you know, maybe one class at one site and one class at another site but is the same program, that's one proposal. But if you have two programs which each have -- in the same borough but each has two separate classes in the fall and two separate classes in the spring, that's two programs.

MS. BERMAN: So in other words, it's the ability to ask for more than \$50,000, but you have to show that you have enough services for each of those 50,000?

MS. RUSSELL: They have to be

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Proceedings

totally separate programs with --

MS. BERMAN: They're separate proposals, that's the only way.

MS. RUSSELL: -- all of the requirements that are outlined in the RFP.

MS. BERMAN: Understood. Okay. So, in other words, if you have enough services to qualify for two \$50,000 grants with meeting all the requirements, that would be the opportunity -- the way to do that?

MS. RUSSELL: You're still saying it wrong. It's not enough services, it's two distinct programs.

UNIDENTIFIED SPEAKER: Right, but it's the same program. Either way it's ESOL/Civics, it's just two separate --

MS. RUSSELL: Right. It's two separate structures.

UNIDENTIFIED SPEAKER: Right. But they're offered at a different time; is that the distinction?

MR. CATRAMBONE: If you have one program you're offering at one particular moment, snapshot in time, two different

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Proceedings

classes, right, because there's two for ten weeks -- I mean, 22 weeks, another two for 22 weeks, that's one program. If in that same 22-week period you're offering two classes and then you're offering another set of two classes, that second set is the second program.

MS. BERMAN: I think we're both saying the same thing but in different words.

And then when we're saying the two levels, can that be at two different sites?

MS. ALMANZAR: Yes.

MS. BERMAN: And then I believe there was mention of 18 to 24-year-olds. I may have missed something.

MS. ALMANZAR: No, that's not. It's 18 and over. This program is for anyone who is 18 and older.

MS. BERMAN: Okay. Thank you.

UNIDENTIFIED SPEAKER: I have two questions. First one, I'm still on funding. We are thinking about applying for more -- asking for more than \$50,000

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Proceedings

and it's only one site, one program. Don't bother?

MS. RUSSELL: No.

UNIDENTIFIED SPEAKER: And the second question on legal status, it's not mentioned in the RFP. Can we have undocumented aliens or not?

MS. ALMANZAR: Yes.

MS. MULVIHILL: I just want to make a quick point regarding the Accelerator system and locations when you're entering. So when you go in, if you are submitting more than one proposal, you have the option to add multiple proposals on that proposal summary page. If you are entering multiple sites, that is a feature within your proposal, at the bottom of the proposal details page you'll see add site, you can add more than one site there. But just make sure, you know, you have the difference between the two and you know if you're adding multiple sites, you're doing that within one proposal verses adding multiple proposals where you're going to

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Proceedings

have to upload documents over, you know, similar documents for the two different or how ever many proposals it may be. You can come ask me more questions afterwards if that was very confusing.

MR. DIMPLE: Good afternoon. My name is Bill Dimple. I'm with the Staten Island Employment Education Consortium. I think I heard someone elude to the fact that there's no case management expected in this program. Did I hear that?

MS. RUSSELL: Yes.

MR. DIMPLE: If we're doing advocacy and we're doing, you know, we're contacting legal firms for our clients, et cetera, it would seem to me as though that is case management. And we have progress notes now, do progress notes continue?

MS. RUSSELL: We're making a distinction between like a full --

MR. DIMPLE: Progress in the classroom, I understand.

MS. RUSSELL: -- case management where you would have a regular meeting with

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Proceedings

a participant and develop a service plan, and, you know, continue to follow it and look at their goals, have they met their goals and so forth. What we're asking for is if somebody comes to you on an as-needed basis and say, you know, I need -- I need some referral for a drug rehabilitation program, then you would meet that need. You would provide information about where they can get it and provide the referral. It's not full, you know, blown case management. It's on an as-needed basis as needs come up.

MR. DIMPLE: Should it be documented?

MS. RUSSELL: Yes, it should be documented.

MR. DIMPLE: Finally, the paperwork for the instructors, can we consider that as a viable expense? Because there is, you know, paperwork involved aside from just the instruction.

MS. ALMANZAR: Well, we're not paying by instructional hour; it's a unit

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Proceedings

cost. So then you would figure out whatever hours you're going to be paying your instructors for, whether you're paying them by hours or if they're full-time employees. We're not paying you by instruction hours. We're not limiting you. So let's say if it's 50 instruction hours but then they also need ten hours prep, we're not paying this that way, it's a unit cost.

MR. DIMPLE: And of course there could be part-time employees which --

MS. ALMANZAR: Yes, there can be part-time and full-time employees.

MS. DUBYN: Hi. Vanessa Dubyn from Women for Afghan Women. I have a question about -- I have two questions, actually. The first one is: Does each level have to meet for a minimum of four hours per week? So we you have two levels, do they each have to meet or could it be a combined of four hours per week?

MR. ZHANG: It refers to the class, not level. A class can be a level or more

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Proceedings

than one level.

MS. DUBYN: So we'll have two classes, a level one class and a level two class. Does each class have to meet for a minimum of four hours per week or can --

MR. ZHANG: Yes, each class.

MS. DUBYN: And then regarding the National Reporting System, so we do -- we are required to use this. Does it matter if we don't currently use this system?

MR. ZHANG: Well, you will use the BEST Plus test and we're going to measure again according to the NRS levels.

MS. DUBYN: Okay. But does it matter if we don't currently use that as long as we use it --

MR. ZHANG: Oh, you mean how you evaluate it?

MS. DUBYN: Yes.

MS. ALMANZAR: When you're documenting in your proposal on your outcomes and things like that, you would have to let us know what system you do use to -- how do you demonstrate someone going

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Proceedings

up a level.

MS. DUBYN: So my question is just -- obviously we would do that and we would use this system because we would be required to use it, but does it matter if we don't currently use this system to evaluate?

MS. ALMANZAR: No. Like you have to explain to the best of your ability in how you measure the gain.

MS. DUBYN: Okay. Thank you.

MS. BERMAN: Another question. I'm sorry. Another question about the two classes. You seem to be saying that one program would include four classes for 22 weeks and then another two because of the two levels. If we wanted to have two classes for a longer period of time, is that acceptable, or is four classes a minimum for each \$50,000 proposal?

MS. ALMANZAR: If your classes run longer --

MS. BERMAN: Like the ten months per two levels -

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Proceedings

MS. ALMANZAR: Someone had already said that if it ran up to twelve, the whole twelves months, it's fine.

MS. BERMAN: The same two classes in other words. Thank you.

MR. ZHANG: One thing you need to know is that if you're serving one class like that, but, you know, every 88 hours or so, you are doing an assessment. So you might have to re-level whatever you offer.

MS. BERMAN: In other words, move students up and move students in. Understood. Thank you.

