

THE CITY OF NEW YORK  
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

SONYC PROGRAMS: NON-PUBLIC SCHOOL SITES RFP  
PRE-PROPOSAL CONFERENCE

156 William Street, Auditorium  
New York, New York 10038

October 22, 2014  
2:06 p.m.

Reported By:  
Danielle Cavanagh

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

Denice Williams, Assistant Commissioner for the  
COMPASS Programs

Mike Dogan, Senior Director of Operations for  
COMPASS Programs

Jennifer Sorel, Mayor's Office of Operations, HHS  
Accelerator

Also Present:

Zenaida White  
Staff

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S P E A K E R S :

Ken Small, BronxWorks

James Reddick, Woodycrest Center for Human  
Development

Adrienne Graham, Mount Hope Housing Company

Laura Mezhiborsky, Kings Bay YM-YWHA

Raesha Cartagena, The Brotherhood/Sister Sol

Patricia King, Brooklyn (inaudible)

Marie Charles, Haitian American United for Progress

Jennifer Cohn, Arab American Family Support Center

Annemarie Baumis, Diocese of Brooklyn

Francilia Wilkins, Urban Strategies, Inc. and In  
Arms Reach, Inc.

Jane Lindberg, Boys and Girls Harbor

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. WHITE: Good afternoon and welcome.  
3 Welcome to DYCD's SONYC Programs Non-Public School  
4 Sites Pre-Proposal Conference. My name is Zenaida  
5 White and I am the Assistant Deputy Agency Chief  
6 Contracting Officer. I have to read my title,  
7 that's how long it is. I am with the Contract  
8 Procurement Office and I will be officiating  
9 today's Pre-Proposal Conference.

10 To begin, I'm going to go through the  
11 timeline for the RFP, beginning with the fact that  
12 the RFP was issued on September 22nd and we expect  
13 that all proposals will be submitted through the  
14 HHS Accelerator system on Thursday, November 13th.  
15 The deadline is 2:00 p.m. The first addendum to  
16 this RFP was released on October 7th and we  
17 anticipate that the second addendum to this RFP  
18 will be issued on the last week of October. We  
19 anticipate that the award announcements will begin  
20 the third week of December. The anticipated  
21 contract term for these awards is January 1, 2015  
22 through August 31st, 2018 with options to renew for  
23 up to two additional years. If you have read  
24 through the first addendum, you may be a little  
25 confused by the start date and I just want to let

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           you know that the second addendum that's about to  
3           be released will clarify that the contract start  
4           date is January 1, 2015, but the anticipated  
5           program start date is February 2, 2015.

6                       Questions regarding this RFP can be  
7           e-mailed to rfpquestions@dycd.nyc.gov. To ensure a  
8           response to any questions that are e-mailed, please  
9           submit your e-mails by November 6th.

10                      Now, allow me to introduce our Panel.  
11           We have a Panel presentation for you here today,  
12           and we have Jennifer Sorel from the Health and  
13           Human Services HHS Accelerator, the Mayor's Office  
14           of Operations Office. We have Denice Williams, our  
15           Assistant Commissioner for COMPASS Programs. And  
16           we have Michael Dogan, Senior Director of COMPASS  
17           Programs. And now we're going to start off our  
18           presentation with Jennifer Sorel. Thank you.

19                      MS. SOREL: Hello. Thank you for  
20           coming. I am Jennifer Sorel from HHS Accelerator  
21           with the Mayor's Office of Operations. How many of  
22           you accessed the RFP in the system?

23                      (Whereupon, attendees answer with a  
24           show of hands.)

25                      MS. SOREL: Great. So you're all



1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           the green refresh button and that will call any  
3           tasks that you have onto your home page. We  
4           operate on a tab-based across the top. To access  
5           the procurement for SONYC, you would click on the  
6           procurement tab and filter by DYCD and you can  
7           access the procurement that way. Once you're on  
8           the procurement page, you'll see all procurements  
9           that are planned released in a variety of stages  
10          and you can use the filter button to filter  
11          procurements. You can filter by released or  
12          planned or you can filter by agency. And once you  
13          do that, we have new functionality where you can  
14          check the boxes on the left-hand side and add them  
15          to your favorites so that you don't have to filter  
16          every time you want to access the procurement.

17                    When you click into the procurement,  
18                    you're brought to a summary page here where you can  
19                    read a brief description about the procurement.  
20                    And you can access this on our public facing  
21                    website, and you don't need to be pre-qualified to  
22                    see this piece.

23                    The second tab over are the selected  
24                    services and additional providers. So here you'll  
25                    see what service is required in order for you to be



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2           this time around is the use of a competition pool.  
3           I'm just going to point to it on the screen  
4           (pointing). So this RFP has competition pools, and  
5           so you'll need to make sure you read the RFP to  
6           find out which competition pool you need to be  
7           entering in and that it's in relation to where your  
8           site is and if you're at a school location or CBO  
9           location. So you can reference the RFP document  
10          for that information. We also ask that your  
11          contact information be accurate and up-to-date. In  
12          case we need to contact you about something, we  
13          want to have the right information on file. And  
14          lastly, you would answer the questions and add your  
15          site location.

16                        This next tab, the proposal documents,  
17                        is where you would add all required proposal  
18                        documents and any optional documents.

19                        And the last tab is to submit  
20                        proposals. If this page isn't available to you, it  
21                        could be because you're only a level 1 user. Only  
22                        level 2 users have the ability to submit proposals.  
23                        So you would check off the boxes, enter your user  
24                        name and your password, and submit your proposal.  
25                        And at any time a level 2 user can go in and

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           retract the proposal. So if you made a mistake or  
3           you need to update some information, you can go in,  
4           retract your proposal, make updates and then submit  
5           it again. And you can do that up until any point  
6           up until the due date and time of the RFP. And  
7           once you've submitted, you'll see your summary  
8           status here and it says "submitted." And I'm just  
9           going to point to the column here (pointing). If  
10          this status says, "draft," then nobody's reading  
11          your RFP and you haven't submitted it. So you just  
12          want to keep an eye and be mindful that if you've  
13          retracted it and you made some edits you just want  
14          to be sure that in the status it says, "submitted."  
15          This is our public facing website. So if you have  
16          any questions about this process, we have a guide  
17          available to you and a video and we also have  
18          trainings that you can sign up for. Our website is  
19          www.nyc.gov/hhsaccelerator.

20                       MS. WHITE: Thank you so much,  
21                       Jennifer.

22                       And now to continue, I will review  
23                       required documents. You are required to submit  
24                       with each proposal SONYC Programs Non-Public School  
25                       Structured Proposal Form, school partnership

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           agreement for school-based programs, activity  
3           schedule, proposer's organizational chart, proposal  
4           budget summary and doing business data form.

5                       Now, in terms of evaluation criteria,  
6           the basis for evaluation, 20 points will be  
7           attributed to the organizational experience, 15  
8           points for staffing, 20 points for school  
9           partnership center-based expectations, 40 points  
10          for program design, and 5 points for budget  
11          management.

12                      And we're going to move further along  
13          our presentation. And now I have the honor and  
14          privilege of introducing Denice Williams, our  
15          Assistant Commissioner of COMPASS.

16                      MS. WILLIAMS: Good afternoon. I'm  
17          excited to see all of you this afternoon, and I  
18          hope you all are as excited as I am about the  
19          Mayor's investment in after school in the City of  
20          New York. It is actually an amazing time to be a  
21          young person and middle-schooler and it is an  
22          amazing time for all of us to be working in the  
23          field of youth development, and I've experienced I  
24          think by now it's 12 or 13 rounds of (inaudible)  
25          OST providers. So to have an administration who

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           not only knows what after school is but understands  
3           SACC and asks questions about SACC is kind of an  
4           amazing phenomenon. So Zenaida has given me a  
5           moment to just take us back out of the proposal and  
6           Accelerator and all of those things to give some  
7           context about the proposal and what we're hoping to  
8           have happen as a result of you submitting.

