

Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018

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NEW YORK CITY
DEPARTMENT OF YOUTH AND DEVELOPMENT
COMPASS ELEMENTARY PROGRAMS PUBLIC SCHOOLS
PIN NO. 26018I006
AND
SONYC PROGRAMS PUBLIC SCHOOLS
PIN NO. 26018I007

May 22, 2018
4:00 p.m.

Transcribed by:

Deirdre Smith

PANEL MEMBERS:

MICHELLE ROSA - Department of Education,
Director of Inter-Agency Partnership

SUSAN HASKELL - Deputy Commissioner of
Youth Services

TRACY CALDRON - Assistant Commissioner of COMPASS

ROBERT FRENZEL-BERRA - Director of Research
and Program Development

DANA CANTELMY - Agency Chief Contracting Officer

ZENAIDA MARIE WHITE - Moderator/Presenter
Assistant Deputy ACCO

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SPEAKERS:

Massiel Feliz - Flatbush Development Corporation

Garture Li - Brooklyn Chinese American Association

Nanci Coppola - Kids Creative

Grace Freedman - Beam Center

1 Proceedings

2 MS. WHITE: Good afternoon and welcome.
3 On behalf of Commissioner Chung, I would like
4 to welcome you to the Department of Youth and
5 Community Development Pre-Proposal Conference
6 for COMPASS Elementary Programs Public Schools,
7 RFP 26018I0006, and SONYC Programs Public
8 School RFP 26018I0007.

9 My name is Zenaida Marie White, I am the
10 Assistant Deputy Agency Chief Contracting
11 Officer, and today we would like to open up by
12 reviewing the Department of Youth and Community
13 Development's mission and vision.

14 Our mission, the New York City Department
15 of Youth and Community Development, DYCD,
16 invests in a network of community based
17 organizations and programs to alleviate the
18 affects of poverty and provide opportunities
19 for New Yorkers and communities to flourish.

20 Our vision. DYCD strives to improve the
21 quality of life of New Yorkers by collaborating
22 with local organizations and investing in the
23 talents and assets of communities to help them
24 develop, grow and thrive.

25 For this conference this afternoon our

1 Proceedings

2 agenda is as follows; we'll have the welcoming
3 timeline, the anticipated total funding and
4 price per participant, proposal expectations
5 and instructions, prequalifications and
6 proposal submission, program background and
7 expectations, post-award requirements, question
8 and answer session.

9 At this time I would like to let you know
10 you will not only be hearing from me today, but
11 to my right we have a dynamic panel, a panel of
12 all stars, who will be assisting in presenting
13 the information that you need, and also
14 assisting in helping to answer your questions.

15 So, please contain yourself, hold your
16 applause until I finish introducing the entire
17 panel. I would like to begin with our special
18 guest, Michelle Rosa, from the Department of
19 Education. She is the Director of Interagency
20 Partnerships.

21 We have Tracy Caldron, Assistant
22 Commissioner of COMPASS, we have Susan Haskell,
23 Deputy Commissioner of Youth Services, Robert
24 Frenzel-Berra, Director of Research and Program
25 Development, he will be on hand to also

1 Proceedings

2 assistant with questions, and Dana Cantelmi,
3 our Agency Chief Contracting Officer. This is
4 our panel for today.

5 (Audience applauds.)

6 So, before I turn this over to some of our
7 panel members, as the Assistant Deputy Agency
8 Chief Contracting Officer, I always get the
9 privilege of laying down the rules, giving you
10 the timeframes and the due dates so here we go.

11 The proposal due date and time is July 10,
12 2018, at 2:00 p.m. The proposals are due to be
13 submitted by July 10, 2018 at 2:00 p.m. in the
14 HHS Accelerator System. Please note DYCD will
15 not be accepting any hard copies of proposals.

16 In order to respond to this RFP you must
17 be prequalified in the HHS Accelerator System.
18 Proposals submitted after July 10, 2018, will
19 not be accepted.

20 Notifications of the award selections will
21 be done through the HHS Accelerator System.

22 So, just to emphasize the due date and
23 time, July 10, 2018 at 2:00 p.m., and proposals
24 to be submitted in the HHS Accelerator System.

25 Anticipated total funding price per

Proceedings

1
2 participant. For the COMPASS Elementary RFP,
3 full contract term total funding,
4 \$231,822,428. Price per participant, \$3,516.

5 For the COMPASS Middle School RFP the full
6 contract term total funding is \$130,730,936.
7 Price per participant, \$3,792.

8 For these RFPs we want to highlight and
9 emphasize the proposal expectations and
10 instructions, the required documents you should
11 be submitting, proposal, community
12 partnerships, signed -- I'm going to say that
13 again -- signed school partnership agreements,
14 organizational chart, job description of
15 resumes if available for key staff positions,
16 budget, doing business data form, summer
17 activities schedule and school year activities
18 scheduled.

19 Evaluation criteria. The proposals
20 submitted will be evaluated based on the
21 following criteria, also as outlined the RFP,
22 we'll outline the maximum points allocated for
23 each session.

24 Beginning with organizational experience a
25 maximum twenty points allocated for this

1 Proceedings

2 section.

3 Program approach, a maximum of ten points
4 allocated for this section.

5 Community partnership, a maximum of ten
6 points allocated for this section.

7 Program design, a maximum of thirty points
8 for this section.

9 Staffing, a maximum of twenty-five points.

10 And budget management, a maximum of five
11 points to be allocated for this section.

12 Now, we're moving right along to the
13 prequalifications and proposal submission. How
14 many of you here are familiar with the HHS
15 Accelerator System and proposal submission
16 process? Excellent. That is the majority of
17 you.

18 I'm just going to do a quick overview, but
19 we have here all the way from the Mayor's
20 Office of Contract Services, we have with us
21 Derick, who's standing in the back, he will be
22 available after the conference if you would
23 like some more information regarding HHS
24 Accelerator and being prequalified for proposal
25 submission.

1 Proceedings

2 The HHS Accelerator System was launched to
3 simplify and improve the competitive contract
4 process for health and human services
5 providers.

6 Agencies publish all request for
7 proposals, RFP, documents in the HHS
8 Accelerator System. Prequalified providers
9 approved for relevant services are eligible to
10 propose and can submit proposals after RFPs
11 released. Providers must submit proposals
12 through the HHS Accelerator System by the
13 proposal's due date and time. And again, for
14 these two RFPs, the proposal due date and time
15 is July 10th at 2:00 p.m.

16 And now I'm going to invite our panel
17 members to come and present. And I'm going to
18 begin with the Department of Education Michelle
19 Rosa, she's the Director of Interagency
20 Partnership, and as she comes to the podium I'm
21 going to ask that you hold all questions,
22 please make note of your questions, if at all
23 possible write which RFP, write for yourself,
24 note, what pages, so when we get to the
25 question answer segment we can address any

1 Proceedings

2 questions, any need for clarification, okay.

3 So with that let's offer warm welcome to
4 Michelle Rosa.

5 MS. ROSA: Good afternoon and thank you
6 everyone, welcome.

7 The Office of Community School Support
8 Schools to work with community based
9 organizations, CBOs, to become places for
10 children to have opportunities learn, gain
11 skills, create joy and have experiences that
12 ignite curiosity and allow children to discover
13 their passions and talents. And what better
14 place than in afternoon school programs?

15 As part of this process, this RFP process,
16 principals will need to interview CBO partners.
17 They can either work with their SLT create
18 teams, designate somebody to work as part of
19 the interviewing process.

20 School partner. There is a School
21 Partnership Agreement, known as an SPA, which
22 it's in the attachments in the RFP, is the
23 minimum requirement for the RFP. The meeting
24 with principals can be conducted between,
25 May 21st, which was just yesterday, and there

1 Proceedings

2 is a six week period, the ending period, which
3 is July 3rd.

4 Principals need to sign off to a School
5 Partnership Agreement and proposal will not be
6 considered without this Principal signature.
7 Although we are saying that principals are
8 required to honor meetings with the CBOs,
9 they're not required to sign all SPAs.

10 Once all the interviews occur after
11 July 3rd, principals are required to complete a
12 Google doc form where they will enter all the
13 meetings that were held and reasons why an SPA
14 was or was not signed.

15 One of the things that I definitely want
16 to encourage is that this is a very busy time
17 of year for schools, and I know that you guys
18 know this -- you're preparing for graduations,
19 preparing for different type of events -- is to
20 try different ways to contact the principals,
21 whether if it's by phone, by email, more than
22 once and document those.

23 If you speak to secretary, you speak to
24 somebody directly related to the schools
25 document that. If you email them, who did you

1 Proceedings

2 send to the email to? Was it just a Principal
3 or was it somebody else? Don't just try one
4 date to call the Principal, or you know, just
5 show up at the school to request a meeting.
6 Please try to do so in advance and try at least
7 three attempts.

8 Like I said, this is very busy time period
9 for the schools, but just making sure that you
10 go and make those attempts to contact them and
11 try to schedule those meetings before July 3rd.

12 Here we have, part of the Office of
13 Community Schools and the DOE has been working
14 very closely with DYCD to align some of the
15 communications that we have for the principals,
16 making sure that we kind of work together in
17 the understanding what it is to have a CBO
18 partnership in a school building.

19 Sometimes they're very focused on
20 academics, and sometimes don't understand what
21 kind of things a CBO partner can bring to the
22 table, and that's something we have been
23 working very closely with, the Beacon Team and
24 the COMPASS and SONYC team here at DYCD and
25 other groups well as.

1 Proceedings

2 So, one of the things that we are
3 definitely encouraging, and you can see it from
4 the guidance note that we have for principals,
5 is working with CBOs to ensure that if you're
6 in the building as being part of the SLT team,
7 the School Leadership Team that happens
8 monthly. Also, the Safety Team, and that's
9 very important because safety doesn't only
10 happen during the school day, things happen
11 during after school, and everybody needs to
12 make sure that all of our kids are safe at all
13 times. So, that's something we're working very
14 closely with, with the schools.

15 Also identifying a liaison. Just like I
16 said earlier, some schools will probably set up
17 teams to do these interviews. Once you are in
18 the school and you're providing services, is
19 having constant communication with the school,
20 whether if it's a Principal or Assistant
21 Principal, a designated person to communicate
22 about what's going on with the partnership and
23 just checking in and making sure that things
24 are aligned.