UNIDENTIFIED SPEAKER: Hi. My name is Olga. I have a question about the tables we're supposed to provide, about the three tables. What kind of outcome and project achievement you are talking about? The first one is educational gain and the other one is employment or transition to the secondary.

MS. RUSSELL: You're talking about under experience, the experience?

UNIDENTIFIED SPEAKER: Yes.

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Proceedings

MS. RUSSELL: It would be whatever outcomes that program attracts and make them relevant.

UNIDENTIFIED SPEAKER: You need the number within one year or five-year period?

MS. RUSSELL: One year.

UNIDENTIFIED SPEAKER: What about table number three, is the number of participants within five-year period or one-year period time?

MS. RUSSELL: One year.

UNIDENTIFIED SPEAKER: Thank you.

MR. HIGGINS: Are there any more questions?

(No response.)

MR. HIGGINS: That concludes the panel questions and answers session. I want to thank all of you for coming. Please note that the deadline is February 3rd, 2015. And I want to also thank the panel for being here as well as DYCD staff and thank you guys for showing up today. Thank you very much.

(Time noted: 3:05 p.m.)

**Immigrant Services ESOL Civics
January 13, 2015**

A		
ability (2) 38:22 46:10	answered (1) 26:18	believe (2) 16:16 40:15
able (2) 4:14 27:13	answering (1) 3:16	benefit (1) 24:15
Accelerator (12) 2:6 3:23 4:8,13 4:14,19 5:17 6:2,7,13 25:4 41:11	answers (1) 48:18	benefits (1) 14:10
acceptable (1) 46:20	anticipated (1) 13:21	Bensonhurst (1) 30:19
accepted (2) 4:10 6:4	anticipates (1) 4:16	Berman (13) 37:12,12,17 38:21 39:3,7 40:9,15,21 46:13,24 47:5 47:12
accepting (1) 4:11	anybody (1) 31:14	best (6) 16:5 26:12 28:5,8 45:13 46:10
access (4) 8:2,23 11:7 14:9	anymore (1) 17:22	Bill (2) 3:3 42:8
account (1) 7:5	apologize (1) 26:8	Bishop (5) 27:25,25 28:9,15,19
achievement (2) 16:6 47:19	app (2) 6:22,24	bit (2) 36:18,22
achievements (1) 19:2	application (4) 5:23 6:24,25 35:18	blood (1) 49:15
action (1) 49:15	applications (1) 37:18	blown (1) 43:12
activities (1) 24:23	apply (4) 4:12 33:10,11,21	blue (2) 8:4,11
actual (2) 8:2 19:2	applying (2) 37:18 40:24	BMCC (8) 33:9,18,18 34:3,8,12,20 35:9
add (9) 6:24 7:21 9:6,8,11,12 41:15 41:19,20	approach (1) 20:2	borough (9) 9:18 16:20,22 17:3 23:21 36:14,16 37:19 38:18
added (1) 7:24	approached (1) 34:10	boroughs (3) 14:23 23:23 24:6
addendum (1) 17:7	appropriate (3) 15:21 16:7 21:23	bother (1) 41:3
adding (3) 24:16 41:23,24	area (1) 15:3	bottom (2) 9:23 41:18
additionally (2) 7:6 9:19	areas (2) 14:18 15:4	bound (1) 26:21
address (3) 6:5 11:5 21:22	as-needed (2) 43:6,13	box (4) 7:21 17:19 22:7,9
adhere (1) 21:12	aside (1) 43:22	boxes (1) 7:20
adult (2) 13:11 19:24	asked (3) 11:2 25:21 31:18	breaks (1) 15:22
adults (1) 13:25	asking (6) 23:11 32:13 33:15 37:2 40:25 43:5	briefly (3) 8:9 13:7 16:14
advance (4) 11:14,19 15:19 16:3	assessment (1) 47:10	Bronx (1) 23:19
advanced (3) 32:18 33:2,2	assist (3) 13:24 14:3,8	Brooklyn (3) 23:18 27:12 30:20
Advancement (1) 35:25	assistance (2) 2:4 29:9	Browne (3) 35:23,24 36:13
advancing (1) 22:3	Assistant (1) 3:8	budget (3) 28:13 30:5,6
advocacy (1) 42:14	associated (1) 8:20	business (2) 25:6,9
Afghan (1) 44:17	asterisk (1) 9:20	button (1) 7:9
afternoon (4) 13:5 16:13 30:17 42:7	attached (3) 18:13,16 19:22	
age (1) 20:5	attachments (1) 22:6	C
agencies (2) 5:20 13:20	attempt (1) 10:13	C (3) 2:2 49:2,2
agency (9) 2:4 3:8 14:15,16 23:12 25:14 30:22 34:13 35:2	attendance (2) 21:14 28:10	care (1) 21:24
agenda (1) 3:18	attendance-based (1) 28:20	Carlos (3) 2:4 3:7 5:2
agree (1) 11:2	attracts (1) 48:3	case (5) 21:17 42:11,17,24 43:12
agreement (3) 29:3,5,7	AVENUE (1) 1:22	Cassella (3) 1:17 49:8,22
agreements (2) 29:13,19	average (2) 21:12,13	categories (1) 7:12
aliens (1) 41:8	awards (1) 4:16	Catholic (1) 35:15
Alliance (1) 33:7	awhile (1) 25:23	CATRAMBONE (1) 39:23
allowed (1) 28:3		CD (5) 27:12 36:4,6,10,11
Almanzar (36) 2:7 3:24 13:4,5,6 23:22 24:10 26:20 28:12,17,21 29:6,12,21 30:3,12 31:25 33:13 33:25 34:24 35:10 36:8,15,19 37:6,16,21 40:14,18 41:9 43:24 44:14 45:21 46:9,22 47:2	B	CDs (1) 27:10
Americans (1) 36:2	BA (1) 19:23	center (6) 25:17 27:16,19 28:25 32:7 35:24
ample (1) 17:22	back (6) 6:23 11:20,23 12:2 18:22 37:14	centers (2) 27:11 28:2
announced (1) 4:17	Background (1) 7:16	CEO (1) 35:12
answer (2) 12:24 37:10	bar (1) 11:9	certain (2) 17:21 20:9
	based (3) 28:10,13,14	certify (2) 49:10,14
	baselined (1) 13:17	cetera (2) 22:8 42:16
	basic (3) 5:19 8:14 18:2	changes (1) 11:24
	basically (1) 12:14	Charities (1) 35:15
	basis (3) 28:18 43:7,13	
	beginner (3) 32:16,17,25	
	beginning (1) 13:22	
	behalf (1) 3:3	