9                        At this moment, I think we have about  
10           812 COMPASS programs; 412 of them or so are middle  
11           school. And this solicitation, as you know, is to  
12           add to the middle school portfolio in either  
13           community centers or private schools.

14                       Just a moment to look at the mission.  
15           I want to point out that while we're in there after  
16           school or out-of-school-time hours, we are about  
17           building skills and knowledge, supporting the  
18           development of self-confidence, helping young  
19           people you know explore their aspirations. That  
20           self-confidence piece is kind of interesting to me.  
21           I had the opportunity to talk to some school-day  
22           teachers who mentioned that when young people do  
23           things in the afternoon in safe space and explore  
24           and try things that they've never done, that  
25           willingness to take risks translates into the

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2 school day. So I know I get a lot of questions  
3 about how we're supporting ed. reform or test  
4 scores and things likes that. I think that we do  
5 and that we help young people do school well,  
6 meaning self-advocacy, finishing projects, working  
7 with others and teams, things like that. So that  
8 we do this, my COMPASS team in partnership with  
9 community-based organizations such as yourselves,  
10 obviously through funding but, when you become part  
11 of the COMPASS family, we also provide support in  
12 terms of capacity building, we believe in  
13 evaluation, we're big advocates on behalf of the  
14 system of after school, and we really want to  
15 enhance and expand a sustainable network of  
16 out-of-school-time programs. Why sustainable? We  
17 don't want young people to have a program that's  
18 here today, gone tomorrow. So we really work with  
19 our colleagues and Acco and Fisco to make sure that  
20 the money is flowing, that any challenges you're  
21 having we try to address. So we believe in this  
22 partnership.

23           Again, this is an interesting moment in  
24 time. This Mayor has made after school one of his  
25 top three priorities. This was one of his

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           priorities when he was Candidate de Blasio. He  
3           came out with SONYC in the first hundred days,  
4           pretty much trying to kill my team and I and  
5           everybody in DYCD. But it's very exciting. The  
6           good thing about this Mayor is he loves after  
7           school. The challenging think about this Mayor is  
8           he loves after school. Right? And so everyone,  
9           I've been saying that we've been going around this  
10          city to providers to be part of the COMPASS or OST  
11          system for some time, and I've said to the, "Forget  
12          everything you knew. This is a new day." He has  
13          very high exceptions. He's given us \$145 million  
14          just for middle school. Some of the programs  
15          started in September. We notified them in June, I  
16          believe, or May. We had the first meeting with  
17          them in June, the program started in September. In  
18          August, before schools were even open, he was  
19          asking me what the enrollment numbers were. My  
20          colleagues, Mike and Daniel, we have to give an  
21          update on enrollment at 9:00 a.m. every other day.  
22          So this concept of easing in, easing in to a new  
23          contract, easing in to meeting the standards, kind  
24          of went out the window with the \$145 million. So  
25          the good thing is he likes after school;

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           challenging thing is he likes after school. So  
3           we're expected to serve around 85,000 young people,  
4           very excited about that. We have a budget just in  
5           COMPASS, not in DYCD overall, of almost  
6           \$248 million, which is exciting.

7                        So I just want to point out one little  
8           thing. In the planning for this RFP, some of you  
9           were part of that, we had most of the folks from  
10          DYCD, we had colleagues from the Department of  
11          Education, we had City Hall, not just anybody. We  
12          met with the Mayor, we met with deputy mayors, we  
13          met with the head of Office of Management and  
14          Budget. One thing emerged. One of the big things  
15          was that middle-schoolers are consumers. They vote  
16          with their feet. Elementary school, those kids  
17          pretty much stay where you leave them until a  
18          parent or sibling picks them up. Middle-schoolers,  
19          we're all collectively going to have to really work  
20          hard to attract and retain them in service. And  
21          for those of you who are center-based who have to  
22          really get them to travel from their schools to  
23          your sites, it's an even bigger challenge. But to  
24          help with that, my boss and City Hall allowed us to  
25          contract with a firm called Rescue Social Change

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           Group. As part of that, we did kind of focus  
3           groups with young people, we surveyed them. If you  
4           want to get your feelings hurt, ask a bunch of  
5           middle-schoolers what they think about what we do,  
6           kind of not impressed. One of their big issues was  
7           we don't differentiate enough between what we offer  
8           them and what we offer the elementary school kids  
9           in terms of design, opportunities for leadership,  
10          opportunities for voice and choice, but also in  
11          terms of the name. And so if those of you who have  
12          been with OST for a while knew that was the name of  
13          all of our programs. But as part of this, we held  
14          a competition, we got 400 responses, we tested 3 or  
15          4 of the responses and come up with School's Out  
16          New York City. That is the name for all of our  
17          middle school programs. School's Out New York City  
18          or SONYC are the middle school portfolios under the  
19          COMPASS umbrella. And COMPASS is the new name for  
20          out-of-school time. So we are the comprehensive  
21          after-school system of New York City, and this  
22          solicitation is about SONYC for our middle school  
23          programs.

24                        These goals are pretty consistent.  
25                        They've been the same since I guess our 2011

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           solicitation. I just want to highlight a couple  
3           for you all and give some context. First one,  
4           foster competencies, academic, social, emotional  
5           competencies and physical well-being. We get  
6           accused all the time of being too academic-focused.  
7           But you will see that we value social and emotional  
8           competencies in youth development practices as much  
9           as we do academic. We just need intentional  
10          programming for all of those. My favorite example  
11          of this in terms of intentional programming and  
12          being explicit about learning goals is the Y and  
13          swimming. Any of you parents have taken your kids  
14          to swimming, first starting with mommy and me, and  
15          then they kick you out and they're by themselves.  
16          There is the kind of guppy, and then minnow, on up  
17          to palpus. In each level, they are explicit about  
18          what strokes the young person needs to master,  
19          whether it's just paddling in the water for a  
20          certain amount of time, to the breast stroke or  
21          whatever. And you don't move on to the next level  
22          until you master that. But the kids are clear  
23          about that and the parents are clear about that.  
24          And that's what we're looking for in whatever area  
25          you're working in.

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2                   We're very interested in having young  
3 people explore their interests in opportunities for  
4 creativity. Why is this important? As you all  
5 know, particularly in the area of STEM or STEAM --  
6 but STEM is science, technology, engineering and  
7 math. Unfortunately, in this country we're not  
8 really doing well in preparing the next generation  
9 in these areas. And in particular, we're not doing  
10 well in engaging young women and kids of color and  
11 exposing them to opportunities. And so if we left  
12 it up to them to just choose, they may opt out.  
13 But because we've said, "Minimally, all kids in our  
14 programs have to have two hours," we have kids  
15 exposed to robotics, to CSI-type of things like DNA  
16 and forensics, which they all love that blood and  
17 guts and goop and gore. We've had, one of my  
18 favorites, I went to a science fair. They rebuilt  
19 the Brooklyn Bridge, which was awesome. And it was  
20 a bunch of girls who were learning engineering  
21 techniques and rebuilt the Brooklyn Bridge. So we  
22 believe that giving them exposure, it might leave  
23 to an ah-ha moment, that "ah-ha, I didn't know this  
24 was available to me," "Ah-ha, I didn't know these  
25 were career opportunities." So we believe in the

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 ah-ha of after school.

3                       Again, academic achievement and  
4 self-confidence, and then youth leadership and  
5 community engagement. We, I guess -- I don't even  
6 know how long ago Teen ACTION was developed, but it  
7 was a small initiative that maybe had 30 programs  
8 and it was focused on service learning. And that's  
9 one thing I really love about DYCD, is that we  
10 learn from one another. And so we took the success  
11 of Teen ACTION and embedded this concept of youth  
12 leadership and community engagement in all of our  
13 programs but specific to SONYC. We want young  
14 people to have the opportunity to explore issues  
15 in their community, to pick something that they'd  
16 like to address and to tackle it. And then again  
17 engaging families in all of the above.