25 Program Directors. Being part of the

1 Proceedings

2 government structure, the SLT, the School
3 Leadership Team and other events that are
4 happening in the school.

5 So, you want to communicate with parents,
6 have events for parents, it's something that
7 you should be checking in with the schools to
8 do.

9 We made sure that in the SPA there is
10 actually a section where it says for principals
11 to designate space, and there's specific spaces
12 that are asked for in the application. So,
13 that should be identified in the SPA as well,
14 and this is something that you should be
15 communicating the needs -- space for storage,
16 space to run and operate activities. We know
17 Mondays and Tuesdays schools have PD, and
18 sometimes it can be a conflict, so ensuring
19 that you have those communications now, because
20 the process begins now, now that you're working
21 with the schools to sign these SPAs and later
22 on if you get awarded, you want to make sure
23 that you establish that.

24 One of the other things that I also want
25 to make sure is that don't oversell things that

1 Proceedings

2 you can't offer. Be honest. Tell the
3 principals that things that you can and can't
4 do, because if you start off on the wrong foot,
5 it's not going to go well.

6 You want to make sure that you tell them
7 this what I'm able to do, this is what our CBO
8 is known for, and maybe you can compliment each
9 other -- this is what I can do, this is what
10 you can do.

11 And these are just some guides to help
12 with the planing process.

13 Plan collaboratively from the start. And
14 that's like I said, being honest from the
15 beginning.

16 Gather key stakeholders. You want to make
17 sure to include parents and other people and
18 we're asking the schools to do same. Asking
19 them to include the parents in some of these
20 meetings as well, assistant principals, other
21 teachers, others that you may know. If you're
22 in the school sometimes it's easier because you
23 know the key players, but if you don't maybe
24 you want to ask them who else can be part of
25 those collaborative meetings or interviews that

1 Proceedings

2 are going to be happening at the school.

3 Participate in the selection of key staff.
4 This is something that we did encourage for the
5 Beacon RFP, in you do get awarded, maybe you
6 want to have the Principal be part of the
7 hiring process for the director, maybe they
8 don't get the final say, but maybe they get to
9 look at the top three candidates. This is
10 something that can help and make them feel like
11 they're part of the process as well.

12 Clarity of roles, what the school is
13 responsible for. We laid some out in the
14 guidance notes, but making sure that everybody
15 understands their roles and what they're doing
16 is something that we definitely encourage for
17 everybody.

18 Set ground rules from the beginning. Know
19 what's not allowed, what's allowed. Start
20 small. Don't say you can do everything in the
21 beginning because that's not realistic. Make
22 sure that you can say this what we can start
23 with. Like just say ramp up and you ramp up
24 your program and not until October, start small
25 and build up to those things.

1 Proceedings

2 Share decision making. Sometimes you have
3 to come to the table, making sure that everyone
4 understands what's required. Sometimes it's
5 not very easy for principals to understand
6 what's the requirement for SONYC, what's the
7 requirement for COMPASS. I know DYCD has done
8 a great job of creating letters for principals.
9 Share those documents, break it down for them
10 so that they have clear understanding of what's
11 going on and what's required of you, and this
12 is why you may not be able to do some of the
13 activities that they want.

14 Prepare team members to work together.
15 Whether it's your activity leaders or group
16 leaders, the same with the school, we're asking
17 them to be mindful to work with CBOs in
18 establishing those on-going meetings.

19 And make adjustments. Sometimes you plan
20 something, the school wants you to do
21 something, and it doesn't work out. You might
22 have to sit back and think about what is that
23 we need to change.

24 So, these are just some key partnership
25 guidance that we're giving, but you all have

1 Proceedings

2 been there, and you've been doing the work at
3 the school, so continue to do so, and good luck
4 to everybody.

5 (Applause.)

6 MS. WHITE: Thank you Michelle.

7 And now we are going to hear from our
8 Assistant Commissioner of COMPASS, Tracy
9 Caldron.

10 MS. CALDRON: Thank you. Welcome
11 everyone, good afternoon. Thanks for coming
12 and thanks for your interest in the COMPASS
13 Programs.

14 We're going to start with just reviewing
15 our mission for COMPASS, which is to help young
16 people build knowledge, skills and
17 self-confidence, and nurtures their aspirations
18 through a variety of high-quality enrichment
19 opportunities.

20 The partnership with community based
21 organizations through funding, capacity
22 building, evaluation and advocacy, COMPASS
23 strives to enhance and expand sustainable
24 network out-of-schooltime programs for youth
25 and families, as well as communities.

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So, the overview for this RFP, we're seeking qualified non-profits to operate year round COMPASS Elementary and Middle School after school programs, also known as SONYC, serving students in grades K through five and six to eight, in public and charter schools.

The overview of our COMPASS Elementary Programs are to promote positive youth development, encourage youth leadership, foster social and emotional skills and support the expansion of knowledge and mastery of skills.

Our SONYC Programs encourages youth to experience the joy of learning outside the classroom while fostering social, emotional and cognitive skills with activities options that allow for youth, voice and choice.

Our goals; foster academic, social and emotional competencies in a nurturing environment, provide opportunities for youth to explore their interest and creativity, build skills that support academic achievement and raise participant expectation and confidence, cultivate youth leadership and community engagement, and engage with parents and other

1 Proceedings

2 caretakers to support the other goals.

3 We are seeking experienced organizations
4 that have at least three years of successful
5 experience within the last five years providing
6 comprehensive after school services.

7 Our philosophy and expectation is that
8 your programs have an asset-based approach,
9 focus on positive youth development, social and
10 emotion learning and youth leadership, as well
11 as family engagement.

12 You must provided three community
13 partnerships with external organizations to
14 enhance programs and services that will benefit
15 participants and help foster effective provider
16 networks at a local level.

17 And so this does not include units or
18 divisions within your community based
19 organizations. If you're a multi-service
20 organization, services within your organization
21 do not count as a community partnership.

22 Our target population for our elementary
23 programs again is K through five, and for our
24 middle or SONYC Programs, it's six through
25 eight.

1 Proceedings

2 We have an expectation that you tell your
3 program designs to meet a variety range of
4 participants, including English language
5 learners, students with special needs, children
6 in foster care, children living in homeless
7 shelters, and students identifying as lesbian,
8 gay, bisexual, transgender, queer and
9 questioning.

10 We expect for all of our providers that
11 are contracted to be ready to provide services
12 at the beginning of the contract period or the
13 start date of the program that we determine.
14 This is really, really important. We have a
15 very high expectation for this, giving that we
16 are giving you over a year, almost. This RFP
17 is being released extremely early, and so our
18 expectation for all of our contracted providers
19 is that you are ready to begin services when we
20 communicate the start of the program for the
21 school year -- or for the summer actually,
22 because this contract starts in the summer.

23 The required hours for our elementary
24 program, we have an expectation that programs
25 operate Monday through Friday, three hours per

1 Proceedings

2 day, for a total of 1,020 hours. That breaks
3 down to 540 hours during the school year, a 130
4 school holiday hours, and 350 hours during the
5 school year over a seven week period.

6 Required programs model components.
7 Homework help or academic support in the
8 summer, two hours per week of STEM or
9 literacy-focused enrichment activities
10 scheduled for at least one semester at a time.

11 So, we're looking for you to provide
12 either STEM or literacy over a least a
13 semester, so we can provide student with
14 in-depth engagement with a topic. So, that is
15 a requirement this year, for this contract.

16 90 minutes of physical activity per week
17 per participant.

18 Target enrollment again for elementary is
19 kindergarten through fifth grade.

20 Overview of the program components.
21 Academic support which can include homework
22 help, small-group tutoring, book clubs, things
23 like that.

24 Enrichment, STEM or literacy. And that
25 has an hourly requirement as I mentioned

1 Proceedings

2 before.

3 Physical activity, things like organized
4 support sports, dance, martial arts.

5 Optional content areas are focused
6 enrichment activities; drama, things like that,
7 creative arts, performance arts.

8 Leadership activities. Activities that
9 inspire students to take responsibility, lead
10 and develop leadership skills.

11 Healthy living lessons are activities that
12 encourage or that highlight nutritional
13 benefits or physical activity or healthy
14 lifestyles.

15 Our Middle School Programs, SONYC, the
16 service days are Monday through Friday, fifteen
17 hours a week, nine hours must be structured and
18 program must be in operation for at least 1.5
19 hours per day over a 36 week period, September
20 through June.

21 Operating hours; a minimum of 324
22 structured hours, that's over 36 weeks again,
23 and a 108 hours of programming during the
24 summer, for a total of 648 hours.

25 The required program model components

1 Proceedings

2 include two hours per week of structured
3 literacy or STEM, two hours of structured
4 leadership development, academic support and
5 physical or healthy living activities.

6 The summer schedule must include two hours
7 per week and STEM or literacy, two hours of
8 leadership development and again physical or
9 healthy living activities.

10 Just another overview of the required
11 content areas; again, academic support,
12 enrichment, physical activity or health living,
13 leadership development.

14 Qualified, the staffing requirements,
15 include a Program Director, which a Program
16 Director must have a four-year degree,
17 bachelors degree, that's relevant to the
18 program areas, minimum three years experience
19 in a supervisory position and overall
20 responsibility of the program and operation.

21 The Education Specialist provides on-site
22 observation, evaluates activities weekly by
23 providing feedback and supporting the key
24 program staff.

25 Activities Specialist; we need program

1 Proceedings

2 activities in areas that require specific
3 expertise and experience in things like STEM,
4 literacy, art, dance or organized sports.

5 Group Leaders are responsible for
6 supervising and leading group activities for
7 program participants and creating and
8 implementing activities.

9 All COMPASS Programs are required to
10 maintain a staff to student ratio of one to ten
11 for Elementary Programs, and one to fifteen for
12 our middle or SONYC Programs.

13 Okay. For programs with ninety or more
14 participants, the Program Director must be full
15 time.

16 The position of Education Specialist may
17 be part-time on the condition that she or he
18 provides at least nine hours of support per
19 week to each program for a maximum of three
20 programs. So, they can only support three
21 programs.

22 If a program has fewer than 90
23 participants, the Program Director may be
24 part-time, and he or she must be present during
25 all programs hours.