**Immigrant Services ESOL Civics
January 13, 2015**

<p>chart (2) 16:6 18:18 check (2) 7:19,20 Chief (2) 2:4 3:8 Children (1) 26:9 Chong (1) 3:3 CIANIA (1) 35:24 citizenship (1) 14:8 city (12) 5:18 13:11,16,18 14:23 18:7 24:5 26:17,21,25 27:4,6 civics (4) 13:11 15:14 25:22,25 class (17) 15:22 20:25,25 21:2,3 21:15 22:10 25:25 38:14,14 44:24,25 45:4,5,5,7 47:8 classes (29) 15:15,17,20 20:13,16 21:4,9 25:2,22 27:14,22 32:10,10 32:14 33:19 38:11,12,18,19 40:2 40:6,7 45:4 46:15,16,19,20,22 47:5 classroom (1) 42:23 clear (2) 37:15,19 clerical (1) 18:15 click (7) 7:21,22 8:3,11 9:4,12 11:8 clients (2) 33:20 42:16 closed (1) 37:4 cohort (1) 26:2 College (1) 34:6 combined (2) 15:14 44:22 come (9) 7:22 9:10 17:8 23:18,21 24:6 33:23 42:5 43:14 comes (2) 21:21 43:6 coming (1) 48:19 comments (1) 19:3 Commissioner (1) 3:3 Committee (1) 26:9 community (10) 1:3 3:5 14:7,19 27:10 28:2,25 30:19 35:15 37:13 community-based (1) 13:19 compete (3) 6:25 8:18 9:19 competition (1) 9:17 competitions (1) 16:20 complete (2) 10:11,12 completed (1) 10:2 components (2) 33:9,18 concern (1) 17:23 concluded (1) 23:6 concludes (1) 48:17 conditions (1) 11:3 Coney (1) 37:14 conference (5) 1:5 3:7 4:4,23 5:9 confirming (1) 11:9 confusing (1) 42:6 consider (1) 43:20 considered (1) 35:3 consist (1) 38:11</p>	<p>Consortium (1) 42:9 consultant (1) 35:4 consultants (1) 35:6 contact (1) 12:20 contacting (1) 42:15 context (1) 13:10 continue (2) 42:19 43:3 continuously (1) 15:20 contract (8) 4:20,25 5:3 13:22 20:22,24 21:2,4 contracting (3) 2:4 3:9 5:18 control (2) 35:16,20 copy (4) 4:11 5:14 16:16 35:19 Corporation (1) 24:14 correct (1) 9:18 corrections (1) 17:6 cost (2) 44:2,11 Council (2) 13:16 37:13 count (1) 26:3 COUNTY (1) 49:6 course (2) 24:17 44:12 criteria (1) 7:10 CUNY (1) 34:12 current (1) 17:10 currently (3) 45:11,16 46:7 Cypress (1) 24:13</p> <hr/> <p align="center">D</p> <hr/> <p>daily (2) 21:12,13 Dana (1) 33:6 data (2) 25:6,9 date (3) 4:6,9 6:3 dates (3) 4:6 6:17,18 day (3) 21:10,10 49:19 deadline (3) 11:14,19 48:20 decisions (1) 37:4 define (1) 19:10 Definitely (2) 29:16 30:7 deliver (1) 8:18 delivered (1) 9:25 demonstrate (1) 45:25 department (4) 1:3 3:4 30:23,24 departments (1) 30:24 depending (2) 14:25 26:2 depends (1) 38:2 Deputy (2) 2:4 3:8 describe (1) 15:2 description (2) 32:2,4 desk (3) 6:5,9 12:20 detail (2) 4:15 18:19 details (6) 6:17 8:14,19 9:14 10:3 41:19 develop (1) 43:2 Development (2) 1:3 24:14</p>	<p>Development's (1) 3:5 difference (1) 41:22 different (13) 22:17 23:23 27:22 36:10,16 37:7,22,24 39:21,25 40:10,13 42:3 Dimple (7) 42:7,8,14,22 43:15,19 44:12 Director (2) 2:7,9 directors (1) 18:11 discretion (1) 19:10 discuss (2) 3:14 8:8 discussed (1) 12:19 discussing (9) 3:19,21,23,24 4:2,5 5:11 13:3 16:11 discussion (1) 23:7 display (5) 6:15 7:11,13,18,22 disqualify (1) 26:19 distance (1) 20:20 distinct (1) 39:14 distinction (4) 18:9 19:21 39:22 42:21 distinctly (1) 16:23 districts (2) 14:19 27:10 document (4) 10:9,10,17 11:17 documented (2) 43:16,18 documenting (1) 45:22 documents (8) 8:22,25 10:5,6,21 10:21 42:2,3 doing (13) 11:21 24:16 25:6,8,23 32:8 33:8 36:5 38:4 41:23 42:14 42:15 47:10 donation (2) 29:25 30:10 download (1) 8:24 draft (2) 12:12,12 drug (1) 43:8 Dubyn (8) 44:16,16 45:3,8,15,20 46:3,12 due (4) 4:6,9 6:2,17 Dunner (9) 25:11,11 26:15,24 27:5 31:8,8,20,24 DYCD (6) 4:10,16,24 32:8 34:2 48:23</p> <hr/> <p align="center">E</p> <hr/> <p>E (4) 2:2,2 49:2,2 e-mail (4) 4:23 6:5 11:5,11 early (1) 4:17 education (6) 14:3,5 15:11,14 19:24 42:9 educational (2) 33:7 47:20 Edward (1) 28:24 effective (1) 14:6 eight (2) 16:24 27:15 Either (1) 39:16</p>
---	---	---