18                       For those of you who are schools,  
19 yeshivas, Catholic schools, madrases, if you're  
20 proposing for yourself, that's one issue. If you  
21 are bringing in a nonprofit to work with you, I  
22 just wanted to highlight some things. The  
23 nonprofit or the CBO and the school needs to have a  
24 common vision for after school and the role of  
25 after school in the school's priorities. I'm

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           looking at my team in the back. We started running  
3           SONYC Programs in September of this year. Pita  
4           (phonetic) looks exhausted because she's spent all  
5           of her time running to school with principal who  
6           were saying, "We only want tutoring." "Well, did  
7           you know that in SONYC you have to do tutoring and  
8           enrichment and all these other things?" "We only  
9           want programming two days." "Well, did you know  
10          that the requirement is five days?" So this  
11          conversation is really important because what  
12          happens is we sign up, get the money, and then  
13          spend all of this time trying to -- I guess  
14          marriage counseling. We spend a lot of time  
15          marriage counseling. We're going to be in Rosedale  
16          tomorrow with the principal marriage counseling  
17          because the expectations of what she wanted and  
18          what SONYC is supposed to do kind of is not coming  
19          together. So this is very important. My staff  
20          knows I say this all the time, all money is not  
21          good money. So I am assuming that if you read the  
22          RFP you found your vision and your role and what  
23          you want in the RFP. Unlike foundations, we don't  
24          fund the organization by itself. We are funding  
25          service and in the model that we're talking about.

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2 If you're in a school, we're expecting an in-kind  
3 contribution from the school leadership of at least  
4 10 percent. Examples might be joint professional  
5 development, examples might be sharing curriculum,  
6 things like that. But we expect to see some  
7 commitment from the school that's in line with the  
8 program design. Really get ready for ongoing  
9 problem solving. So don't just meet the school and  
10 the CBO to review the proposal. Meet after you get  
11 the proposal, plan to meet minimally monthly. I  
12 would say more often, but minimally monthly.

13 A design for enrolling participants.  
14 Whether it's school-based or center-based, how are  
15 we going to get there? How are we going to work  
16 together around parent engagement? What is the  
17 school's vision for parent engagement and how does  
18 the after school support that?

19 And then School Age Child Care.  
20 Whether you are school-based or center-based, all  
21 our programs fall under SACC requirements. So I  
22 get this all the time, "We're in a school, we don't  
23 do that. We run after-school programs." If you  
24 are part of the COMPASS family, we are part of this  
25 framework. It brings a great deal of comfort to

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2           parents because there is a sense of the space has  
3           been inspected for safety, there is a framework for  
4           kind of background checks for staff, you know, not  
5           just fingerprinting, but there is a safety that we  
6           are able to communicate to parents. And so that is  
7           a nonnegotiable.

8                         Center-based programs. So I'm not  
9           going to read this. I just want to pay a little  
10          bit of attention to the safety piece and enrolling  
11          participants. So you all are going to figure out  
12          how you join participants. You might identify  
13          schools that you feel would be the ones that send  
14          you the most participants. Please figure out what  
15          time those schools end. So if the schools end at  
16          2:30 -- and pick my daughter's name, for example,  
17          because she would to this -- and Aliyah (phonetic)  
18          rolls up in the after school at 5:00 and the school  
19          is a half an hour from the center, if I'm a parent  
20          I'm thinking Aliyah's in your program. If I'm the  
21          principal, I'm thinking Aliyah's in your program.  
22          Aliyah's in nobody's program from 2:40 to 5:00. So  
23          really, the Mayor is giving me -- I'm living with  
24          this kind of righteous paranoia, righteous  
25          paranoia. He's always saying, "Trust by verify."

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2           So I'm just saying that I really need you to be  
3           thoughtful about the time between school is over  
4           and when you're expecting them to arrive. How are  
5           you communicating that? How are you communicating  
6           to parents when they're not showing up?  
7           Middle-schoolers have MetroCards. Middle-schoolers  
8           have friends. There's a lot of things that can  
9           distract them between the time they leave school  
10          and the time they arrive at your site. And I'm not  
11          saying that facetiously. We've already lost four.  
12          Nothing bad happened but a kid left the program.  
13          He signed in, went to one activity, and left.  
14          Didn't sign out. Security didn't see him go.  
15          Parent is looking for him, parent's calling the  
16          principal. This is in a DOE building where all he  
17          had to do was go from upstairs to downstairs, which  
18          is a little safer than leaving the building and  
19          traveling to a center. He went with friends, but  
20          the expectation is he's with our program. So just  
21          want you to just be thoughtful about your policies,  
22          procedures, supervision, not expecting safe  
23          passage, but we do expect you to know when kids  
24          should be arriving based on their school. And I  
25          want to say that the center-based programs are very

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           important to this system. Not all kids want to  
3           stay in school past their hours. School is not  
4           always a fun place for all kids. So sometimes the  
5           center-based programs are better psychically,  
6           emotionally, for a lot of reasons. Not only that,  
7           we've heard from parents because these days middle  
8           schools may not be in their neighbor hood, they may  
9           be commuting, that they would prefer for them to  
10          commute back to their neighborhood and then go to  
11          the program so that in the evening at 6:00 or 7:00  
12          when it's over, they only have to walk home,  
13          they're not taking the train or something home. So  
14          you are very much anticipated and we're excited to  
15          have you part of the system but I just need you to  
16          pay attention to that. Parent engagement may be  
17          easier, frankly, than in DOE buildings because our  
18          memorandum with DOE is we only have three  
19          opportunities to meet with parents past 6:00.  
20          Center-based and private schools, you make your own  
21          hours. We really want our DOE programs to be able  
22          to meet once a month with parents. We're trying to  
23          get there. That might be something that you strive  
24          to do. We've heard from parents that they're  
25          intimidated by going into DOE buildings. Not all

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           of them had a good experience in schools. So  
3           sometimes it's helpful for them to come to  
4           center-based programs to be coached on things like  
5           how to have a good parent-teacher conversation,  
6           things like how do you help your child find a good  
7           high school. I've heard from some that getting  
8           into some high schools in the city is harder than  
9           getting into Harvard. So providing that support is  
10          an opportunity. And they feel less anxiety when  
11          they come to center-based programs.

12                        So I just want to -- this will be in  
13          the addendum -- I just want to highlight for full  
14          year of programming, assuming you all started in  
15          September, you know, we will be talking about  
16          540 hours of service. Because you were starting in  
17          February, as Zenaida said, from February to June,  
18          we have decreased the expectations of hours of  
19          service to 270, 270 hours with an expectation that  
20          in that time since we have fewer hours, the price  
21          per participant we expect to pay is about 1,500.  
22          So in the proposal, you'll be giving us a full-year  
23          program plan and budget. But in terms of what  
24          we're going to contract for, from January until  
25          June, it will be for 270 hours, 1,500 price per

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 participant. And I didn't say this last time, and  
3 I'm sorry, we should've got this in there, assuming  
4 1,500, assuming you don't have a plan to serve  
5 special needs youth, with special needs youth, and  
6 you have a specific model or staffing ratio, the  
7 price per participant can go out of the 3,000-hour  
8 maximum.

9           So we came up with 270 using what we  
10 know of the typical DOE calendar. So we understand  
11 that Catholic schools and yeshivas may have a  
12 different calendar. This is how we came up with  
13 it. That's how we came to the 91 official school  
14 days left from February. You all may have a  
15 different number. What's most important to us is  
16 that you give us a plan for meeting the hours.  
17 That's what we need you to understand, these are  
18 the hours we're expecting. So you all have more  
19 flexibility, as I said. We pretty much fund Monday  
20 through Friday in DOE buildings. You all have the  
21 opportunity to do weekends in center-based. That's  
22 really up to you. Some private schools may not  
23 want to do Fridays. They may want to do Saturdays  
24 and Sundays. I don't know. I will say that the  
25 Mayor is really interested in service for whatever

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           your five days are that school's in session. He's  
3           really focused on young people having a safe place  
4           to go five days a week. So I've had the question  
5           of, "We close early on Fridays," or I get this one  
6           at DOE, "They're doing more professional  
7           development, can we not offer services on Monday?"  
8           I took that question all the way back up to City  
9           Hall and it came all the way back down to me. No,  
10          Monday to Friday. You can offer shorter than three  
11          hours but it is five days a week that the program's  
12          supposed to be open. So yes, you can offer one and  
13          a half hours on a Monday and then make up that time  
14          during holidays or make up that time on the  
15          weekends. But he's really focused on the concept  
16          of parents and young people knowing that their  
17          young people are safe and taken care of, which  
18          brought me back to point 2 about are the kids with  
19          you when they're not in school and how the parents  
20          know that.