1 Proceedings

2 The Program Director, whether full-time or
3 part-time, cannot be the Education Specialist.

4 Our expectation for performance targets
5 are for all programs to be fully enrolled by
6 mid-October in each of the contract years at a
7 hundred percent enrollment, and rate of
8 participant target for elementary programs is
9 80 percent and for middle it's 75 percent of
10 the 324 structured hours.

11 After the release of the RFP we discovered
12 some addendum items that we're going to list
13 them here. We have an expectation the addendum
14 will be released around next week, okay?

15 But here's a list of the once that we have
16 so far. For the elementary contract, we're
17 going to add PS91K in Brooklyn to the
18 Elementary Eligible School List.

19 And we're going to include the following
20 statement; required activities and weekly hours
21 for summer programs are two hours of STEM or
22 literacy, academic support, 90 minutes of
23 physical activity per participant.

24 For the Middle School or SONIC RFP, we're
25 removing the School for Human Rights from the

1 Proceedings

2 middle school eligible school list.

3 We're going to add offsite activity
4 language because SONYC Programs can have
5 offsite activities, and we're going to add the
6 word, structure, to the language for summer
7 required activities.

8 We are also going to add the following
9 statement; programs are expected to operate a
10 minimum of fifteen hours a week of which a
11 minimum nine hours of structured programs are
12 offered for a minimum 1.5 hours each weekday.

13 Okay. Now we are going to talk a little
14 bit about the post-award requirements and for
15 that we are going to ask our dynamic host to
16 return to the podium.

17 (Applause.)

18 MS. WHITE: Thank you, Tracy.

19 Well, in all my dynamics's I just
20 realized that I forgot to review a couple of
21 other important timeline, so I want to do that
22 real quick.

23 Back to our timelines.

24 The anticipated awards. We anticipate
25 that they will be announced late fall of 2018.

1 Proceedings

2 The anticipated contract term, July 1, 2019
3 through June 30, 2023, with an option to renew
4 for up to additional two years.

5 For questions, today we're going to have a
6 question and answer session where the panel is
7 going to be available to answer your questions.
8 But you walk away from here and something else
9 comes up, and you have another question, what
10 you're going to do is email that question to
11 rfpquestions@dycd.nyc.gov.

12 The deadline for proposal submissions is
13 July 10th, by 2:00 p.m. So, you want to make
14 sure that you give us enough time to respond to
15 your questions, so we're asking that all
16 questions be submitted to us by July 2, 2018.

17 And now I want to go back to the
18 post-award. So, just a couple more things and
19 then we are going to get into the question and
20 answer segment.

21 We want to make sure that your aware of
22 the Public Assistance Hiring Commitment Rider.
23 The Public Assistance Hiring Commitment is an
24 initiative administered by the Human Resource
25 Administration, HRA, through it's business link

1 Proceedings

2 program, the FAQ, regarding this requirement
3 has been provided to you at the sign-in table.
4 Everyone got that when you checked in? Great.
5 All right.

6 Notice for Proposal Subcontractor
7 Compliance. Please be advised that there is a
8 requirement to utilize the Payee Information
9 Portal, PIP, to identify all subcontractors and
10 to enter all subcontractor payment information
11 and other related information during the
12 contract term.

13 Responsibility determination. Please be
14 advised that there is a requirement for all
15 contractors to be determined responsible in the
16 post-award phase. Therefore, please make sure
17 your charities' filings are current and be sure
18 that any outstanding liens or adverse
19 information has been resolved.

20 I want you to turn to your neighbor and
21 say, unresolved issues often cause significant
22 delays in the post-award process.

23 We like to highlight that and emphasize
24 because for contracts, and for proposals that
25 become contracts, we want to make sure that we

1 Proceedings

2 have them in place at the start date, okay?

3 New York City Liability Insurance
4 Requirement. Commercial, general liability,
5 motor vehicle liability if applicable, workers
6 compensation, an original certificate of
7 insurance naming the City of New York together
8 with it's officials and employees as an
9 additional insured. DYCD will not be able to
10 proceed with processing an awarded contract
11 until it has obtained proof of the necessary
12 insurance coverage.

13 Lastly, MWBE participation. DYCD
14 encourages MWBE participation and recommends
15 the utilization of certified MWBEs.

16 And as I mentioned earlier the transcript,
17 presentations and attendance rosters will be
18 posted to the DYCD website for your viewing.

19 Moving right along, we are now at the
20 point you've all been waiting for, when you get
21 to ask questions or seek clarification on any
22 items that you may.

23 Please note that you may come up here and
24 ask the panel any questions, any amount of
25 questions, just every time you come to the

1 Proceedings

2 microphone please be sure to state your name
3 and what organization you are representing.

4 Also, please note that these questions
5 should solely be regarding one of these two
6 RFPs, or both of these RFPs. The panel is here
7 to answer questions on this RFPs only. Okay?

8 So, we invite you, encourage you, don't be
9 shy, please come up to the podium. I'm going
10 to turn microphone this way and you can come
11 ask any questions you may have.

12 Again, please, if at all possible cite the
13 page number and the RFP you're referring to.
14 Thank you.

15 MS. FELIX: Good afternoon. I'm Massiel
16 Felix from the Flatbush Development
17 Corporation.

18 Throughout this past year we've had
19 several schools that have come to us,
20 running -- you know, we want a program in our
21 building.

22 If they're not on the list -- I see you
23 added 91 -- is there any way that we can
24 advocate or they can advocate for themselves to
25 be added on?

1 Proceedings

2 MS. CALDRON: No, I'm sorry, unfortunately
3 not. This RFP is only for schools on the
4 eligible school list, and they are from the
5 2011 RFPs, so it's restricted to those schools.

6 MS. FELIX: Okay. And just one more
7 thing, because we called the Principal and
8 Principal asked I didn't want to answer. Can
9 they sign with multiple agencies and just hope
10 for the best?

11 MS. CALDRON: Absolutely. It's actually
12 encouraged that they sign with as many partners
13 that they feel would be a good fit for their
14 school community.

15 MS. FELIX: And how are the principals
16 being contacted? Because a couple of people
17 that we've been in touch with didn't even know
18 that they were on the list. This is either
19 their admin or the Principal themselves.

20 MS. ROSA: So, all principals actually
21 received an email, and I know because I emailed
22 them personally, on Wednesday, last Wednesday,
23 and their superintendents were cc'd in the
24 emails.

25 So, they are aware that the RFP was coming

1 Proceedings

2 out. Sometimes it does take them little
3 longer, it's a busy time of year, it's test
4 time, there's another testing coming up, but
5 they are aware that the RFP was released.

6 MS. FELIX: Okay. Thank you.

7 MR. LI: Good afternoon, Gartune Li,
8 Brooklyn Chinese American Association. A
9 couple of questions here, please bare with me.

10 First question is in regards to the Google
11 doc for the Principal, in regards to
12 documenting all the meetings and interactions
13 with the provider, is this Google doc going to
14 be directly given to the Principal? Is it
15 something that the provider has to provide the
16 Principal with?

17 MS. ROSA: The principals gets the link
18 and they just document the date, time and who
19 the meeting was with.

20 MR. LI: Okay.

21 MS. ROSA: So, the principals get that.

22 MR. LI: Okay. And do the providers then
23 get a copy of that documentation?

24 MS. CALDRON: No.

25 MS. HASKEL: So, the providers do not get

1 Proceedings

2 copies of the documentation, however you can
3 request it through FOIL.

4 MR. LI: Okay. The second question is
5 regarding to the school partnership agreement
6 form. In the past RFP there was 10 percent
7 mandatory in-kind contribution table. I see
8 that's no longer on there. Is it optional and
9 is there a penalty if we don't list any?

10 MS. CALDRON: We are expecting programs,
11 schools, to provide in-kind services, we just
12 took out the 10 percent because it's hard to
13 quantify what it was. But we are asking that
14 that is a part of the partnership.

15 MS. ROSA: That could include things such
16 as materials they may share, if they have
17 something that you share with the school that
18 can be counted towards that.

19 MR. LI: Okay. Third question is do the
20 subcontractors have to be HHS qualified by RFP
21 submission?

22 MS. HASKEL: Not at the time of RFP
23 submission but we are working out that any
24 subcontractor receiving over \$20,000 will have
25 to be prequalified. So, it is best practice to

1 Proceedings

2 get them qualified as soon as possible.

3 MR. LI: You said twenty thousand?

4 MS. HASKEL: Yes.

5 MR. LI: Next question is in regards to
6 Community Partner Agreement Form, for services
7 to be provided by community partner, mentioned
8 in the Community Partner Agreement Form, are
9 there any attachments that we need to
10 attachment?

11 MS. CALDRON: Outside the form, no.

12 MR. LI: Okay. So, it's just whatever is
13 in the, I guess the structured proposal form?
14 The separate form?

15 MR. FRENSEL-BERRA: So, there's a part
16 that's in the structured proposal form, and
17 then there's a Community Partnership Form that
18 you submit for each partnership that you
19 secure.

20 MS. CALDRON: Attachment B.

21 MR. LI: Attachment B, okay.

22 Next question is in regards to special
23 needs participants and slots.

24 Is the okay to not have a special needs
25 component or slots and would there be a

1 Proceedings

2 penalty?

3 MS. CALDRON: So, you are not required to
4 request additional funds to serve a special
5 needs population, but we do have an expectation
6 that your program can accommodate a wide
7 variety of student needs.

8 MR. LI: Okay. That answers my question.

9 The next question is in regards to
10 consistency in the language. There seems to be
11 a lack of consistency in the language in
12 regards to RFP, page twelve, ten to eleven,
13 section two program, expectation and proposal
14 instructions and the program --

15 MS. CALDRON: Which RFP?

16 MR. LI: This is for COMPASS Elementary.

17 So, the question is quote unquote criteria
18 listed in the section, does that refer to the
19 program expectation?

20 MR. FRENSEL-BERRA: What page are you on?

21 MR. LI: We are on page twelve of the RFP,
22 also on page ten and eleven.

23 MS. WHITE: Which part of page twelve are
24 you talking about? Number three is that?

25 MR. LI: Yes, number three, where it says,

1 Proceedings

2 evaluation.

3 I'm pretty sure it is, I just don't want
4 to make an assumption.

5 So, on page ten it says, criteria listed
6 in section, in this section, and then under it
7 would say, program expectation.