**Immigrant Services ESOL Civics
January 13, 2015**

<p>Elaine (2) 27:9 35:14 elements (1) 12:22 eligible (5) 6:20,21,22 7:4 20:7 Elliott (4) 23:15,16 24:8,11 elude (1) 42:10 EMAIL (1) 1:24 Emira (1) 35:23 employees (3) 44:6,13,15 employment (4) 14:2 15:12 42:9 47:21 enable (1) 14:4 encourage (1) 11:13 English (5) 13:9,25 15:10,13 25:16 enrolled (1) 15:8 enrollment (2) 18:25 22:8 enter (2) 11:4 12:6 entering (2) 41:12,16 entire (1) 20:19 entitled (2) 14:11 49:12 entry (1) 10:9 error (1) 10:15 ESL (3) 25:18,25 34:13 ESOL (4) 15:23 21:16 33:8,18 ESOL/Civics (4) 1:4 3:6 34:16 39:17 et (2) 22:8 42:16 evaluate (2) 45:19 46:8 evaluated (1) 26:14 evaluation (2) 28:5 30:14 evidence-based (1) 28:4 evidenced (1) 16:4 exact (1) 21:9 exactly (1) 9:2 example (6) 20:10 22:14 27:12 32:15,16,24 examples (1) 19:16 excluding (1) 15:21 Excuse (2) 26:4 37:9 executed (1) 29:22 existing (2) 33:17 34:20 exists (1) 33:21 expect (1) 37:3 expectation (1) 24:21 expectations (5) 15:6 17:14,16 18:24,25 expected (2) 22:14 42:11 expecting (1) 37:3 expense (1) 43:21 experience (13) 17:25 18:3,5,19 19:7,24 25:15 26:12,17,22 27:6 47:24,24 explain (3) 5:16 30:5 46:10 explicitly (1) 31:4</p>	<hr/> <p>F</p> <hr/> <p>F (1) 49:2 facing (1) 12:16 FACSIMILE (1) 1:24 fact (1) 42:10 fall (4) 21:5 25:7 38:11,19 families (2) 26:10,25 Fang (7) 28:23,24 29:10,16,24 30:7 30:15 far (1) 27:17 favorites (5) 7:13,18,21,23,25 feature (2) 7:18 41:17 February (2) 4:7 48:21 fields (1) 9:22 figure (1) 44:2 fill (3) 9:21 17:10,20 filling (1) 17:9 filter (2) 7:8,9 Finally (1) 43:19 find (2) 7:8 21:23 fine (1) 47:4 finite (1) 17:20 firms (1) 42:16 first (7) 8:10 17:24 20:2 28:3 40:23 44:19 47:20 fits (1) 19:13 five (4) 14:22 18:5,20 24:6 five-year (2) 48:6,10 flip (1) 11:15 Floor (1) 1:7 focus (1) 20:8 follow (1) 43:3 form (9) 16:15 17:6,11,15 22:5,6,7 25:6,9 formal (2) 25:16,18 format (1) 17:12 former (1) 13:13 forth (2) 24:25 43:5 forward (2) 10:19 26:11 four (10) 15:15 19:6 20:17 23:20 27:15 44:20,23 45:6 46:16,20 Friday (2) 32:17,25 Fridays (1) 32:13 Friedman (5) 33:6,6,16 34:5 35:13 front (1) 23:9 full (2) 42:21 43:12 full-time (4) 35:5,9 44:5,15 funded (2) 20:22 21:3 funding (6) 13:16,19 20:23 33:25 36:3 40:24 Furina (5) 34:7,8,17,21 35:8 further (3) 4:15 14:3 49:14</p> <hr/> <p>G</p> <hr/>	<p>gain (2) 46:11 47:20 geographical (1) 14:17 getting (1) 10:15 give (2) 6:17 30:13 glad (1) 25:21 go (19) 4:14 6:23 7:19 8:6,8 9:13 10:3,14,23 11:19,23 12:2,6 16:14 18:22 20:16 21:23 27:16 41:13 goals (3) 13:24 43:4,5 god (1) 11:17 going (32) 3:14 6:6,14 8:3,8,23 9:7 9:23 10:6,23,23 11:2 13:6 14:22 16:14 17:5,15,17,20 19:3 21:4 22:4 23:22,25 29:14 37:14 38:10 38:11 41:25 44:3 45:13,25 good (6) 3:2 13:5 16:13 30:17,25 42:7 government (2) 14:5,9 grant (3) 30:11 34:4,5 grants (1) 39:9 Greater (1) 37:14 green (1) 11:9 guess (1) 25:4 guides (1) 12:18 guys (1) 48:23</p> <hr/> <p align="center">H</p> <hr/> <p>Habiby (1) 35:23 hand (1) 49:19 handed (1) 16:16 hard (1) 4:11 hear (4) 7:14 23:10 30:15 42:12 heard (1) 42:10 help (3) 6:5,9 12:20 hereunto (1) 49:18 HHS (10) 2:6 3:22,23 4:8,13,19 5:11,17 6:2 25:4 Hi (7) 24:12 27:8 28:23 32:6 37:12 44:16 47:15 Higgins (10) 2:4 3:2,8 5:3,6 13:2 16:10 23:5 48:14,17 high-need (1) 14:19 Highbridge (2) 32:7,11 higher (2) 14:25 31:10 highlight (1) 9:16 Hills (1) 24:13 hire (1) 31:14 Hispanic (1) 26:9 history (1) 25:24 hopefully (1) 5:14 hour (1) 43:25 hours (16) 15:15 20:17,21 22:8 27:15,15,17 44:3,5,7,8,9,20,23 45:6 47:9</p>
--	---	--