21                        This should be familiar. This is  
22                        really the annual expectations. And again, the  
23                        36 weeks is based on the educational weeks of the  
24                        DOE. You all may have something different so  
25                        you'll have to tell us what your school calendar is

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           and how you expect to get to 540.

3                     My favorite part -- this is why we're  
4           all here -- what you're going to do with all those  
5           hours and how you submit and don't forget not to  
6           leave your programs in draft. I'm saying that.  
7           Please listen to me. We had a provider who had  
8           four proposals that they thought they had  
9           submitted. They were all in draft. Missed the  
10          deadline, missed the funding. So really pay  
11          attention to that. We're saying these things  
12          because we've experienced them.

13                    So just to reiterate, we are looking  
14          for minimally two hours per week for each  
15          participant, literacy, STEM and arts. Arts is a  
16          big one for middle-schoolers in terms of  
17          engagement. And when I say literacy, I know people  
18          go to, oh, we need to do book clubs and we need to  
19          kind of reading tutoring. And that's fine but I've  
20          seen some fabulous literacy that was drama. Kids  
21          were writing their own plays, kids were writing  
22          poetry. My favorite class that I saw was a  
23          performing artist who was critiquing monologues  
24          that a bunch of kids were performing. And she was  
25          giving this one young lady feedback and was talking

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           about the character motivation and what can you  
3           infer by how they were dressed and the movement and  
4           all that. All those questions are ELA questions,  
5           English language arts tests. If you were to ask  
6           that young woman, would she tell you she was in  
7           English language arts tutoring? No. She was in a  
8           drama club. So there are ways to do all of these  
9           things, particularly literacy. I know parents want  
10          literacy to improve. As a state we're not doing  
11          that great on the literacy. But I'm saying to you  
12          that the beauty of after school is that we get at  
13          these things in a way that's different from the  
14          school day. And why is that important? Frankly,  
15          the Mayor could've just given the money to the DOE.  
16          They just wanted to do more of that, we could have  
17          just done that. What we're looking for in after  
18          school is what we are uniquely positioned to do in  
19          terms of family engagement, youth engagement, fun,  
20          joy. Even the Chancellor says that after school  
21          brings joy to learning. And that's what we're  
22          looking for, the joy of it all. STEM, again, we  
23          have partnerships that we'll talk about later, you  
24          become part of the COMPASS family and we have  
25          partnerships with the New York Academy of Sciences

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           where we place graduate students and post-doctoral  
3           candidates in our program offering really great fun  
4           STEM components. We have a partnership with the  
5           Department of Environmental Protection that goes  
6           back to the leadership piece helping young people  
7           explore the environmental hazards in their  
8           community, which is both the leadership issue and  
9           STEM. It's a science issue. We did work this  
10          summer with the harbor about replenishing the  
11          oyster beds in New York City. Back in the day, all  
12          of our coastlines, we were known for oysters. Done  
13          a pretty good job of killing them off. So some of  
14          our programs have been part of the Billion Oyster  
15          Project, replenishing oysters. That's a leadership  
16          issue, definitely a STEM issue. So there are ways  
17          to gets at that and we're excited to see your  
18          approach.

19                    Leadership development, this is also an  
20                    engagement strategy. Young people want their voice  
21                    heard. Having them explore issues in their  
22                    community is an opportunity for them to connect to  
23                    something beyond themselves. It's an effort to  
24                    look at problem solving and critical thinking which  
25                    goes back to enrichment. One of my favorite

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           leadership -- and I'm sorry Daryl's (phonetic) not  
3           here -- but when we were making cuts, when we had  
4           to make cuts, he walked into a Beacon program and  
5           their leadership activity was organizing around the  
6           cuts. And he's the assistant commissioner so they  
7           asked him to read the letter that they were writing  
8           to him about the cuts and how they were going to  
9           come to his office and he just loved it. But they  
10          were organizing against him, funny. But they  
11          really got the concept and to have someone in  
12          government who they could have a conversation with  
13          about how these things happen and how to give young  
14          people a voice was really exciting to them. And  
15          frankly, a lot of them were responsible for  
16          organizing around OST and the OST cuts a couple of  
17          years ago as part of Campaign For Children. So I  
18          didn't like meeting with them and them yelling at  
19          me, but that was okay. They were learning how to  
20          do it, so it was relevant to them.

21                   Academic support, tutoring and homework  
22                   help. I will say most parents and principals are  
23                   interested in that. I will say most kids are not.  
24                   So we have to balance that. Again, they're going  
25                   to vote with their feet. So the principal if

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           you're in school-based says all I want is three  
3           hours of homework help and tutoring. You can offer  
4           that. I don't know how long the young people will  
5           stay. But what's important about that to me is the  
6           conversation with the principal if you're  
7           school-based, because if that's his expectation,  
8           that's probably not the funding because when we  
9           come out we're going to be looking for all these  
10          other things. And that's one very real negotiation  
11          conversation that we're having that I hoped our  
12          providers would've had with the principal. Another  
13          stakeholder around this academic support is who?  
14          Who would you imagine? Principals and who?

15                           MULTIPLE SPEAKERS: Parents.

16                           MS. WILLIAMS: Parents, exactly. So  
17          they're expecting Junior to come home with all the  
18          homework done. Anybody see middle school homework  
19          lately? Are we getting that done in 45 minutes to  
20          an hour? So it's when they sign up, being clear  
21          with parents. This is what we do. Some people  
22          provide homework help which means you have a  
23          content person in there. Some people provide a  
24          homework space. The space is you're in the  
25          library, we're meeting ratios. But you got

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           Ms. Denice. You don't want me helping them with  
3           the math. I gave up the math in fifth grade. So  
4           that means I am not providing content but I am  
5           there making sure it's a safe space where they can  
6           do their homework. So you really need to be clear  
7           about that.

8                         Physical activity. You all know we're  
9           dealing with obesity epidemic. We want the kids  
10          moving. Frankly, it's also where they have fun.  
11          So one of the most popular things that I'm doing is  
12          I sent out information to our current providers,  
13          we're doing a basketball skills clinic at Fordham  
14          University and all around so that kids can  
15          participate not just at the site but with other  
16          kids around the city; which is one of the things  
17          that I heard back from the young people when we  
18          surveyed them, is that they really like being taught  
19          in competition and they like engaging with other  
20          folks from other neighborhoods or other boroughs.  
21          So we try to support you in that but you should  
22          really make sure that you're paying attention to  
23          the physical. The other thing I will say, this  
24          young man said, "If you're going to offer a sport,  
25          whatever it is, dance, whatever, make sure the

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           person leading it can improve my skills.  
3           Otherwise, I can go play in the park with my  
4           friends. If I'm going to give up me freedom to let  
5           ya'll team me STEM when I don't really want to  
6           learn that or other things, then make sure if  
7           you're doing this it's really a good basketball  
8           person," not somebody like me who likes the Knicks,  
9           but somebody that can actually help them with the  
10          free-throws and defense and all that other stuff.  
11          And I go see the games, because I love that stuff,  
12          with our young people. You can really tell the  
13          difference between somebody who's throwing the ball  
14          out there and someone who can do drills and things  
15          like that. So the reason I'm saying that is, you  
16          know, look at the budget. When I see a budget in  
17          an RFP where, you know, we're looking for all the  
18          staff who are running these activities are at  
19          \$10.00 an hour, that conveys one thing versus staff  
20          who are at \$10.00 an hour because they're young  
21          people in college versus kind of a performing  
22          artist teacher, somebody who's a musician who's  
23          leading the class, somebody like that artist who  
24          was leading the monologue group. They don't come  
25          at \$10.00 an hour. So your model and what you're