8 MS. HASKEL: I think what we are referring
9 to, correct me if I'm wrong colleagues, in
10 section three about evaluation criteria, is the
11 components of that part of the program approach
12 proposal descriptions.

13 So, that would include the welcoming
14 environment, family engagement, program
15 philosophy. Those are all sections that you
16 want to describe in order to get the maximum
17 ten points.

18 MR. LI: Okay.

19 MR. FRENSEL-BERRA: When you get to the
20 structured proposal you'll be asked to address
21 these points.

22 MR. LI: Okay. All right. Moving on.
23 For community partnerships, are there a maximum
24 number of community partnerships?

25 MS. CALDRON: There is a minimum of three.

1 Proceedings

2 The more the better. It's in support of your
3 program.

4 MR. LI: No caps, right? Next question
5 what are the anticipated number of slots for
6 contracts grant and if you don't have a number
7 is there a range?

8 MS. CALDRON: There is no cap. We
9 encourage you to apply for the number of slots
10 that meet the needs of your school community
11 and the capacity of your organization. We
12 don't want you to propose a number that you
13 can't support.

14 MR. LI: In regards to SPA meeting and the
15 SPA signing, I know you guys mentioned that it
16 should be dated between the 21st of May and the
17 3rd of July. If we got assigned prior to that,
18 would we be penalize, should we date it later?

19 MS. CALDRON: May 21st through June 3rd is
20 the dates for the meetings that principals were
21 scheduling meeting for, but if you got signed
22 before then, that's fine.

23 MR. LI: That's everything. Thank you for
24 your time.

25 MS. CALDRON: Just make sure it's the form

1 Proceedings

2 that was released with the RFP.

3 MR. LI: Thank you.

4 MS. COPPOLA: Good afternoon, Nancy
5 Coppola from Kids Creative. I just have two
6 questions.

7 The first is regarding the Education
8 Specialist, because the document speaks only of
9 if the Education Specialist is part-time that
10 they cannot support more than three programs.

11 If we have a full-time Education
12 Specialist is there a limit to the number of
13 programs they can support?

14 MS. CALDRON: The limit is three, yes.

15 MS. COPPOLA: Even with full-time?

16 MS. CALDRON: Au-hau.

17 MS. COPPOLA: And the other question is
18 probably the elephant in the room, but can
19 somebody just talk about what the reimbursement
20 schedule looks like in terms of how often we
21 can submit for a reimbursement throughout the
22 course of the year?

23 MS. ROSA: I'm inviting Vanessa, from our
24 school office to respond to that.

25 We are very pleased that we released this

1 Proceedings

2 RFP so early, so we anticipate being able to
3 get your contract registered on time which is
4 essential to getting reimburse as you probably
5 know.

6 MS. VANESSA: You would typically submit
7 monthly for reimbursement through HHS.

8 MS. COPPOLA: Thank you.

9 MS. FREEDMAN: Hi, I'm Grace Freedman from
10 Beam Center. I just have a few questions.

11 One of my questions is can the Site
12 Director do programming, or is the Site
13 Director only overseeing the program?

14 MS. CALDRON: I'm not sure -- what do you
15 mean by, overseeing?

16 MS. FREEDMAN: Can there be any overlap
17 between the Site Director and the person doing
18 activities?

19 MS. CALDRON: We would prefer that the
20 Program Director is supervising the program
21 regularly and available to do that. In the
22 case of an emergency, if they have to, but
23 primary role of the Program Director is to
24 direct and oversee the day the to day
25 programming.

1 Proceedings

2 MS. FREEDMAN: Okay, and the follow-up
3 question is, is it allowed to have teen or
4 youth workers working with younger children or
5 is that not possible? Like high school
6 students?

7 MS. CALDRON: It can be junior counselors
8 but there is an age restriction for an actual
9 group leader, which is High School Diploma.
10 The requirements is in --

11 MS. FREEDMAN: Yes, I saw that for the
12 group leader, but I saw this volunteer category
13 or assistant category -- could you have a
14 teenager in that role?

15 MS. CALDRON: They can be support but they
16 don't count as your support ratio.

17 MS. FREEDMAN: Okay. And then just my
18 last question, can we budget for private
19 funding as part of the overall budget or should
20 we budget just for the contracted services?

21 MS. CALDRON: Well, our budget would
22 include our funding, but if you have additional
23 funds for the program, absolutely, we encourage
24 that, in support of the program for services.

25 MS. FREEDMAN: And that should be part of

1 Proceedings

2 the budget that we submit?

3 MS. CALDRON: No, not our budget --

4 MS. FREEDMAN: Your budget should just be
5 for your services is just --

6 MS. CALDRON: -- the amount that we
7 contract you for.

8 MS. FREEDMAN: Okay. Great. Thank you.

9 MS. WHITE: Okay. As a reminder if you
10 have any more questions that you would like to
11 ask now that the question and answer segment
12 has been concluded, please make sure that you
13 email any questions you have to
14 rfpquestions@dycd.nyc.gov. And also please try
15 to adhere to submitting all questions by
16 July 2, 2018.

17 Just the last reminder, these proposals
18 are due to be submitted into the HHS
19 Accelerator System by July 10th, 2018 by
20 2:00 p.m.

21 Also, please note that any addendum issue
22 to either of these two RFPs will be issued
23 through the HHS Accelerator System. So, with
24 prequalifying, please make sure that your email
25 address and contact information is correct so

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Proceedings

that you can receive notification of any
addendum that is issued.

And that concludes our pre-proposal
conference. Thank you for being a great
audience, have a great evening and all the best
to you with your proposal submissions.

Thank you again.

(Time noted: 4:39 p.m.)

2 STATE OF NEW YORK)
3) ss.
4 COUNTY OF WESTCHESTER)
5

6 I, DEIRDRE SMITH, Court Reporter and
7 Notary Public with and for the County of
8 Westchester, State of New York, do hereby certify
9 that I reported the proceedings that are
10 hereinbefore set forth, and that such transcript is
11 a true and accurate record of said proceedings.
12

13 I further certify that I am not related to
14 any of the parties to this action by blood or
15 marriage, and that I am in no way interested in the
16 outcome of this matter.
17

18 WITNESS MY HAND, this day, May 22, 2018.

19 Deirdre Smith

20 Deirdre Smith

21 Notary Public

My commission expires:

April, 2019

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23
24
25

**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

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<p>able (4) 14:7 16:12 29:9 39:2 absolutely (2) 31:11 40:23 academic (7) 18:18,22 21:7,21 23:4,11 25:22 academics (1) 11:20 Accelerator (11) 5:14,17,21,24 7:15,24 8:2,8,12 41:19,23 accepted (1) 5:19 accepting (1) 5:15 ACCO (1) 1:23 accommodate (1) 35:6 accurate (1) 43:11 achievement (1) 18:22 action (1) 43:14 activities (21) 6:17,17 13:16 16:13 18:16 21:9 22:6,8,8,11 23:5,9,22 23:25 24:2,6,8 25:20 26:5,7 39:18 activity (7) 16:15 21:16 22:3,13 23:12 25:23 26:3 actual (1) 40:8 add (4) 25:17 26:3,5,8 added (2) 30:23,25 addendum (4) 25:12,13 41:21 42:3 additional (4) 27:4 29:9 35:4 40:22 address (3) 8:25 36:20 41:25 adhere (1) 41:15 adjustments (1) 16:19 admin (1) 31:19 administered (1) 27:24 Administration (1) 27:25 advance (1) 11:6 adverse (1) 28:18 advised (2) 28:7,14 advocacy (1) 17:22 advocate (2) 30:24,24 afternoon (8) 3:2,25 9:5,14 17:11 30:15 32:7 38:4 age (1) 40:8 agencies (2) 8:6 31:9 Agency (4) 1:22 3:10 5:3,7 agenda (1) 4:2 agreement (5) 9:21 10:5 33:5 34:6 34:8 agreements (1) 6:13 align (1) 11:14 aligned (1) 12:24 alleviate (1) 3:17 allocated (5) 6:22,25 7:4,6,11 allow (2) 9:12 18:17 allowed (3) 15:19,19 40:3 American (2) 2:5 32:8 amount (2) 29:24 41:6 announced (1) 26:25 answer (9) 4:8,14 8:25 27:6,7,20 30:7 31:8 41:11</p>	<p>answers (1) 35:8 anticipate (2) 26:24 39:2 anticipated (5) 4:3 5:25 26:24 27:2 37:5 applauds (1) 5:5 applause (3) 4:16 17:5 26:17 applicable (1) 29:5 application (1) 13:12 apply (1) 37:9 approach (3) 7:3 19:8 36:11 approved (1) 8:9 April (1) 43:21 areas (4) 22:5 23:11,18 24:2 art (1) 24:4 arts (3) 22:4,7,7 asked (3) 13:12 31:8 36:20 asking (5) 14:18,18 16:16 27:15 33:13 aspirations (1) 17:17 asset-based (1) 19:8 assets (1) 3:23 assigned (1) 37:17 Assistance (2) 27:22,23 assistant (10) 1:19,23 3:10 4:21 5:2,7 12:20 14:20 17:8 40:13 assisting (2) 4:12,14 Association (2) 2:5 32:8 assumption (1) 36:4 attachment (3) 34:10,20,21 attachments (2) 9:22 34:9 attempts (2) 11:7,10 attendance (1) 29:17 Au-hau (1) 38:16 audience (2) 5:5 42:6 available (4) 6:15 7:22 27:7 39:21 award (1) 5:20 awarded (3) 13:22 15:5 29:10 awards (1) 26:24 aware (3) 27:21 31:25 32:5</p>	<p>bisexual (1) 20:8 bit (1) 26:14 blood (1) 43:14 book (1) 21:22 break (1) 16:9 breaks (1) 21:2 bring (1) 11:21 Brooklyn (3) 2:5 25:17 32:8 budget (9) 6:16 7:10 40:18,19,20 40:21 41:2,3,4 build (3) 15:25 17:16 18:21 building (4) 11:18 12:6 17:22 30:21 business (2) 6:16 27:25 busy (3) 10:16 11:8 32:3</p>
	B	C
	<p>B (2) 34:20,21 bachelors (1) 23:17 back (4) 7:21 16:22 26:23 27:17 background (1) 4:6 bare (1) 32:9 based (5) 3:16 6:20 9:8 17:20 19:18 Beacon (2) 11:23 15:5 Beam (2) 2:7 39:10 beginning (5) 6:24 14:15 15:18,21 20:12 begins (1) 13:20 behalf (1) 3:3 benefit (1) 19:14 benefits (1) 22:13 best (3) 31:10 33:25 42:6 better (2) 9:13 37:2</p>	<p>Caldron (25) 1:19 4:21 17:9,10 31:2,11 32:24 33:10 34:11,20 35:3,15 36:25 37:8,19,25 38:14 38:16 39:14,19 40:7,15,21 41:3,6 call (1) 11:4 called (1) 31:7 candidates (1) 15:9 Cantelmi (2) 1:22 5:2 cap (1) 37:8 capacity (2) 17:21 37:11 caps (1) 37:4 care (1) 20:6 caretakers (1) 19:2 case (1) 39:22 category (2) 40:12,13 cause (1) 28:21 CBO (4) 9:16 11:17,21 14:7 CBOs (4) 9:9 10:8 12:5 16:17 cc'd (1) 31:23 Center (2) 2:7 39:10 certificate (1) 29:6 certified (1) 29:15 certify (2) 43:8,13 change (1) 16:23 charities' (1) 28:17 chart (1) 6:14 charter (1) 18:7 checked (1) 28:4 checking (2) 12:23 13:7 Chief (4) 1:22 3:10 5:3,8 children (5) 9:10,12 20:5,6 40:4 Chinese (2) 2:5 32:8 choice (1) 18:17 Chung (1) 3:3 cite (1) 30:12 City (4) 1:2 3:14 29:3,7 clarification (2) 9:2 29:21 Clarity (1) 15:12 classroom (1) 18:15 clear (1) 16:10 closely (3) 11:14,23 12:14</p>