**Immigrant Services ESOL Civics
January 13, 2015**

<p>House (1) 30:19 hyperlink (2) 8:4,12</p> <hr/> <p align="center">I</p> <hr/> <p>Ibrahim (1) 32:6 identified (1) 31:17 Ilana (2) 25:11 31:8 immediately (1) 8:13 immigrant (6) 1:4 2:7 13:11,13,14 36:25 immigrants (4) 14:4,9 18:7 20:7 immigration (4) 3:6 22:21 29:8 37:11 important (5) 3:13,15 8:22 10:8 13:8 importantly (1) 6:19 include (4) 15:23 18:14 20:20 46:16 included (2) 17:7 19:17 income (2) 26:25 27:2 increase (1) 30:10 individual (4) 14:12 22:10 23:24 27:18 individuals (1) 20:5 Indochina (1) 28:24 information (5) 7:11 9:15 21:19 22:10 43:10 initiative (1) 13:13 Initiatives (2) 2:7 13:15 instance (1) 11:21 instruction (4) 13:10 43:23 44:7,8 instructional (1) 43:25 instructions (1) 9:2 instructor (3) 25:19 27:14 34:14 instructors (3) 18:12 43:20 44:4 integrated (1) 15:12 Integration (1) 35:25 interested (3) 8:5 12:23 49:16 intermediate (1) 33:2 internal (1) 30:25 interviewing (1) 31:13 introduce (3) 3:11,20 5:10 involved (1) 43:22 IOI (1) 13:15 Islamic (1) 32:7 Island (2) 37:14 42:9 issue (1) 11:18 issued (1) 28:10 issues (1) 6:11 item (1) 28:12 items (1) 7:9</p> <hr/> <p align="center">J</p> <hr/> <p>January (4) 1:9 4:21 5:4 49:19</p>	<p>JASA (1) 27:9 Jennifer (3) 1:17 49:8,22 Jewish (2) 30:19 37:13 job (3) 30:23 32:2,3 JOHNSON (5) 4:25 5:5 25:8 26:4 37:9 join (1) 33:23 July (4) 5:5,7 13:21,23 jump (2) 6:12 34:7 June (4) 4:21 5:7 13:17,23</p> <hr/> <p align="center">K</p> <hr/> <p>Kathy (7) 2:7 3:24 13:4,6 16:10 20:4,13 key (7) 18:3,10,10 19:21,23 26:16 31:20 kick (2) 8:5 10:23 kind (8) 7:15 19:4,9,14,20 29:25 30:9 47:18 know (29) 7:14 9:2 15:3 16:17 17:9 17:16 18:16 19:10,20 20:23 21:22 22:3 27:15 29:4,5 30:8 37:8 38:13 41:21,22 42:2,15 43:3 43:7,12,22 45:24 47:8,9 knowledge (1) 14:4</p> <hr/> <p align="center">L</p> <hr/> <p>Lafayette (1) 1:7 language (3) 13:10 14:2 23:16 launched (1) 5:17 law (1) 22:21 lay (1) 17:14 learning (2) 19:24 20:20 lease (1) 35:19 legal (5) 22:20,25 29:7 41:6 42:16 length (1) 24:16 let's (2) 36:9 44:8 letters (1) 30:21 level (16) 5:20 16:3 22:4,5 32:15 32:16,17,18,25 44:19,25,25 45:2 45:4,4 46:2 levels (8) 15:19,24 21:15 40:13 44:21 45:14 46:18,25 levy (1) 13:18 library (2) 32:11,11 Life (1) 25:12 likelihood (1) 10:17 limiting (1) 44:7 line (2) 23:8 28:12 link (1) 23:2 linkage (8) 22:19,22 29:3,5,7,13,18 30:21 linkages (4) 22:11,13,14 30:25 list (2) 12:21 32:4</p>	<p>listed (1) 14:20 lists (1) 8:16 literacy (7) 15:13 18:6 25:15 34:8 36:24,25 37:5 little (2) 36:18,22 live (1) 24:4 Local (1) 24:13 located (2) 23:17 27:12 location (1) 24:7 locations (2) 33:19 41:12 log (3) 5:24 6:13 11:6 long (4) 24:4 25:24 29:13 45:17 longer (3) 12:4 46:19,23 look (3) 5:16 16:17 43:4 looking (3) 7:8 33:22 38:6 lot (1) 7:6 loud (1) 7:15 low (2) 26:24 27:2 low-income (1) 18:6</p> <hr/> <p align="center">M</p> <hr/> <p>main (2) 7:2 9:16 majority (1) 35:6 making (1) 42:20 MAMARONECK (2) 1:22,23 management (5) 21:17 42:11,18 42:24 43:13 Manhattan (5) 23:17,19,25 24:7 28:25 marriage (1) 49:16 Martine (1) 24:13 Massachusetts (1) 27:3 matter (7) 1:2 24:3 45:10,16 46:6 49:12,17 mean (7) 18:10 21:7,8 25:16 36:5 40:3 45:18 means (2) 6:23 19:11 measure (2) 45:13 46:11 meet (7) 15:15 17:17 20:17 43:9 44:20,22 45:5 meeting (2) 39:10 42:25 member (2) 6:9 26:16 members (1) 31:21 mention (4) 20:6 22:12 36:3 40:16 mentioned (3) 19:19 20:4 41:7 mentioning (1) 18:14 message (2) 10:16 11:9 met (1) 43:4 microphone (1) 23:11 million (1) 13:18 minimum (8) 16:8,24 19:22 24:20 29:3 44:20 45:6 46:21 minor (1) 17:6 mirrors (1) 17:13</p>
---	--	--

**Immigrant Services ESOL Civics
January 13, 2015**

<p>missed (1) 40:17 missing (1) 10:17 mission (1) 19:13 moment (1) 39:25 money (3) 13:17 30:8 34:12 monitored (1) 19:16 monthly (4) 28:10,16,17,18 months (9) 15:21 20:18,19 24:17 24:19,22,23 46:24 47:4 morning (1) 3:2 morning's (1) 3:18 move (3) 10:19 47:12,13 multi-service (1) 30:22 multiple (7) 9:8,11 38:5 41:15,16 41:23,25 Mulvihill (5) 2:6 3:22 5:10,12 41:10</p> <hr/> <p align="center">N</p> <hr/> <p>N (1) 2:2 name (16) 3:7 11:4 12:7 13:6 23:12 23:15 24:12 26:5,5,8 28:23 30:18 32:6 35:23 42:8 47:15 Nancy (4) 2:9 3:25 16:11 23:5 narrative (1) 30:6 National (2) 16:4 45:9 navigate (1) 14:5 Ndure (7) 32:6,7,24 33:5 36:17,21 37:8 necessary (1) 14:2 need (13) 9:3 11:4,24 21:20 22:15 22:16 30:8 43:7,7,9 44:9 47:7 48:5 needs (2) 14:25 43:14 new (19) 1:7,7,23 9:6 13:11 14:23 15:19 18:7 24:5 26:17,21,25 27:4 27:6 29:20 33:11 35:25 49:4,9 noise (1) 7:16 Norma (1) 23:15 Notary (1) 49:8 note (4) 4:10 18:2 22:6 48:20 noted (1) 48:25 notes (2) 42:18,19 notice (4) 17:12,18 18:8,17 notifications (1) 4:18 November (2) 29:17 37:5 NRS (1) 45:14 number (8) 12:17 19:6 20:15 29:2 29:4 48:6,9,9</p> <hr/> <p align="center">O</p> <hr/> <p>obtain (3) 13:25 14:4,7 obviously (1) 46:4 offer (1) 47:11 offered (1) 39:21</p>	<p>offering (3) 39:24 40:5,6 offers (1) 8:13 Officer (2) 2:4 3:9 oh (3) 11:16 23:24 45:18 okay (16) 5:12 20:8 24:11 26:15 27:24 28:15,19 29:10,16,16 30:7 33:5 39:7 40:21 45:15 46:12 old (1) 15:7 older (3) 13:25 15:8 40:20 Olga (1) 47:16 once (5) 10:2,10,20 12:3 15:13 one-year (1) 48:11 open (3) 14:22,23 24:21 operating (1) 19:8 operation (1) 20:18 Opportunities (1) 13:14 opportunity (3) 13:14 15:18 39:11 option (3) 9:5 12:11 41:14 order (3) 4:12 6:25 8:2 organization (7) 22:17,24,25 23:3 26:6 31:5 33:24 organization's (1) 19:13 organizational (4) 17:25 19:6,8,18 organizations (2) 13:19 22:18 outcome (6) 16:5 18:24,25 21:25 47:18 49:17 outcomes (5) 15:25 16:2 21:25 45:23 48:3 outlined (2) 21:14 39:6 outside (2) 23:3 31:5 overall (5) 10:7 12:15 19:13 22:7 29:11 overview (3) 3:25 13:3 16:12</p> <hr/> <p align="center">P</p> <hr/> <p>P (2) 2:2,2 p.m (3) 1:10 4:7 48:25 package (1) 10:8 page (18) 6:5 8:6,7,12 9:13,14,14 10:4,5,24,25 11:16 12:10,15,16 12:22 41:16,19 paid (1) 35:12 panel (8) 3:12,20 4:5 5:9 23:6,10 48:18,22 paper (1) 6:4 paperwork (2) 43:19,22 part (6) 10:7 17:7 20:21 24:20 34:3 34:18 part-time (4) 35:5,9 44:13,15 participant (1) 43:2 participants (6) 14:13 15:7 16:3 21:20 24:3 48:10 participate (1) 15:11 particular (3) 18:11 22:19 39:24</p>	<p>parties (1) 49:15 partnership (2) 33:9,17 parts (1) 13:8 password (3) 11:4,6 12:7 paying (5) 43:25 44:3,4,6,10 payments (1) 28:9 people (1) 22:15 percentages (1) 16:8 performance (1) 28:14 performance-based (1) 28:22 period (8) 21:8,11 32:23 40:5 46:19 48:6,10,11 person (1) 33:11 pertaining (1) 23:14 physical (1) 9:7 pick (1) 18:23 place (3) 20:19 21:9,23 placement (1) 30:24 plan (1) 43:2 planning (2) 24:24 32:10 please (4) 4:10 23:8,12 48:20 Plus (4) 16:5 28:5,8 45:13 podium (1) 23:9 point (6) 14:24 15:5 17:21 36:18 36:22 41:11 pointed (1) 14:18 points (1) 30:13 pool (1) 9:17 population (4) 13:12 15:3 20:3,9 port (1) 11:23 possibility (1) 30:10 possibly (1) 23:20 pot (1) 34:11 PowerPoint (1) 5:15 practices (1) 19:25 pre-proposal (3) 1:5 3:7 4:23 pre-qualified (3) 4:13 5:22 8:17 prefer (1) 35:4 prep (1) 44:9 presiding (1) 3:12 pretty (1) 12:18 primarily (2) 20:11 25:12 probably (3) 6:18 7:3 21:5 proceedings (49) 1:12 3:1 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:11,13 process (6) 3:15 4:15 5:18 6:7 12:6,15</p>
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**Immigrant Services ESOL Civics
January 13, 2015**