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           proposing to do has to match the budget and the  
3           that is a big issue if we're going to engage young  
4           people. And all of the activities, whether it's  
5           dance, swimming, martial arts, literacy or STEM,  
6           should have clear learning goals. And I know it  
7           says aligned with but different from the school  
8           day. If you're not in a school, just look at the  
9           Common Core and State standards and things like  
10          that, which we have a link to. So when I say  
11          (inaudible) academic, go back to my swimming  
12          example, minnow, clear measurable learning goals,  
13          what's the stroke they're supposed to learn? What  
14          are they supposed to be able to do to go to guppy?  
15          So it doesn't matter what you're teaching. It's  
16          not just about the literacy piece or leadership  
17          development. Maybe the learning goals and  
18          leadership development might be public speaking,  
19          might be writing up a speech and learning how to  
20          deliver a speech. So all of these we expect that  
21          you should know what you're trying to teach them  
22          that when we come to visit the site, the kids know  
23          what you're trying to teach them and we want to get  
24          to the excellent that the parents actually know  
25          what you're trying to teach them.

1           SONYC Programs - Pre-Proposal Conference 10/22/14

2                   I wanted to talk a little bit about  
3           structured and unstructured, not the hours per se.  
4           Structured really is about that there is a  
5           curriculum that you expect the young people to  
6           participate over time. Of course we went back to  
7           the learning goals, we know how we're going to  
8           measure that they're progressing towards those  
9           goals, the staff is appropriate to the learning  
10          goals, all of those kinds of things. Structured,  
11          let me give you an example of that. Again, I like  
12          to use nonacademic so you all know we mean the  
13          range. You have a basketball club. Kids are  
14          expected to participate for 12 weeks. During those  
15          12 weeks, they're doing drills to learn different  
16          things, culminates in the main part of a team,  
17          they're playing each other. We are hoping to kick  
18          off our basketball league in collaboration with the  
19          NBA All-Star Game in February so your kids are that  
20          good. They're going to be part of the DYCD league,  
21          which will include SONYC, Beacon, Cornerstone, but  
22          of course we're going to win. So that would be a  
23          structured basketball phase. It's consistent,  
24          couple times a weeks, they're trying to learn  
25          certain things, you know how they're progressing;

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           versus unstructured, on Friday you might have open  
3           gym where kids have a drop-in basketball game.  
4           There's staff there. But as a kid, I don't have to  
5           be part of the basketball club to be part of that.  
6           I don't have to do it every week. So unstructured  
7           might mean more time for them to do homework if  
8           that's what they want to do, individualized  
9           tutoring. Some of you are really good at  
10          counseling. Some of you have social work kind of  
11          folks, might be an opportunity for group if young  
12          people wanted to be part of that, or individualized  
13          support. But it really is something that doesn't  
14          have to happen and that they don't have to sign up  
15          and participate in. What I want you to take away  
16          from this is both are planned. So it shouldn't be,  
17          "Oh, Friday's our unstructured day. I have no idea  
18          what these kids are going to do." And there's 100  
19          of them and then I come out to do a visit and it's  
20          like pandemonium, they're in the gym running  
21          around, we don't have ratios. That's not it.  
22          Think of it as an opportunity -- and I like what  
23          the Chancellor said about our kids being  
24          over-scheduled -- might be a day for pizza day,  
25          reading day, or anything like that. So it is

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           planned but not necessarily tied to a curriculum,  
3           and there is no expectation that they do it  
4           consistently. It really is an opportunity for them  
5           to drop in and out as they please, giving them some  
6           freedom.

7                         So I just want to highlight a  
8           couple things, and this comes directly from our  
9           Chancellor. She is very into our kids developing a  
10          joy of reading, a love of reading. For her  
11          success, it isn't necessarily if they improve their  
12          reading scores. For her, if they read a book that  
13          wasn't assigned to them by some teacher, she'd be  
14          happy, one extra book, whatever it is. So we keep  
15          this (inaudible) to her. Even though these aren't  
16          in DOE buildings but we think they are good  
17          examples, you can do book clubs, reading tutoring.  
18          Obviously it should be with a teacher who actually  
19          has some background in literacy. It is not an easy  
20          thing to help young people improve in reading, and  
21          maybe you want to do it with a school-day teacher.  
22          Might be an opportunity for young people to form  
23          their own clubs with their own books, use books as  
24          the basis for a screen play or something that they  
25          want to write. Art, again, we have found and have

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           heard from young people, arts, performing arts,  
3           visual arts, all kinds of graphic arts, they told  
4           me they love graphic design. They love design in  
5           terms of sneaker design, clothing design, any of  
6           those things, mentoring. It's really an  
7           opportunity if you have high school kids to be able  
8           to mentor the middle-schoolers; middle-schoolers,  
9           like the eighth graders to mentor the sixth  
10          graders. That's the other things I will say that I  
11          didn't mention in the earlier session; sixth,  
12          seventh and eighth, although we lump them together,  
13          they are totally different animals. So I want you  
14          to be mindful of that, that what you're doing for  
15          the sixth graders may not be appropriate for the  
16          seventh graders or the eighth graders. And one of  
17          the things the eighth graders said, they'd like to  
18          differentiation. So maybe they have an opportunity  
19          to mentor the sixth graders or the younger kids.  
20          Maybe they have the opportunity to be part of a  
21          youth leadership council that you have. How are we  
22          differentiating what we're doing? And the reason I  
23          say that, I know that we -- a lot of programs will  
24          focus on the sixth graders. You can do that. You  
25          just have to be open to the sixth, seventh and

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 eighth graders. But in your mind, to Zenaida's  
3 point, that we're going to have this for three  
4 years minimally, how are we going to make sure  
5 those sixth graders who turned into eighth graders  
6 see that we still have something to offer them,  
7 that we're still not doing dance 101?

8           I just wanted to highlight this, for  
9 those of you who are center-based and really want  
10 some exposure beyond the local school curriculum  
11 to Common Core, you can look at that and look that  
12 up. It might help you as a frame of reference for  
13 the things that you want to do in your program. I  
14 can't emphasize this enough (pointing). Although  
15 the Mayor kind of was e-mailing daily about his  
16 enrollment numbers, at the end of the day, this is  
17 going to be about retention, how to keep the kids  
18 over time, which I think will be harder for  
19 center-based programs. I said this earlier, it's  
20 one thing when you want to exercise and all you got  
21 to do is put the video in your VCR and roll out of  
22 bed. Half of us still don't do it. It's another  
23 thing when you have to get dressed and take your  
24 gym bag and go to a place and then get undressed  
25 and, you know, all of those kinds of things. And

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           so there's a lot that we're competing with with  
3           young people to get them to attend our programs.  
4           And we want to leverage what we're doing in after  
5           school by way of trips, hands-on activities, to  
6           reinforce what they're learning in the school day.  
7           And just to say for that, it should be consistent  
8           but we should not be -- if I walk into the class,  
9           it should not sound like the school day. There  
10          should be joy, there should be talking. I'm hoping  
11          some of the young people are facilitating  
12          activities. That's what they're hoping to get, not  
13          just an extension of the school day.