**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

<p>clubs (1) 21:22 cognitive (1) 18:16 collaborating (1) 3:21 collaborative (1) 14:25 collaboratively (1) 14:13 colleagues (1) 36:9 come (7) 8:17 16:3 29:23,25 30:9 30:10,19 comes (2) 8:20 27:9 coming (3) 17:11 31:25 32:4 Commercial (1) 29:4 commission (1) 43:20 Commissioner (6) 1:17,19 3:3 4:22,23 17:8 Commitment (2) 27:22,23 communicate (3) 12:21 13:5 20:20 communicating (1) 13:15 communication (1) 12:19 communications (2) 11:15 13:19 communities (3) 3:19,23 17:25 community (22) 3:5,12,15,16 6:11 7:5 9:7,8 11:13 17:20 18:24 19:12,18,21 31:14 34:6,7,8,17 36:23,24 37:10 COMPASS (16) 1:4,19 3:6 4:22 6:2 6:5 11:24 16:7 17:8,12,15,22 18:4,8 24:9 35:16 compensation (1) 29:6 competencies (1) 18:19 competitive (1) 8:3 complete (1) 10:11 Compliance (1) 28:7 compliment (1) 14:8 component (1) 34:25 components (4) 21:6,20 22:25 36:11 comprehensive (1) 19:6 concluded (1) 41:12 concludes (1) 42:4 condition (1) 24:17 conducted (1) 9:24 conference (4) 3:5,25 7:22 42:5 confidence (1) 18:23 conflict (1) 13:18 considered (1) 10:6 consistency (2) 35:10,11 constant (1) 12:19 contact (3) 10:20 11:10 41:25 contacted (1) 31:16 contain (1) 4:15 content (2) 22:5 23:11 continue (1) 17:3 contract (14) 6:3,6 7:20 8:3 20:12 20:22 21:15 25:6,16 27:2 28:12 29:10 39:3 41:7 contracted (3) 20:11,18 40:20 Contracting (4) 1:22 3:10 5:3,8 contractors (1) 28:15</p>	<p>contracts (3) 28:24,25 37:6 contribution (1) 33:7 copies (2) 5:15 33:2 Coppola (6) 2:6 38:4,5,15,17 39:8 copy (1) 32:23 Corporation (2) 2:4 30:17 correct (2) 36:9 41:25 counselors (1) 40:7 count (2) 19:21 40:16 counted (1) 33:18 County (2) 43:4,7 couple (4) 26:20 27:18 31:16 32:9 course (1) 38:22 Court (1) 43:6 coverage (1) 29:12 create (2) 9:11,17 creating (2) 16:8 24:7 creative (3) 2:6 22:7 38:5 creativity (1) 18:21 criteria (5) 6:19,21 35:17 36:5,10 cultivate (1) 18:24 curiosity (1) 9:12 current (1) 28:17</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>Dana (2) 1:22 5:2 dance (2) 22:4 24:4 data (1) 6:16 date (9) 5:11,22 8:13,14 11:4 20:13 29:2 32:18 37:18 dated (1) 37:16 dates (2) 5:10 37:20 day (6) 12:10 21:2 22:19 39:24,24 43:18 days (1) 22:16 deadline (1) 27:12 decision (1) 16:2 definitely (3) 10:15 12:3 15:16 degree (2) 23:16,17 Deirdre (3) 1:13 43:6,20 delays (1) 28:22 Department (7) 1:3,15 3:4,12,14 4:18 8:18 Deputy (5) 1:17,23 3:10 4:23 5:7 Derick (1) 7:21 describe (1) 36:16 description (1) 6:14 descriptions (1) 36:12 design (1) 7:7 designate (2) 9:18 13:11 designated (1) 12:21 designs (1) 20:3 determination (1) 28:13 determine (1) 20:13 determined (1) 28:15 develop (2) 3:24 22:10 development (12) 1:3,20 2:4 3:5 3:15 4:25 18:10 19:9 23:4,8,13</p>	<p>30:16 Development's (1) 3:13 different (2) 10:19,20 Diploma (1) 40:9 direct (1) 39:24 directly (2) 10:24 32:14 director (16) 1:15,20 4:19,24 8:19 15:7 23:15,16 24:14,23 25:2 39:12,13,17,20,23 Directors (1) 12:25 discover (1) 9:12 discovered (1) 25:11 divisions (1) 19:18 doc (3) 10:12 32:11,13 document (4) 10:22,25 32:18 38:8 documentation (2) 32:23 33:2 documenting (1) 32:12 documents (3) 6:10 8:7 16:9 DOE (1) 11:13 doing (4) 6:16 15:15 17:2 39:17 drama (1) 22:6 due (7) 5:10,11,12,22 8:13,14 41:18 DYCD (9) 3:15,20 5:14 11:14,24 16:7 29:9,13,18 dynamic (2) 4:11 26:15 dynamics's (1) 26:19</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>earlier (2) 12:16 29:16 early (2) 20:17 39:2 easier (1) 14:22 easy (1) 16:5 Education (9) 1:15 4:19 8:18 23:21 24:16 25:3 38:7,9,11 effective (1) 19:15 eight (2) 18:7 19:25 either (4) 9:17 21:12 31:18 41:22 elementary (13) 1:4 3:6 6:2 18:4,8 19:22 20:23 21:18 24:11 25:8,16 25:18 35:16 elephant (1) 38:18 eleven (2) 35:12,22 eligible (4) 8:9 25:18 26:2 31:4 email (7) 10:21,25 11:2 27:10 31:21 41:13,24 emailed (1) 31:21 emails (1) 31:24 emergency (1) 39:22 emotion (1) 19:10 emotional (3) 18:11,15,19 emphasize (3) 5:22 6:9 28:23 employees (1) 29:8 encourage (8) 10:16 15:4,16 18:10 22:12 30:8 37:9 40:23 encouraged (1) 31:12 encourages (2) 18:13 29:14 encouraging (1) 12:3</p>
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**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