<p>procurement (5) 7:20 8:10,15,18 8:20 procurements (3) 6:14,16 7:24 program (57) 3:25 13:3,8,9,24 14:15 15:6,12,19,25 16:2 17:14 18:3,11,13,16 19:12,15,22 20:2 20:21,23 22:8 23:17 24:21 27:22 29:14 31:10 33:8,16,17,21 34:16 35:7 36:8,9,10,11 37:22,23 38:2 38:3,6,7,10,13,15 39:16,24 40:4 40:8,19 41:2 42:12 43:9 46:16 48:3 program's (1) 19:15 programming (1) 34:6 programs (15) 14:13 15:16 16:23 16:25,25 17:3 18:20,23 19:9 36:16 37:24 38:17,20 39:2,14 progress (3) 42:18,19,22 project (2) 2:9 47:19 proposal (51) 3:6 4:3 5:24 7:2 8:3 9:4,6,7,12,14 10:5,7,14,15,25 11:8,12,14,18,20,25 12:2,9,9 14:20 16:12,15,22 17:4,13 21:18 24:9 25:7,10 27:13,19,23 31:2,13 31:18 37:4,23 38:8,16 41:14,15 41:18,18,24 45:22 46:21 proposals (15) 4:8,11 5:21,25 6:4 6:13 9:8,11 17:2 23:20 36:12 39:4 41:15,25 42:4 propose (3) 6:20,21 7:4 proposing (7) 9:9 15:2,4 18:12,21 29:15 38:3 prove (1) 35:17 provide (16) 15:17,18,20 16:25 20:23,24 21:18 22:14,25 25:16 25:22,25 34:13 43:10,11 47:17 provided (2) 27:2 34:19 provider (3) 6:19 22:20 29:8 providers (4) 5:19,22 8:16,17 provides (2) 13:18 29:8 providing (5) 18:6 19:15 20:10 25:15 26:22 public (2) 12:16 49:8 publish (1) 5:20 pull (1) 12:3 pulling (1) 11:22 purposes (1) 35:18 put (4) 9:23 26:11 28:18 30:4 putting (2) 11:22 24:2</p> <hr/> <p align="center">Q</p> <hr/> <p>qualification (1) 32:5 qualified (1) 31:11 qualify (1) 39:9</p>	<p>Queens (1) 23:19 question (32) 17:19 18:17,21,22 19:5 20:3 23:11,13 25:13,21 26:15 27:10 29:25 30:9,20 32:9 33:7,13 34:21 35:16 36:2,17,21 37:10,15,16 41:6 44:17 46:3,13 46:14 47:16 question's (1) 23:14 questions (15) 3:16 4:22 6:8 12:25 19:4 20:15 23:7 24:15 28:3 29:2 40:23 42:5 44:18 48:15,18 queue (1) 11:22 quick (2) 7:7 41:11 quite (1) 25:23</p> <hr/> <p align="center">R</p> <hr/> <p>R (2) 2:2 49:2 Rachel (1) 27:25 ran (1) 47:3 rate (1) 16:6 re-level (1) 47:11 reach (1) 6:8 read (1) 15:10 ready (1) 10:21 realize (2) 11:15,16 receive (1) 20:7 receiving (1) 19:5 record (1) 49:13 records (1) 28:11 recruitment (1) 24:24 red (1) 9:20 refer (1) 22:15 referral (3) 22:16 43:8,11 referrals (1) 21:19 referring (1) 14:12 refers (2) 22:7 44:24 regarding (5) 3:17 4:22 25:3 41:11 45:8 regular (1) 42:25 rehabilitation (1) 43:8 reimbursement (1) 28:13 related (1) 49:14 relates (1) 18:21 release (1) 6:18 relevant (5) 5:23 7:12 26:13 29:14 48:4 remember (1) 31:18 report (1) 22:4 reported (2) 1:16 49:11 reporting (4) 1:22 16:4 24:24 45:9 request (3) 21:21,22 28:18 requests (1) 5:21 require (1) 32:14 required (14) 6:22 9:21 21:17 22:2</p>	<p>22:19,22 25:5 28:6,7 30:2,3 37:20 45:10 46:6 requirement (4) 18:2 19:23 22:13 24:20 requirements (7) 16:24 17:18 20:14 21:13,14 39:6,10 requiring (1) 16:21 resident (1) 24:5 residents (2) 14:7,24 residing (2) 18:7 26:25 resources (1) 12:16 respond (1) 17:15 response (1) 48:16 rest (1) 3:20 restricted (2) 24:4,25 resubmit (2) 11:25 12:2 resumes (1) 31:19 retract (1) 11:20 retracted (1) 12:3 review (1) 8:25 reviewed (2) 10:20 12:5 revised (1) 17:10 RFP (22) 3:17,19 4:5,7,12,20 5:4 8:4,21,24 16:7 21:15 23:13 29:18 29:20,23 31:4 36:3,23,23 39:6 41:7 RFP's (1) 7:7 rfpquestions@dycd.nyc.gov (1) 4:24 RICHMOND (1) 49:6 right (7) 23:9 30:15 34:21 39:15,18 39:20 40:2 Riverside (1) 23:16 Riverstone (2) 25:12 31:9 Rivkah (1) 37:12 roadmap (1) 7:7 Roberts (3) 35:14,14,22 robust (1) 31:10 Rockoff (3) 27:8,9,24 round (1) 8:14 run (3) 32:10 34:8 46:22 running (4) 35:6 36:9 37:21,24 runs (1) 12:14 Russell (30) 2:9 3:25 16:11,13 24:19 26:11 27:4,7,21 31:3,16,22 32:3,21 33:4 35:21 38:9,25 39:5 39:12,18 41:4 42:13,20,24 43:17 47:23 48:2,7,12</p> <hr/> <p align="center">S</p> <hr/> <p>S (1) 2:2 salary (1) 34:22 Saturday (3) 32:16,19 33:3 Saturdays (2) 32:12,13</p>
--	--	--