14                    Just two things to highlight for you.  
15          Activity specialists, this is really your  
16          opportunity to hire folks with expertise for your  
17          program. Education specialists, very important  
18          role for us. Particularly if you're not in a  
19          school, it's defined, someone who doesn't have to  
20          be a DOE teacher who is familiar with the Common  
21          Core, who is familiar with curriculum or developing  
22          lesson plans. That role has been critical to staff  
23          development, to coaching staff. I can tell you in  
24          the few instances where my staff give excellent in  
25          terms of site visits, we're a hard crew. We really

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           don't do excellent that often. But I can tell you  
3           there is an education specialist who's been really  
4           integral to what they're going. And so when we say  
5           "curriculum," I don't mean curriculum that's in the  
6           draw, because I get that all the time. We'll come  
7           in and we'll say, "Oh, yeah, we're working from a  
8           curriculum." But the people who are leading the  
9           activity never heard of the curriculum, the young  
10          people can't tell you what it is that they're  
11          supposed to be learning, all those kinds of things.  
12          We know the difference between really having a  
13          curriculum and living it and it guiding what you're  
14          doing, and not. And often time, being an education  
15          specialist is critical to that. So I just want to  
16          have you all thinking about who that might be for  
17          you as well as where we might get activity  
18          specialists. We thought so much of that role that  
19          we partnered with Actors Fund to hold a career  
20          fair. We have Actors Fund. You know, most people  
21          in New York aren't making a living in acting. Most  
22          of their members aren't making a living in acting.  
23          And so we'd love to have trained people, trained  
24          artists, in our program. And they'd love to do  
25          something beyond -- what are they doing, waiting

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 tables? And so we're trying to make that match,  
3 same thing as New York Academy of Sciences. So  
4 when you think of activity specialist, that's the  
5 kind of level that we're thinking about, and we're  
6 trying to help our programs meet their match.

7           School liaison, if you're in a private  
8 school, make sure that the principal has identified  
9 someone who's going to be the partner with the  
10 after school, talking to the program director  
11 daily, that's assessing how things are going with  
12 the program director, that's doing all those other  
13 things we talked about in terms of helping to  
14 enroll kids. I will tell you again that when we're  
15 doing marriage counseling there's two reasons; one,  
16 there was no conversation beforehand, or two, we  
17 had conversations upfront but then we didn't talk  
18 again. So if you have conversations initially,  
19 it's like getting married. You talked before you  
20 got married, but then you're silent after that?  
21 No, you have to continue talking and planning and  
22 reassessing. And so when there are sites where the  
23 school and the CBO is not meeting monthly, I  
24 guarantee you, guarantee you, we're going to get a  
25 call that there's a problem. I'm just saying that

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 school liaison is very important.

3           So finally, just wanted to highlight a  
4 couple of things. Yes, these programs are not in  
5 Department of Education buildings but they are  
6 important stakeholders for us. About 95 percent of  
7 our program, COMPASS programs, are in DOE  
8 buildings. The Chancellor is a thought leader on  
9 education, so we really count on her to really  
10 support after school and to have that vision for  
11 after school as part of school reform. Department  
12 of Health and Mental Hygiene is the local body for  
13 the Office of Children and Family Services. We are  
14 joined at the hip with them in making sure all of  
15 our programs are licensed in a timely fashion. At  
16 this morning's pre-proposal, all of the questions  
17 were about licensing, so we can anticipate that  
18 coming. But so we partner with them and then also  
19 my team -- raise your hand, Daniel. Daniel's  
20 amazing at all the SACC issues. So we are very  
21 serious about helping you through that and it is  
22 not an option not to be licensed. Rescue Social  
23 Change Group is the marketing firm that gave us all  
24 that insight into our middle-schoolers. We will  
25 continue to work with them as we roll out programs

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           to get more feedback. We will have them around to  
3           train our providers. So if you become part of the  
4           family, they will be available to you. And then  
5           again, we have technical assistance to support all  
6           of our programs, including Academy of Sciences. We  
7           have a department within DYCD, a capacity-building  
8           department, that is an important partner with us.  
9           And through them, we have relationships with like  
10          Task and Pace and others.

11                        So with that, I'm going to turn it back  
12          to Zenaida, and we look forward to answering your  
13          questions.

14                        MS. WHITE: Hi. So before we get to  
15          your favorite part of the Pre-Proposal Conference,  
16          before we get to the questions, I do need to review  
17          subcontracting. In my excitement to bring up  
18          Denice in the program overview, I kind of skipped  
19          over that. It will be real brief. I promise.

20                        So we just want to make sure and draw  
21          your attention to the fact that subcontracting  
22          cannot be more than 35 percent. So as you're  
23          preparing your budget summaries, please make sure  
24          that you do not account for more than 35 percent  
25          for your subcontracting. Also, when it comes to

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           subcontract reporting, when you get to the award  
3           phase, for those of you that get to the phase of  
4           getting a contract award, it is a requirement that  
5           all subcontractors are entered into the Payee  
6           Information Portal System at the time of award.  
7           However in terms of your proposal, we're asking  
8           that you do identify in your proposal that you will  
9           be using a subcontractor.

10                   For additional information on the  
11           subcontracting rules and requirements for this RFP,  
12           please turn your attention to the notice for  
13           proposers subcontractor compliance and also note  
14           that in the first addendum that was issued, there's  
15           some more revisions and clarifications concerning  
16           subcontracting.

17                   And now we're going to prepare for our  
18           questions. And just please note that we ask that  
19           anytime you have a question, if at all possible, if  
20           you could please let us know where you're  
21           referencing your question from, what page, what  
22           section, what attachment. And please go ahead and  
23           form a line here in the middle aisle. When you  
24           come to the microphone, you're not limited to the  
25           amount of questions you can ask, but what we do ask

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           is that you state your name and the organization  
3           you're representing. Thank you.

4                   MR. SMALL: Good afternoon. I'm Ken  
5           Small. The organization is BronxWorks. I have  
6           three hopefully fairly quick questions. One is in  
7           reference to the linkage agreements. Is there a  
8           linkage agreements form and will that be part of  
9           the additional addendum process?

10                   MS. WILLIAMS: No.

11                   MR. SMALL: Question number two, can  
12           community-based organizations collaborate with  
13           for-profit institutions that have space?

14                   MR. DOGAN: That --

15                   MS. WILLIAMS: For the program?

16                   MR. SMALL: In terms of space.

17                   MS. WILLIAMS: For the program to run  
18           the whole thing?

19                   MR. SMALL: In essence to use the space  
20           as a community center. So if a for-profit, say,  
21           housing entity has space that they would like to  
22           use as a community center, can we collaborate with  
23           that entity?

24                   MR. DOGAN: Sure.

25                   MR. SMALL: And the third question for

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           now, is there going to be any administrative  
3           overhead provision in terms of these contracts?  
4           Oftentimes city contracts have a 10-percent admin  
5           overhead limit.

6                   MS. WILLIAMS: That's what it is.

7                   MR. SMALL: The admin limit is 10  
8           percent?

9                   MR. DOGAN: Right.

10                  MR. REDDICK: Good afternoon. I'm  
11           James Reddick, Woodycrest Center for Human  
12           Development. One question, can a center-based  
13           program contract or co-locate with a school in  
14           terms of space?

15                  MR. DOGAN: More details would be  
16           helpful.

17                  MR. REDDICK: So say maybe once a month  
18           or once a week we do some type of gym work or  
19           recreational activities for the unstructured part  
20           of the RFP. Is that --

21                  MS. WILLIAMS: So generally speaking,  
22           our expectation is that the bulk of the programming  
23           is going to happen at one site and that there will  
24           not be consistent activities at another site. If  
25           you want to use the basketball example, we're going

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           to this site for the championship, it's different  
3           from every week we're going to be at a different  
4           site.

5                   MR. REDDICK: Question two, in terms of  
6           the program director, I know it says BA or BS. Can  
7           a person with a lengthy experience be considered  
8           without the BA or the BS, like a 10-year experience  
9           in managing program, not just working it, managing?

10                   MS. WILLIAMS: We need the person to  
11           minimally meet the requirements from the DOH to be  
12           on the license. So it's not just about experience  
13           but it is about educational qualification.

14                   MR. REDDICK: Thank you.

15                   MS. WHITE: And just to note, that is  
16           addressed in page 7 of the RFP, staffing  
17           qualifications.

18                   MS. GRAHAM: Hi. My name is Adrienne  
19           from Mount Hope Housing. I was wondering if there  
20           would be future provisions for summer camp.