<p>engage (1) 18:25 engagement (4) 18:25 19:11 21:14 36:14 English (1) 20:4 enhance (2) 17:23 19:14 enrichment (5) 17:18 21:9,24 22:6 23:12 enrolled (1) 25:5 enrollment (2) 21:18 25:7 ensure (1) 12:5 ensuring (1) 13:18 enter (2) 10:12 28:10 entire (1) 4:16 environment (2) 18:20 36:14 essential (1) 39:4 establish (1) 13:23 establishing (1) 16:18 evaluated (1) 6:20 evaluates (1) 23:22 evaluation (4) 6:19 17:22 36:2,10 evening (1) 42:6 events (3) 10:19 13:3,6 everybody (4) 12:11 15:14,17 17:4 Excellent (1) 7:16 expand (1) 17:23 expansion (1) 18:12 expect (1) 20:10 expectation (12) 18:23 19:7 20:2 20:15,18,24 25:4,13 35:5,13,19 36:7 expectations (3) 4:4,7 6:9 expected (1) 26:9 expecting (1) 33:10 experience (5) 6:24 18:14 19:5 23:18 24:3 experienced (1) 19:3 experiences (1) 9:11 expertise (1) 24:3 expires (1) 43:20 explore (1) 18:21 external (1) 19:13 extremely (1) 20:17</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>fall (1) 26:25 familiar (1) 7:14 families (1) 17:25 family (2) 19:11 36:14 FAQ (1) 28:2 far (1) 25:16 feedback (1) 23:23 feel (2) 15:10 31:13 Felix (5) 30:15,16 31:6,15 32:6 Feliz (1) 2:4 fewer (1) 24:22 fifteen (3) 22:16 24:11 26:10 fifth (1) 21:19 filings (1) 28:17</p>	<p>final (1) 15:8 fine (1) 37:22 finish (1) 4:16 first (2) 32:10 38:7 fit (1) 31:13 five (4) 7:10 18:6 19:5,23 Flatbush (2) 2:4 30:16 flourish (1) 3:19 focus (1) 19:9 focused (2) 11:19 22:5 FOIL (1) 33:3 follow-up (1) 40:2 following (3) 6:21 25:19 26:8 follows (1) 4:2 foot (1) 14:4 forgot (1) 26:20 form (11) 6:16 10:12 33:6 34:6,8 34:11,13,14,16,17 37:25 forth (1) 43:10 foster (4) 18:10,18 19:15 20:6 fostering (1) 18:15 four-year (1) 23:16 Freedman (10) 2:7 39:9,9,16 40:2 40:11,17,25 41:4,8 FRENSEL-BERRA (3) 34:15 35:20 36:19 Frenzel-Berra (2) 1:20 4:24 Friday (2) 20:25 22:16 full (3) 6:3,5 24:14 full-time (3) 25:2 38:11,15 fully (1) 25:5 funding (7) 4:3 5:25 6:3,6 17:21 40:19,22 funds (2) 35:4 40:23 further (1) 43:13</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gain (1) 9:10 Gartune (1) 32:7 Garture (1) 2:5 Gather (1) 14:16 gay (1) 20:8 general (1) 29:4 getting (1) 39:4 give (1) 27:14 given (1) 32:14 giving (4) 5:9 16:25 20:15,16 go (4) 5:10 11:10 14:5 27:17 goals (2) 18:18 19:2 going (25) 6:12 7:18 8:16,17,21 12:22 14:5 15:2 16:11 17:7,14 25:12,17,19 26:3,5,8,13,15 27:5 27:7,10,19 30:9 32:13 good (8) 3:2 9:5 17:3,11 30:15 31:13 32:7 38:4 Google (3) 10:12 32:10,13 government (1) 13:2 Grace (2) 2:7 39:9</p>	<p>grade (1) 21:19 grades (1) 18:6 graduations (1) 10:18 grant (1) 37:6 great (5) 16:8 28:4 41:8 42:5,6 ground (1) 15:18 group (5) 16:15 24:5,6 40:9,12 groups (1) 11:25 grow (1) 3:24 guess (1) 34:13 guest (1) 4:18 guidance (3) 12:4 15:14 16:25 guides (1) 14:11 guys (2) 10:17 37:15</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>hand (2) 4:25 43:18 happen (2) 12:10,10 happening (2) 13:4 15:2 happens (1) 12:7 hard (2) 5:15 33:12 HASKEL (4) 32:25 33:22 34:4 36:8 Haskell (2) 1:17 4:22 health (2) 8:4 23:12 healthy (4) 22:11,13 23:5,9 hear (1) 17:7 hearing (1) 4:10 held (1) 10:13 help (7) 3:23 14:11 15:10 17:15 19:15 21:7,22 helping (1) 4:14 hereinbefore (1) 43:10 HHS (13) 5:14,17,21,24 7:14,23 8:2 8:7,12 33:20 39:7 41:18,23 Hi (1) 39:9 high (3) 20:15 40:5,9 high-quality (1) 17:18 highlight (3) 6:8 22:12 28:23 hiring (3) 15:7 27:22,23 hold (2) 4:15 8:21 holiday (1) 21:4 homeless (1) 20:6 homework (2) 21:7,21 honest (2) 14:2,14 honor (1) 10:8 hope (1) 31:9 host (1) 26:15 hourly (1) 21:25 hours (26) 20:23,25 21:2,3,4,4,8 22:17,17,19,21,22,23,24 23:2,3,6 23:7 24:18,25 25:10,20,21 26:10 26:11,12 HRA (1) 27:25 human (3) 8:4 25:25 27:24 hundred (1) 25:7</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>identified (1) 13:13</p>
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**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

identify (1) 28:9
identifying (2) 12:15 20:7
ignite (1) 9:12
implementing (1) 24:8
important (3) 12:9 20:14 26:21
improve (2) 3:20 8:3
in-depth (1) 21:14
in-kind (2) 33:7,11
include (11) 14:17,19 19:17 21:21
 23:2,6,15 25:19 33:15 36:13
 40:22
including (1) 20:4
information (7) 4:13 7:23 28:8,10
 28:11,19 41:25
initiative (1) 27:24
inspire (1) 22:9
instructions (3) 4:5 6:10 35:14
insurance (3) 29:3,7,12
insured (1) 29:9
Inter-Agency (1) 1:15
interactions (1) 32:12
Interagency (2) 4:19 8:19
interest (2) 17:12 18:21
interested (1) 43:15
interview (1) 9:16
interviewing (1) 9:19
interviews (3) 10:10 12:17 14:25
introducing (1) 4:16
investing (1) 3:22
invests (1) 3:16
invite (2) 8:16 30:8
inviting (1) 38:23
issue (1) 41:21
issued (2) 41:22 42:3
issues (1) 28:21
items (2) 25:12 29:22

J

job (2) 6:14 16:8
joy (2) 9:11 18:14
July (14) 5:11,13,18,23 8:15 10:3
 10:11 11:11 27:2,13,16 37:17
 41:16,19
June (3) 22:20 27:3 37:19
junior (1) 40:7

K

K (2) 18:6 19:23
key (6) 6:15 14:16,23 15:3 16:24
 23:23
kids (3) 2:6 12:12 38:5
kind (2) 11:16,21
kindergarten (1) 21:19
know (14) 4:9 10:17,18 11:4 13:16
 14:21,23 15:18 16:7 30:20 31:17
 31:21 37:15 39:5
knowledge (2) 17:16 18:12
known (3) 9:21 14:8 18:5

L

lack (1) 35:11
laid (1) 15:13
language (5) 20:4 26:4,6 35:10,11
Lastly (1) 29:13
late (1) 26:25
launched (1) 8:2
laying (1) 5:9
lead (1) 22:9
leader (2) 40:9,12
leaders (3) 16:15,16 24:5
leadership (10) 12:7 13:3 18:10,24
 19:10 22:8,10 23:4,8,13
leading (1) 24:6
learn (1) 9:10
learners (1) 20:5
learning (2) 18:14 19:10
lesbian (1) 20:7
lessons (1) 22:11
let's (1) 9:3
letters (1) 16:8
level (1) 19:16
Li (21) 2:5 32:7,7,20,22 33:4,19
 34:3,5,12,21 35:8,16,21,25 36:18
 36:22 37:4,14,23 38:3
liability (3) 29:3,4,5
liaison (1) 12:15
liens (1) 28:18
life (1) 3:21
lifestyles (1) 22:14
limit (2) 38:12,14
link (2) 27:25 32:17
list (8) 25:12,15,18 26:2 30:22 31:4
 31:18 33:9
listed (2) 35:18 36:5
literacy (6) 21:12,24 23:3,7 24:4
 25:22
literacy-focused (1) 21:9
little (2) 26:13 32:2
living (5) 20:6 22:11 23:5,9,12
local (2) 3:22 19:16
longer (2) 32:3 33:8
look (1) 15:9
looking (1) 21:11
looks (1) 38:20
luck (1) 17:3

M

maintain (1) 24:10
majority (1) 7:16
making (6) 11:9,16 12:23 15:14
 16:2,3
management (1) 7:10
mandatory (1) 33:7
Marie (2) 1:23 3:9
marriage (1) 43:15
martial (1) 22:4

Massiel (2) 2:4 30:15
mastery (1) 18:12
materials (1) 33:16
matter (1) 43:16
maximum (10) 6:22,25 7:3,5,7,9
 7:10 24:19 36:16,23
Mayor's (1) 7:19
mean (1) 39:15
meet (2) 20:3 37:10
meeting (5) 9:23 11:5 32:19 37:14
 37:21
meetings (8) 10:8,13 11:11 14:20
 14:25 16:18 32:12 37:20
members (4) 1:14 5:7 8:17 16:14
mentioned (4) 21:25 29:16 34:7
 37:15
Michelle (5) 1:15 4:18 8:18 9:4
 17:6
microphone (2) 30:2,10
mid-October (1) 25:6
middle (8) 6:5 18:4 19:24 22:15
 24:12 25:9,24 26:2
mindful (1) 16:17
minimum (7) 9:23 22:21 23:18
 26:10,11,12 36:25
minutes (2) 21:16 25:22
mission (3) 3:13,14 17:15
model (2) 21:6 22:25
Moderator/Presenter (1) 1:23
Monday (2) 20:25 22:16
Mondays (1) 13:17
monthly (2) 12:8 39:7
motor (1) 29:5
moving (3) 7:12 29:19 36:22
multi-service (1) 19:19
multiple (1) 31:9
MWBE (2) 29:13,14
MWBEs (1) 29:15

N

name (2) 3:9 30:2
naming (1) 29:7
Nanci (1) 2:6
Nancy (1) 38:4
necessary (1) 29:11
need (7) 4:13 9:2,16 10:4 16:23
 23:25 34:9
needs (8) 12:11 13:15 20:5 34:23
 34:24 35:5,7 37:10
neighbor (1) 28:20
network (2) 3:16 17:24
networks (1) 19:16
New (8) 1:2 3:14,19,21 29:3,7 43:2
 43:8
nine (3) 22:17 24:18 26:11
ninety (1) 24:13
non-profits (1) 18:3
Notary (2) 43:7,21

**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

note (7) 5:14 8:22,24 12:4 29:23
30:4 41:21
noted (1) 42:9
notes (1) 15:14
Notice (1) 28:6
notification (1) 42:2
Notifications (1) 5:20
number (9) 30:13 35:24,25 36:24
37:5,6,9,12 38:12
nurtures (1) 17:17
nurturing (1) 18:19
nutritional (1) 22:12