**Immigrant Services ESOL Civics
January 13, 2015**

<p>save (1) 10:3 saw (1) 36:22 saying (7) 7:17 16:19 31:20 39:12 40:10,12 46:15 says (4) 7:4 12:11 26:24 31:3 school (1) 15:9 scores (1) 16:5 screens (2) 5:13 8:7 search (1) 7:10 second (5) 13:10 28:9 40:7,8 41:6 secondary (2) 15:9 47:22 section (6) 8:3 10:18 17:13,24 18:8 23:13 see (5) 8:13 9:5,13 12:10 41:19 selected (1) 13:20 selecting (1) 9:18 selection (1) 7:25 selections (1) 4:18 Send (1) 32:3 senior (4) 25:12,13 27:11,19 seniors (1) 20:11 separate (11) 16:23 17:4 29:21 34:11 36:11 38:18,19 39:2,3,17 39:19 sequencing (1) 20:12 series (1) 8:7 serve (1) 23:18 served (1) 14:18 service (13) 5:19,23 6:22,24 9:24 22:5,17,18 23:25 26:23 29:8 30:23 43:2 services (26) 1:4,22 3:6 8:16,19 14:10,14 18:6 20:8,10 21:20 22:16,20 23:2 25:12,13 27:2 35:15 36:25,25 37:2,5,11 38:24 39:8,13 servicing (1) 23:23 serving (1) 47:8 session (1) 48:18 set (3) 40:7,7 49:18 seven (1) 18:22 sheets (1) 14:21 short (1) 15:21 shortly (1) 17:8 show (3) 7:23 35:19 38:23 showing (1) 48:23 shows (1) 16:7 signed (1) 29:22 Silvia (1) 26:8 Silvine (3) 25:20 26:7,8 similar (3) 18:20 29:18 42:3 simplify (1) 5:17 simultaneously (2) 15:17 21:7 single (1) 10:9</p>	<p>Sino-American (1) 28:24 site (16) 9:9,24 20:20 24:8 27:20 35:16,20 36:6,10 37:25,25 38:14 38:15 41:2,19,20 sites (6) 27:23 37:22 38:5 40:13 41:17,23 six (1) 29:18 skills (1) 14:2 slides (1) 14:21 snapshot (1) 39:25 social (7) 14:10,14 21:19 22:15,17 22:18 30:22 Solange (1) 34:8 solely (1) 34:2 somebody (3) 21:21 31:11 43:6 sorry (6) 5:6 26:7 30:15 31:24 37:17 46:14 sounds (1) 7:15 source (2) 33:25 34:2 South (1) 27:11 space (2) 17:20,22 speak (2) 15:10 36:19 SPEAKER (9) 39:15,20 40:22 41:5 47:15,25 48:5,8,13 specializes (1) 22:21 specific (6) 7:2,10 22:12 25:25 26:2 32:9 specifically (2) 20:6 29:23 specified (1) 6:3 specify (1) 7:10 spring (4) 4:17 21:5 38:12,20 ss (1) 49:5 staff (20) 6:9 18:4,9,10,10,14 19:14 19:21,21,23 26:16 31:12,16,21 33:12,23 35:4,5,11 48:23 staffing (1) 19:19 standards (2) 16:9 19:25 start (2) 9:7 16:19 state (5) 23:12 26:5 33:13 49:4,9 Staten (1) 42:8 stating (1) 11:11 status (5) 6:19 10:11 12:3,11 41:6 STENO-KATH (1) 1:22 stenokath@verizon.net (1) 1:24 stone (1) 36:7 strategy (3) 19:8,11,18 stream (1) 13:16 Street (1) 1:7 stress (1) 5:25 strictly (1) 37:11 structure (2) 20:12 32:19 structured (3) 4:2 16:12,15 structures (1) 39:19 students (6) 15:18 23:18,21 32:18</p>	<p>47:13,13 subcontracted (2) 34:13,23 subcontracting (2) 34:25,25 subcontractor (1) 34:11 submission (3) 6:6 10:25 11:10 submit (15) 5:24 10:13,14,16 11:8 11:13 12:7 16:21 17:2,4 25:5 27:13 29:4 31:25 38:7 submitted (12) 4:8 6:2 11:12,17 12:5,9,13,13 25:9 27:19 29:18 36:24 submitting (2) 6:12 41:13 subset (1) 20:9 substitute (1) 28:4 successful (1) 18:4 successfully (1) 11:11 sufficient (2) 25:17 35:19 sufficiently (1) 15:9 suggest (1) 31:15 summarize (1) 19:7 summary (5) 8:11 9:4,15 12:10 41:16 Sundays (1) 32:12 support (2) 18:15 30:8 supports (1) 19:14 supposed (1) 47:17 sure (7) 7:4 9:17 10:12 15:5 17:8 33:14 41:21 Suzy (5) 2:6 3:22 4:13 5:10 13:2 system (16) 4:19 5:21 6:16 7:18 10:18 11:7 12:22 16:4 28:5,6 41:12 45:9,11,24 46:5,7 systems (1) 14:6</p> <hr/> <p align="center">T</p> <hr/> <p>T (2) 49:2,2 tab (6) 6:14,15 8:15,21,22 9:3 table (1) 48:9 tables (2) 47:17,18 tailored (1) 19:4 take (5) 5:16 10:4 20:19 21:9,24 talking (4) 16:18 23:24 47:19,23 target (2) 15:3 20:3 tax (1) 13:18 teacher (3) 34:20 35:3,8 teacher's (1) 34:22 teaching (1) 25:17 tell (2) 17:16 18:24 ten (8) 15:21 20:17,19 24:18,19 40:2 44:9 46:24 term (5) 4:20,25 5:3 13:22 21:6 terms (1) 11:3 test (3) 16:5 28:8 45:13 text (1) 17:18</p>
--	--	---