21                   MS. WILLIAMS: You can advocate. So in  
22           all seriousness, we do not have any funding  
23           available for summer at this moment.

24                   MS. MEZHIBORSKY: Laura Mezhiborsky,  
25           Kings Bay Y. I have a question. We're a community

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 center, but if we want to actually run the SONYC  
3 Program inside the middle school but it's going to  
4 be our program, would that be possible?

5           MS. WILLIAMS: Is it a private school  
6 or a DOE public school?

7           MS. MEZHIBORSKY: Either private or  
8 DOE.

9           MS. WILLIAMS: So this is not to fund  
10 programs in DOE schools. This is for private  
11 schools or center-based programs.

12           MS. CARTAGENA: I'm Raesha Cartagena.  
13 I'm from The Brotherhood/Sister Sol, and we just  
14 have some quick questions. I have two. We are a  
15 youth-development-based organization, so we're  
16 center-based in that regard. One of the questions  
17 we had is that we do offer five days a week for our  
18 elementary school children. But then for our  
19 middle school children that come in, we also  
20 provide a variety of programs where they  
21 participate five days a week but different days out  
22 of the week. So because there's an overlap, we  
23 wanted to know if we should combine the programs  
24 through SONYC for our elementary and middle school  
25 children because sometimes our teen children are

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 participating in different programs through the  
3 five days but sometimes some of them come two days  
4 a week, other ones come three days a week,  
5 depending on what kind of program they're a part  
6 of. So we were a little concerned of do we have to  
7 combine both our programs for our elementary to  
8 middle school because they overlap or can we still  
9 meet the criteria of the hours that you were  
10 stating for the 540 hours per week? I'm not sure  
11 if that's making any sense.

12                   MS. WILLIAMS: I'm not sure I'm going  
13 to answer it. So in terms of SONYC and this  
14 contract, the elementary and middle need to be  
15 separate. I don't know if you're talking about  
16 combining them for the SACC capacity.

17                   MS. CARTAGENA: No, because we have our  
18 kids that run from 8 years old to 12 years old in  
19 our elementary school. So that would go into  
20 middle school, because then we have other children  
21 that are 13 and up that we serve.

22                   MS. WILLIAMS: We go by grade they're  
23 in because we know some kids --

24                   MS. CARTAGENA: Right. Sixth grade  
25 would still be --

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2                   MS. WILLIAMS: Sixth, seventh and  
3 eighth are the only ones that can be served.

4                   MS. CARTAGENA: Right. So a few of our  
5 children are sixth graders, sixth, seventh and  
6 eight grade, and then they're still part of half of  
7 our ASP program and our A Step. They kind of  
8 overlap. But our question was do we count those  
9 kids that are part of our ASP program because  
10 they're in that bracket or is it better to stay  
11 with our teen program and just keep it for middle  
12 school?

13                   MS. WILLIAMS: It seems the program  
14 design that you should tell us, but contractually  
15 there's no reason why kids who are not in sixth  
16 grade cannot be served under this model. I think  
17 the issue would be -- I don't know your other  
18 funding is, and double-counting kids, and things  
19 like that. But contractually for us, it's sixth,  
20 seventh and eighth. And then it becomes how you  
21 present it in your proposal.

22                   MS. CARTAGENA: And in the hours with  
23 the children coming in that they're part of the  
24 program, some of them are participating five days a  
25 week but they're not participating all the days.

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           They're doing, like, two days, three days, but it's  
3           still a program that's five days a week.

4                       MS. WILLIAMS: Two responses to that.  
5           The program has to be offered five days a week.  
6           It's not our thought that kids come every day. But  
7           I will say, and we didn't get into the ROP, or rate  
8           of participation, I would think less than three  
9           days a week per kid is going to be hard for you to  
10          meet their total hours expected. So if the kid's  
11          dropping in only once or twice a week for only one  
12          thing for an hour and a half, you're going to need  
13          a whole bunch of other kids who are coming more  
14          consistently, closer to the 15 hours, to meet our  
15          expectation around the overall.

16                      MS. CARTAGENA: So if we service like  
17          350 children and they do come in during that  
18          5-day-a-week period.

19                      MS. WILLIAMS: So it's really going to  
20          be us counting those kids you are enrolling in our  
21          system as SONYC participants, there is an  
22          expectation that they can participate more  
23          consistently than just drop-in.

24                      MS. CARTAGENA: And now, in your  
25          expectations of the SACC regulations, we haven't

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           done that before. What is that process like?  
3           Because I did call and contact them and I know a  
4           lot of people have told us about that and we said,  
5           wow, we should be doing this. And they were very  
6           helpful. They sent a package out, they gave us the  
7           guidelines online. But we just want to know moving  
8           forward, is this what you're expecting when you're  
9           applying for these proposals now, to be a SACC  
10          registrant?

11                   MR. DOGAN: So I'll answer just the  
12          last question about the expectation to be a SACC  
13          program. It will be an expectation. The programs  
14          that are not currently licensed or that will become  
15          licensed or work towards becoming licensed at the  
16          time of being awarded, so we know that that process  
17          of licensure, because it is a very complicated and  
18          time-consuming process, beyond the date that the  
19          program is expected to start. So there are  
20          programs that have started with operating a single  
21          purpose or limited programming style until they are  
22          licensed, something that we call single-purpose  
23          programming. And so that will be allowable to  
24          begin operations and programming in a limited  
25          structure until you get licensed.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. CARTAGENA: Okay. That's fair  
3 enough. And for the HHS Accelerator, is there  
4 anybody here to speak to about that?

5 MS. WILLIAMS: They're right there  
6 (pointing).

7 MS. KING: Patricia King, Brooklyn  
8 (inaudible). I have a few questions that are going  
9 to be short. The first is I'm wondering about the  
10 collaborations for center-based organizations, and  
11 I'm wondering whether or not we have to have a  
12 formal MOA with the school. I think you said that  
13 we don't. But how do we address our relationship?

14 MS. WILLIAMS: So we're not looking for  
15 an extra piece of paper but in the narrative you  
16 can discuss the school, who they are, if you work  
17 together with them, what your joint vision is, what  
18 they expect to contribute your program, how you  
19 guys are going to work together on enrollment or  
20 whatever it is. So we're not looking for a school  
21 partnership agreement if you're center-based.

22 MS. KING: And if you're recruiting  
23 from the neighborhood, which could be comprised of  
24 several schools, that's under still the same  
25 branch. You don't have to necessarily submit a

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           distinct proposal for each school that you're --

3                   MS. WILLIAMS: If you're a center-based  
4           program, you need to just address what's your plan  
5           for marketing and enrolling. And if you're not  
6           going to have a particular relationship with the  
7           school, you need to talk about all the schools in  
8           the neighborhood. It would be actually interesting  
9           to know of the schools you're planning to pull from  
10          do they already have SONYC Programs.

11                   MS. KING: And then the other question  
12          is if you've been operating within a DOE facility  
13          or school and you're now working out of a facility  
14          that's a recreational center and/or a church let's  
15          say or a yeshiva, does that fit the center-based  
16          requirement? If you run an after-school program  
17          within a public school for the past let's say five  
18          years, and in order to meet the requirements for  
19          this grant --

20                   MS. WILLIAMS: Is that considered  
21          experience; is that what you're asking?

22                   MS. KING: No. They question is can we  
23          then move our operation to a local-based  
24          recreational center? Because we can't now operate  
25          out of a public school.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. WILLIAMS: Are we moving because  
3 this funding is about center-based or are we moving  
4 because you were planning to move anyway? You need  
5 to think about that. I mean, there may be  
6 additional funding coming out in the future for DOE  
7 buildings, so I wouldn't overturn everything you've  
8 been doing because this funding is center-based.  
9 It really has to be based on what your mission and  
10 vision is for your organization.

11 MS. WHITE: Feel free to form a line,  
12 this way you don't miss your turn to ask your  
13 question.

14 MS. MEZHIBORSKY: I have another  
15 question. Can we provide transportation in order  
16 to make sure the kids actually get to the program?  
17 We will pick them up from school and bring them to  
18 the program.