O

observation (1) 23:22
obtained (1) 29:11
occur (1) 10:10
October (1) 15:24
offer (2) 9:3 14:2
offered (1) 26:12
office (4) 7:20 9:7 11:12 38:24
Officer (4) 1:22 3:11 5:3,8
officials (1) 29:8
offsite (2) 26:3,5
okay (22) 9:2 24:13 25:14 26:13
29:2 30:7 31:6 32:6,20,22 33:4
33:19 34:12,21,24 35:8 36:18,22
40:2,17 41:8,9
on-going (1) 16:18
on-site (1) 23:21
once (4) 10:10,22 12:17 25:15
open (1) 3:11
operate (4) 13:16 18:3 20:25 26:9
Operating (1) 22:21
operation (2) 22:18 23:20
opportunities (4) 3:18 9:10 17:19
18:20
option (1) 27:3
optional (2) 22:5 33:8
options (1) 18:16
order (2) 5:16 36:16
organization (4) 19:20,20 30:3
37:11
organizational (2) 6:14,24
organizations (7) 3:17,22 9:9
17:21 19:3,13,19
organized (2) 22:3 24:4
original (1) 29:6
out-of-schooltime (1) 17:24
outcome (1) 43:16
outline (1) 6:22
outlined (1) 6:21
outside (2) 18:14 34:11
outstanding (1) 28:18
overall (2) 23:19 40:19
overlap (1) 39:16
oversee (1) 39:24
overseeing (2) 39:13,15

oversell (1) 13:25
overview (5) 7:18 18:2,8 21:20
23:10

P

p.m (8) 1:10 5:12,13,23 8:15 27:13
41:20 42:9
page (7) 30:13 35:12,20,21,22,23
36:5
pages (1) 8:24
panel (10) 1:14 4:11,11,17 5:4,7
8:16 27:6 29:24 30:6
parents (5) 13:5,6 14:17,19 18:25
part (14) 9:15,18 11:12 12:6,25
14:24 15:6,11 33:14 34:15 35:23
36:11 40:19,25
part-time (4) 24:17,24 25:3 38:9
participant (8) 4:4 6:2,4,7 18:23
21:17 25:8,23
participants (6) 19:15 20:4 24:7,14
24:23 34:23
Participate (1) 15:3
participation (2) 29:13,14
parties (1) 43:14
partner (5) 9:20 11:21 34:6,7,8
partners (2) 9:16 31:12
partnership (15) 1:15 6:13 7:5
8:20 9:21 10:5 11:18 12:22 16:24
17:20 19:21 33:5,14 34:17,18
partnerships (5) 4:20 6:12 19:13
36:23,24
passions (1) 9:13
Payee (1) 28:8
payment (1) 28:10
PD (1) 13:17
penalize (1) 37:18
penalty (2) 33:9 35:2
people (3) 14:17 17:16 31:16
percent (5) 25:7,9,9 33:6,12
performance (2) 22:7 25:4
period (6) 10:2,2 11:8 20:12 21:5
22:19
person (2) 12:21 39:17
personally (1) 31:22
phase (1) 28:16
philosophy (2) 19:7 36:15
phone (1) 10:21
physical (7) 21:16 22:3,13 23:5,8
23:12 25:23
PIN (2) 1:5,8
PIP (1) 28:9
place (2) 9:14 29:2
places (1) 9:9
plan (2) 14:13 16:19
planing (1) 14:12
players (1) 14:23
please (17) 4:15 5:14 8:22 11:6
28:7,13,16 29:23 30:2,4,9,12

32:9 41:12,14,21,24
pleased (1) 38:25
podium (3) 8:20 26:16 30:9
point (1) 29:20
points (9) 6:22,25 7:3,6,7,9,11
36:17,21
population (2) 19:22 35:5
Portal (1) 28:9
position (2) 23:19 24:16
positions (1) 6:15
positive (2) 18:9 19:9
possible (4) 8:23 30:12 34:2 40:5
post-award (5) 4:7 26:14 27:18
28:16,22
posted (1) 29:18
poverty (1) 3:18
practice (1) 33:25
pre-proposal (2) 3:5 42:4
prefer (1) 39:19
Prepare (1) 16:14
preparing (2) 10:18,19
prequalifications (2) 4:5 7:13
prequalified (4) 5:17 7:24 8:8
33:25
prequalifying (1) 41:24
present (2) 8:17 24:24
presentations (1) 29:17
presenting (1) 4:12
pretty (1) 36:3
price (4) 4:4 5:25 6:4,7
primary (1) 39:23
Principal (12) 10:6 11:2,4 12:20,21
15:6 31:7,8,19 32:11,14,16
principals (18) 9:16,24 10:4,7,11
10:20 11:15 12:4 13:10 14:3,20
16:5,8 31:15,20 32:17,21 37:20
prior (1) 37:17
private (1) 40:18
privilege (1) 5:9
probably (3) 12:16 38:18 39:4
proceed (1) 29:10
proceedings (42) 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 43:9,11
process (10) 7:16 8:4 9:15,15,19
13:20 14:12 15:7,11 28:22
processing (1) 29:10
program (42) 1:20 4:6,24 7:3,7
12:25 15:24 20:3,13,20,24 21:20
22:18,25 23:15,15,18,20,24,25
24:7,14,19,22,23 25:2 28:2 30:20
35:6,13,14,19 36:7,11,14 37:3
39:13,20,20,23 40:23,24
programming (3) 22:23 39:12,25

**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

programs (34) 1:4,7 3:6,7,17 9:14
17:13,24 18:5,9,13 19:8,14,23,24
20:24 21:6 22:15 24:9,11,12,13
24:20,21,25 25:5,8,21 26:4,9,11
33:10 38:10,13
promote (1) 18:9
proof (1) 29:11
proposal (18) 4:4,6 5:11 6:9,11
7:13,15,24 8:14 10:5 27:12 28:6
34:13,16 35:13 36:12,20 42:7
proposal's (1) 8:13
proposals (10) 5:12,15,18,23 6:19
8:7,10,11 28:24 41:17
propose (2) 8:10 37:12
provide (7) 3:18 18:20 20:11 21:11
21:13 32:15 33:11
provided (3) 19:12 28:3 34:7
provider (3) 19:15 32:13,15
providers (7) 8:5,8,11 20:10,18
32:22,25
provides (2) 23:21 24:18
providing (3) 12:18 19:5 23:23
PS91K (1) 25:17
public (9) 1:4,7 3:6,7 18:7 27:22
27:23 43:7,21
publish (1) 8:6

Q

qualified (4) 18:3 23:14 33:20 34:2
quality (1) 3:21
quantify (1) 33:13
queer (1) 20:8
question (19) 4:7 8:25 27:6,9,10
27:19 32:10 33:4,19 34:5,22 35:8
35:9,17 37:4 38:17 40:3,18 41:11
questioning (1) 20:9
questions (22) 4:14 5:2 8:21,22
9:2 27:5,7,15,16 29:21,24,25
30:4,7,11 32:9 38:6 39:10,11
41:10,13,15
quick (2) 7:18 26:22
quote (1) 35:17

R

raise (1) 18:23
ramp (2) 15:23,23
range (2) 20:3 37:7
rate (1) 25:7
ratio (2) 24:10 40:16
ready (2) 20:11,19
real (1) 26:22
realistic (1) 15:21
realized (1) 26:20
really (2) 20:14,14
reasons (1) 10:13
receive (1) 42:2
received (1) 31:21
receiving (1) 33:24

recommends (1) 29:14
record (1) 43:11
refer (1) 35:18
referring (2) 30:13 36:8
regarding (5) 7:23 28:2 30:5 33:5
38:7
regards (7) 32:10,11 34:5,22 35:9
35:12 37:14
registered (1) 39:3
regularly (1) 39:21
reimburse (1) 39:4
reimbursement (3) 38:19,21 39:7
related (3) 10:24 28:11 43:13
release (1) 25:11
released (6) 8:11 20:17 25:14 32:5
38:2,25
relevant (2) 8:9 23:17
reminder (2) 41:9,17
removing (1) 25:25
renew (1) 27:3
reported (1) 43:9
Reporter (1) 43:6
representing (1) 30:3
request (4) 8:6 11:5 33:3 35:4
require (1) 24:2
required (14) 6:10 10:8,9,11 16:4
16:11 20:23 21:6 22:25 23:10
24:9 25:20 26:7 35:3
requirement (9) 9:23 16:6,7 21:15
21:25 28:2,8,14 29:4
requirements (4) 4:7 23:14 26:14
40:10
Research (2) 1:20 4:24
resolved (1) 28:19
Resource (1) 27:24
respond (3) 5:16 27:14 38:24
responsibility (3) 22:9 23:20 28:13
responsible (3) 15:13 24:5 28:15
restricted (1) 31:5
restriction (1) 40:8
resumes (1) 6:15
return (1) 26:16
review (1) 26:20
reviewing (2) 3:12 17:14
RFP (28) 3:7,8 5:16 6:2,5,21 8:7,23
9:15,22,23 15:5 18:2 20:16 25:11
25:24 30:13 31:3,25 32:5 33:6,20
33:22 35:12,15,21 38:2 39:2
rfpquestions@dycd.nyc.gov (2)
27:11 41:14
RFPs (8) 6:8 8:10,14 30:6,6,7 31:5
41:22
Rider (1) 27:22
right (6) 4:11 7:12 28:5 29:19
36:22 37:4
Rights (1) 25:25
Robert (2) 1:20 4:23
role (2) 39:23 40:14

roles (2) 15:12,15
room (1) 38:18
Rosa (10) 1:15 4:18 8:19 9:4,5
31:20 32:17,21 33:15 38:23
rosters (1) 29:17
round (1) 18:4
rules (2) 5:9 15:18
run (1) 13:16
running (1) 30:20

S

safe (1) 12:12
safety (2) 12:8,9
saw (2) 40:11,12
saying (1) 10:7
says (3) 13:10 35:25 36:5
schedule (4) 6:17 11:11 23:6
38:20
scheduled (2) 6:18 21:10
scheduling (1) 37:21
school (45) 3:8 6:5,13,17 9:7,14
9:20,20 10:4 11:5,18 12:7,10,11
12:18,19 13:2,4 14:22 15:2,12
16:16,20 17:3 18:4,5 19:6 20:21
21:3,4,5 22:15 25:18,24,25 26:2
26:2 31:4,14 33:5,17 37:10 38:24
40:5,9
schools (19) 1:4,7 3:6 9:8 10:17
10:24 11:9,13 12:14,16 13:7,17
13:21 14:18 18:7 30:19 31:3,5
33:11
second (1) 33:4
secretary (1) 10:23
section (11) 7:2,4,6,8,11 13:10
35:13,18 36:6,6,10
sections (1) 36:15
secure (1) 34:19
see (3) 12:3 30:22 33:7
seek (1) 29:21
seeking (2) 18:3 19:3
segment (3) 8:25 27:20 41:11
selection (1) 15:3
selections (1) 5:20
self-confidence (1) 17:17
semester (2) 21:10,13
send (1) 11:2
separate (1) 34:14
September (1) 22:19
serve (1) 35:4
service (1) 22:16
services (16) 1:17 4:23 7:20 8:4,9
12:18 19:6,14,20 20:11,19 33:11
34:6 40:20,24 41:5
serving (1) 18:6
session (3) 4:8 6:23 27:6
set (3) 12:16 15:18 43:10
seven (1) 21:5
share (4) 16:2,9 33:16,17