**Immigrant Services ESOL Civics
January 13, 2015**

<p>thank (21) 5:12 12:25 13:2 16:9,10 23:5 24:11 27:24 30:16 31:6 33:5 35:13 40:21 46:12 47:6,14 48:13 48:19,22,23,24 Thanks (1) 35:22 thing (5) 7:2 9:16,22 40:10 47:7 things (3) 19:11,17 45:23 think (6) 19:17 22:2 26:13 38:9 40:9 42:10 thinking (4) 19:12 34:9 36:23 40:24 three (9) 13:22 18:4,17,23,23 25:14 31:21 47:18 48:9 time (15) 4:9 6:3 21:8,10,11 25:2 31:17 32:14,22,23 39:21,25 46:19 48:11,25 timeline (2) 3:19 4:6 today (6) 3:10,14,17 7:3 32:9 48:24 top (2) 11:9 22:6 topics (2) 3:13,21 total (1) 27:17 totally (2) 37:7 39:2 touch (1) 6:10 tracking (1) 16:2 training (2) 12:23 15:11 trainings (1) 12:21 transcript (2) 1:12 49:13 transition (1) 47:21 true (1) 49:13 try (1) 10:14 turn (2) 4:4 5:8 twelve (3) 24:17,22 47:3 twelves (1) 47:4 twenty (1) 32:18 two (47) 15:17,23 16:23,25 17:2,13 21:4,5 24:14,23 27:22 28:2 32:14 36:11 37:18,22,24 38:11,12,16 38:18,19,20 39:9,13,17,18,25 40:2,3,5,7,12,13,22 41:22 42:3 44:18,21 45:3,4 46:14,17,18,18 46:25 47:5 type (1) 26:22 types (1) 12:21</p> <hr/> <p align="center">U</p> <hr/> <p>U.S (1) 14:7 unable (1) 15:9 underneath (1) 22:9 understand (1) 42:23 Understood (2) 39:7 47:14 undocumented (2) 20:6 41:8 UNIDENTIFIED (9) 39:15,20 40:22 41:5 47:15,25 48:5,8,13 unit (3) 23:2 43:25 44:10</p>	<p>United (1) 28:2 upcoming (1) 6:15 upload (5) 10:6,9,22,22 42:2 uploaded (1) 10:10 use (16) 7:9,19 21:6 24:22 28:6,7 34:3 45:10,11,12,16,17,24 46:5,6 46:7 user (2) 11:4 12:7</p> <hr/> <p align="center">V</p> <hr/> <p>Vanessa (1) 44:16 various (1) 12:21 verify (1) 12:8 verses (1) 41:24 viable (1) 43:21 videos (1) 12:17 Vishnevskiy (3) 30:17,18 31:6 visit (1) 6:14 vital (1) 11:25 Vladimir (1) 30:18</p> <hr/> <p align="center">W</p> <hr/> <p>walk (4) 5:15 6:10 12:18 13:7 want (12) 5:25 7:3 9:16,18 10:11 20:5 22:11 31:9,10 41:10 48:19 48:21 wanted (1) 46:18 way (8) 5:20 7:7 38:9 39:4,11,16 44:10 49:16 we'll (1) 45:3 we're (20) 3:14 18:13 19:12 23:17 32:8,10 34:9 40:9,12 42:14,15,15 42:20 43:5,24 44:6,7,10 45:13 47:17 we've (6) 14:18 22:2 25:22 33:8 34:10 36:24 website (1) 12:17 week (7) 15:15 20:17 21:10 27:17 44:20,23 45:6 weeks (5) 15:16 40:3,3,4 46:17 welcome (2) 3:4,10 went (1) 20:13 WHEREOF (1) 49:18 Wisotsky (3) 24:12,13 25:3 WITNESS (1) 49:18 Women (2) 44:17,17 wondering (2) 35:17 36:4 words (5) 38:21 39:8 40:11 47:6 47:12 work (1) 32:8 working (2) 29:19 35:2 workplace (1) 14:6 works (1) 5:20 wouldn't (1) 34:24</p>	<p>write (3) 15:10 17:21 23:20 written (1) 36:7 wrong (2) 11:17 39:13</p> <hr/> <p align="center">X</p> <hr/> <p>x (2) 1:2,5</p> <hr/> <p align="center">Y</p> <hr/> <p>year (3) 48:6,7,12 year-round (1) 24:17 years (6) 13:22 15:7 18:4,5 25:14 31:21 York (14) 1:7,7,23 13:11 14:23 18:7 24:5 26:17,21,25 27:4,6 49:4,9 youth (3) 1:3 3:5 13:25</p> <hr/> <p align="center">Z</p> <hr/> <p>ZHANG (8) 28:7 34:15,19 44:24 45:7,12,18 47:7 zone (1) 34:9</p> <hr/> <p align="center">0</p> <hr/> <p align="center">1</p> <hr/> <p>1 (1) 13:18 10007 (1) 1:7 10543 (1) 1:23 12 (1) 1:9 139 (1) 1:22 13th (1) 49:19 14th (1) 1:7 15 (1) 21:16 18 (5) 15:7 20:5 40:16,19,20 1st (6) 4:21 5:4,5,7 13:21,23</p> <hr/> <p align="center">2</p> <hr/> <p>2 (1) 1:7 2:00 (1) 4:7 2:21 (1) 1:10 20 (1) 21:16 2014 (1) 13:17 2015 (9) 1:9 4:7,21 5:5,7 13:21,23 48:21 49:19 2018 (2) 4:21 13:23 212.95.DEPOS (1) 1:23 22 (5) 15:16 27:17 40:3,4 46:16 22-week (1) 40:5 24 (1) 20:5 24-year-olds (1) 40:16</p> <hr/> <p align="center">3</p> <hr/> <p>3:05 (1) 48:25 30th (1) 13:23</p>
---	--	---

Immigrant Services ESOL Civics
January 13, 2015

31st (2) 4:21 5:7		
3rd (2) 4:7 48:21		
<hr/>		
4		
<hr/>		
5		
<hr/>		
50 (1) 44:8		
50,000 (8) 36:4,12 38:4,22,24 39:9		
40:25 46:21		
<hr/>		
6		
<hr/>		
7		
<hr/>		
8		
<hr/>		
88 (1) 47:9		
<hr/>		
9		
<hr/>		
914.381.2061 (1) 1:23		
914.722.0816 (1) 1:24		
953.3767 (1) 1:23		