19 MR. DOGAN: Sure.

20 MS. WILLIAMS: It's expensive. Sure.  
21 I mean, some folks, when they do transportation,  
22 they're more thinking about safe passage, meaning  
23 they have a staff member who goes to the school or  
24 whatever and --

25 MS. MEZHIBORSKY: The staff member will



1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           the slide that has -- the collaboration slide that  
3           has the Child and Adult Care Food Program. So I'll  
4           take the opportunity to be able to draw that out.  
5           The process is different because the public schools  
6           have their own unique processes that are internal  
7           to that. The Child and Adult Care Food Program is  
8           a federal reimbursable meal program. So typically,  
9           NYCHA, park sites, other center-based programs that  
10          are participating currently in the Child and Adult  
11          Care Food Program, the CACFP, get meals reimbursed  
12          through that. So it's an application process.  
13          Most every neighborhood in New York City is an  
14          eligible district. But it does allow -- it's  
15          designed for seniors and for after school programs.  
16          It is about that snack and meal process.

17                   MS. COHN: I'm Jenn. I'm from the Arab  
18          American Family Support Center. So we currently  
19          have a middle school program funded by DYCD's NDA  
20          program at our center. I was just wondering, does  
21          that make us ineligible to then apply for the SONYC  
22          Programs?

23                   MS. WILLIAMS: No and, in fact, I  
24          believe with the current RFP middle school is not  
25          included in that for that very reason.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. COHN: Because I think that the  
3 contract is no longer valid after June, but then  
4 this starts in January. So how does that work with  
5 funding?

6 MS. WILLIAMS: There may be a couple of  
7 situations where there may be an overlap, and the  
8 expectation is that that that would run out and you  
9 would start in July. But we'll talk about that  
10 assuming we get (inaudible). But there are about  
11 three or four unique situations like that.

12 MS. BAUMIS: Hi. My name is Annemarie  
13 Baumis, and I work in the Superintendent's Office  
14 of the Diocese of Brooklyn. We have 87 elementary  
15 schools. So I'm wondering -- not all of them wish  
16 to participate but some of them do, say 10 -- can I  
17 write one RFP for --

18 MS. WILLIAMS: No.

19 MS. BAUMIS: Separate for each school?

20 MS. WILLIAMS: How many -- you said 87  
21 elementary? How many middle schools.

22 MS. BAUMIS: It's pre-K to 8.

23 And then my other question is are you  
24 going to have this RFP come out again soon?

25 MS. WILLIAMS: Great question. Soon,

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2 probably not. We have to get through this. And as  
3 I've been saying to everyone, we have to show the  
4 Mayor that we can spend this 145 million well. I  
5 mean, you have to enroll everybody, are they  
6 attending? (Inaudible). So it won't be this  
7 fiscal year.

8           MS. SOREL: Are you guys pre-qualified?

9           MS. BAUMIS: I don't believe so.

10          MS. SOREL: We should talk.

11          MS. BAUMIS: I have -- I write the RFP  
12 for the UPK, so I probably am.

13          MS. WILLIAMS: You've been busy.

14          MS. BAUMIS: I have, very. Thank you.

15          MS. WILKINS: Hello. Francilia  
16 Wilkins. I'm representing both Urban Strategies,  
17 Inc. and In Arms Reach, Inc. A few questions. So  
18 for the center-based program, if a CBO is located  
19 out of a college or university and the college or  
20 university currently services programming on that  
21 site, are we able to apply for programming to be  
22 run out of a college or university, City College?

23          MS. WILLIAMS: They're serving  
24 middle-schoolers with DYCD or 21st Century or  
25 Advantage money?

1           SONYC Programs - Pre-Proposal Conference 10/22/14

2                   MS. WILKINS: Currently, the CBO is  
3 located out of City College and City College has  
4 given them space on the site to run any type of  
5 programming. So that's where they're currently  
6 servicing.

7                   MS. WILLIAMS: I guess I'm not  
8 following you. Is there a competing -- are there  
9 programs already offering middle school? Or are  
10 you just saying you're based there and is the  
11 college an eligible site?

12                  MS. WILKINS: Is the college an  
13 eligible site?

14                  MS. WILLIAMS: Yes.

15                  MS. WILKINS: The next question, you  
16 had mentioned something about double-counting kids.  
17 I was just wondering, is there any funding  
18 regulations from DYCD for double counting kids? So  
19 technically, if you have youth with the same  
20 service population and maybe have funding coming  
21 from another umbrella. Is there an issue, concern,  
22 is there any policies or restrictions, with  
23 servicing some of the same youth with the current  
24 funding?

25                  MS. WILLIAMS: I think really what

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           we're looking for is particularly within government  
3           money, that if you have a kid that's in SONYC  
4           they're not also being counted in Beacon and also  
5           being counted in NDA and also being counted in Teen  
6           ACTION, and that we have sites where there are  
7           other funding sources but it's very specific what  
8           the add-on are; so for example, there are programs  
9           that are SONYC Programs where Task has raised money  
10          for particularly literacy piece. So that extra  
11          hours or support is specific to that. But it's  
12          very clear what we're funding versus what the other  
13          funder is funding.

14                   MS. WILKINS: Okay. Excellent.

15                   If a CBO has various sites -- I think  
16                   this is kind of what you touched on -- two  
17                   different sites but the capacity between the both  
18                   are 50/50 as a minimal for the application, are  
19                   they able to combine both sites or no?

20                   MS. WILLIAMS: One site, one proposal.

21                   MS. WILKINS: So in the last SONYC  
22                   proposals that were out -- I don't know if this is  
23                   something you have information for -- what was the  
24                   average additional cost for IEP students.

25                   MS. WILLIAMS: I can't answer that.

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2                   MS. LINDBERG: Hello. I'm Jane  
3 Lindberg from Boys and Girls Harbor. Thank you so  
4 much for this wonderful stuff. Is there a specific  
5 expectation from the agency with regard to school  
6 vacation days?

7                   MS. WILLIAMS: So when it was specific  
8 to DOE programs, because it was something we  
9 negotiated, you couldn't do more than 13 school  
10 holidays or school closing days. We don't have  
11 that here. And in fact, we are looking to all of  
12 you based on whether it's a center or a private  
13 school and what your school calendar is to tell us  
14 how you're going to get to the hours. A frame of  
15 reference in a lot of these RFPs was the DOE  
16 typical schedule. So we don't know what the  
17 yeshiva schedule is or the Catholic school  
18 schedule. So we'll need to see that as part of  
19 your response to the proposal.

20                   MS. LINDBERG: Our kids will probably  
21 be a mixture of public school kids and private  
22 school kids, obviously. So which brings me to --  
23 maybe this is picky -- but will you value knowing  
24 specifically which feeder schools we anticipate  
25 kids coming from or does that really not matter at

1           SONYC Programs - Pre-Proposal Conference 10/22/14  
2           this juncture?

3                   MS. WILLIAMS: I think the value to  
4           that is the extent to which there is a relationship  
5           in a sense that there's been some assessment of the  
6           kids that they're going to come. But just to list  
7           all of the schools, if there's a relationship and  
8           there's an expectation that, you know, you have  
9           something that will really drive enrollment from  
10          those schools and things like that, that will bring  
11          added value in terms of points versus just listing  
12          these are the middle schools in the neighborhood.

13                   MS. LINDBERG: Well, certainly like  
14          citing how we currently recruit in private, charter  
15          and public schools right now as a practice, and how  
16          the how the additional funding might bring  
17          additional kids from other schools into the good  
18          stuff we do, stuff like that. Thanks so much.

19                   MS. WHITE: Are there anymore  
20          questions?

21                           (No response.)

22                   MS. WHITE: Okay. I would like to just  
23          remind you one more time that all proposals are due  
24          on November 13th at 2:00 p.m. in the HHS  
25          Accelerator system. Thank you so much. This ends

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(Time noted: 3:28 p.m.)



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