**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

<p>shelters (1) 20:7 show (1) 11:5 shy (1) 30:9 sign (5) 10:4,9 13:21 31:9,12 sign-in (1) 28:3 signature (1) 10:6 signed (4) 6:12,13 10:14 37:21 significant (1) 28:21 signing (1) 37:15 simplify (1) 8:3 sit (1) 16:22 Site (3) 39:11,12,17 six (3) 10:2 18:7 19:24 skills (7) 9:11 17:16 18:11,12,16 18:22 22:10 slots (4) 34:23,25 37:5,9 SLT (3) 9:17 12:6 13:2 small (2) 15:20,24 small-group (1) 21:22 Smith (3) 1:13 43:6,20 social (4) 18:11,15,18 19:9 solely (1) 30:5 somebody (4) 9:18 10:24 11:3 38:19 SONIC (1) 25:24 SONYC (10) 1:7 3:7 11:24 16:6 18:5,13 19:24 22:15 24:12 26:4 soon (1) 34:2 sorry (1) 31:2 SPA (6) 9:21 10:13 13:9,13 37:14 37:15 space (3) 13:11,15,16 spaces (1) 13:11 SPAs (2) 10:9 13:21 speak (2) 10:23,23 SPEAKERS (1) 2:3 speaks (1) 38:8 special (5) 4:17 20:5 34:22,24 35:4 Specialist (7) 23:21,25 24:16 25:3 38:8,9,12 specific (2) 13:11 24:2 sports (2) 22:4 24:4 ss (1) 43:3 staff (4) 6:15 15:3 23:24 24:10 staffing (2) 7:9 23:14 stakeholders (1) 14:16 standing (1) 7:21 stars (1) 4:12 start (9) 14:4,13 15:19,22,24 17:14 20:13,20 29:2 starts (1) 20:22 state (3) 30:2 43:2,8 statement (2) 25:20 26:9 STEM (7) 21:8,12,24 23:3,7 24:3 25:21 storage (1) 13:15 strives (2) 3:20 17:23 structure (2) 13:2 26:6</p>	<p>structured (9) 22:17,22 23:2,3 25:10 26:11 34:13,16 36:20 student (3) 21:13 24:10 35:7 students (5) 18:6 20:5,7 22:9 40:6 subcontractor (3) 28:6,10 33:24 subcontractors (2) 28:9 33:20 submission (6) 4:6 7:13,15,25 33:21,23 submissions (2) 27:12 42:7 submit (6) 8:10,11 34:18 38:21 39:6 41:2 submitted (6) 5:13,18,24 6:20 27:16 41:18 submitting (2) 6:11 41:15 successful (1) 19:4 summer (8) 6:16 20:21,22 21:8 22:24 23:6 25:21 26:6 superintendents (1) 31:23 supervising (2) 24:6 39:20 supervisory (1) 23:19 support (19) 9:7 18:11,22 19:2 21:7,21 22:4 23:4,11 24:18,20 25:22 37:2,13 38:10,13 40:15,16 40:24 supporting (1) 23:23 sure (23) 11:9,16 12:12,23 13:9,22 13:25 14:6,17 15:14,22 16:3 27:14,21 28:16,17,25 30:2 36:3 37:25 39:14 41:12,24 Susan (2) 1:17 4:22 sustainable (1) 17:23 System (10) 5:14,17,21,24 7:15 8:2,8,12 41:19,23</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>table (4) 11:22 16:3 28:3 33:7 take (2) 22:9 32:2 talents (2) 3:23 9:13 talk (2) 26:13 38:19 talking (1) 35:24 target (3) 19:22 21:18 25:8 targets (1) 25:4 teachers (1) 14:21 team (7) 11:23,24 12:6,7,8 13:3 16:14 teams (2) 9:18 12:17 teen (1) 40:3 teenager (1) 40:14 tell (3) 14:2,6 20:2 ten (7) 7:3,5 24:10 35:12,22 36:5 36:17 term (4) 6:3,6 27:2 28:12 terms (1) 38:20 test (1) 32:3 testing (1) 32:4 thank (12) 9:5 17:6,10 26:18 30:14 32:6 37:23 38:3 39:8 41:8 42:5,8 thanks (2) 17:11,12</p>	<p>Therefor (1) 28:16 thing (1) 31:7 things (15) 10:15 11:21 12:2,10,23 13:24,25 14:3 15:25 21:22 22:3,6 24:3 27:18 33:15 think (2) 16:22 36:8 Third (1) 33:19 thirty (1) 7:7 thousand (1) 34:3 three (14) 11:7 15:9 19:4,12 20:25 23:18 24:19,20 35:24,25 36:10 36:25 38:10,14 thrive (1) 3:24 time (18) 4:9 5:11,23 8:13,14 10:16 11:8 21:10 24:15 27:14 29:25 32:3,4,18 33:22 37:24 39:3 42:9 timeframes (1) 5:10 timeline (2) 4:3 26:21 timelines (1) 26:23 times (1) 12:13 today (4) 3:11 4:10 5:4 27:5 top (1) 15:9 topic (1) 21:14 total (6) 4:3 5:25 6:3,6 21:2 22:24 touch (1) 31:17 Tracy (4) 1:19 4:21 17:8 26:18 Transcribed (1) 1:12 transcript (2) 29:16 43:10 transgender (1) 20:8 true (1) 43:11 try (6) 10:20 11:3,6,6,11 41:14 Tuesdays (1) 13:17 turn (3) 5:6 28:20 30:10 tutoring (1) 21:22 twelve (3) 35:12,21,23 twenty (2) 6:25 34:3 twenty-five (1) 7:9 two (12) 8:14 21:8 23:2,3,6,7 25:21 27:4 30:5 35:13 38:5 41:22 type (1) 10:19 typically (1) 39:6</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>understand (2) 11:20 16:5 understanding (2) 11:17 16:10 understands (2) 15:15 16:4 unfortunately (1) 31:2 units (1) 19:17 unquote (1) 35:17 unresolved (1) 28:21 utilization (1) 29:15 utilize (1) 28:8</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>Vanessa (2) 38:23 39:6 variety (3) 17:18 20:3 35:7 vehicle (1) 29:5 viewing (1) 29:18</p>
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**Compass Elementary Programs - Pin _26018I0006-7
May 22, 2018**

<p>vision (2) 3:13,20 voice (1) 18:17 volunteer (1) 40:12</p> <hr/> <p style="text-align: center;">W</p> <hr/> <p>waiting (1) 29:20 walk (1) 27:8 want (21) 6:8 10:15 13:5,22,24 14:6,16,24 15:6 16:13 26:21 27:13,17,21 28:20,25 30:20 31:8 36:3,16 37:12 wants (1) 16:20 warm (1) 9:3 way (4) 7:19 30:10,23 43:15 ways (1) 10:20 we'll (2) 4:2 6:22 we're (16) 7:12 12:13 14:18 16:16 16:25 17:14 18:2 21:11 25:12,16 25:19,24 26:3,5 27:5,15 we've (2) 30:18 31:17 website (1) 29:18 Wednesday (2) 31:22,22 week (11) 10:2 21:5,8,16 22:17,19 23:2,7 24:19 25:14 26:10 weekday (1) 26:12 weekly (2) 23:22 25:20 weeks (1) 22:22 welcome (5) 3:2,4 9:3,6 17:10 welcoming (2) 4:2 36:13 Westchester (2) 43:4,8 White (7) 1:23 3:2,9 17:6 26:18 35:23 41:9 wide (1) 35:6 WITNESS (1) 43:18 word (1) 26:6 work (8) 9:8,17,18 11:16 16:14,17 16:21 17:2 workers (2) 29:5 40:4 working (7) 11:13,23 12:5,13 13:20 33:23 40:4 write (2) 8:23,23 wrong (2) 14:4 36:9</p> <hr/> <p style="text-align: center;">X</p> <hr/> <p style="text-align: center;">Y</p> <hr/> <p>year (11) 6:17 10:17 18:3 20:16,21 21:3,5,15 30:18 32:3 38:22 years (5) 19:4,5 23:18 25:6 27:4 yesterday (1) 9:25 York (6) 1:2 3:14 29:3,7 43:2,8 Yorkers (2) 3:19,21 young (1) 17:15 younger (1) 40:4 youth (16) 1:3,17 3:4,12,15 4:23 17:24 18:9,10,13,17,20,24 19:9 19:10 40:4</p>	<hr/> <p style="text-align: center;">Z</p> <hr/> <p>Zenaida (2) 1:23 3:9</p> <hr/> <p style="text-align: center;">0</p> <hr/> <p style="text-align: center;">1</p> <hr/> <p>1 (1) 27:2 1,020 (1) 21:2 1.5 (2) 22:18 26:12 10 (6) 5:11,13,18,23 33:6,12 108 (1) 22:23 10th (3) 8:15 27:13 41:19 130 (1) 21:3 130,730,936 (1) 6:6</p> <hr/> <p style="text-align: center;">2</p> <hr/> <p>2 (2) 27:16 41:16 2:00 (6) 5:12,13,23 8:15 27:13 41:20 20,000 (1) 33:24 2011 (1) 31:5 2018 (10) 1:10 5:12,13,18,23 26:25 27:16 41:16,19 43:18 2019 (2) 27:2 43:21 2023 (1) 27:3 21st (3) 9:25 37:16,19 22 (2) 1:10 43:18 231,822,428 (1) 6:4 26018I0006 (1) 3:7 26018I006 (1) 1:5 26018I007 (2) 1:8 3:8</p> <hr/> <p style="text-align: center;">3</p> <hr/> <p>3,516 (1) 6:4 3,792 (1) 6:7 30 (1) 27:3 324 (2) 22:21 25:10 350 (1) 21:4 36 (2) 22:19,22 3rd (5) 10:3,11 11:11 37:17,19</p> <hr/> <p style="text-align: center;">4</p> <hr/> <p>4:00 (1) 1:10 4:39 (1) 42:9</p> <hr/> <p style="text-align: center;">5</p> <hr/> <p>540 (1) 21:3</p> <hr/> <p style="text-align: center;">6</p> <hr/> <p>648 (1) 22:24</p> <hr/> <p style="text-align: center;">7</p> <hr/> <p>75 (1) 25:9</p> <hr/> <p style="text-align: center;">8</p> <hr/> <p>80 (1) 25:9</p>	<hr/> <p style="text-align: center;">9</p> <hr/> <p>90 (3) 21:16 24:22 25:22 91 (1) 30:23</p>
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