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COMPASS ELEMENTARY PROGRAMS (PUBLIC SCHOOLS)
PIN NO. 26018I0006 AND
SONYC PROGRAMS (PUBLIC SCHOOLS)
PIN NO. 26018I0007
PRE-PROPOSAL CONFERENCE
-----X

B E F O R E:

ZENAIDA MARIE WHITE, DYCD Assistant Deputy Agency
Chief Contracting Officer

2 Lafayette Street
New York, New York

May 23, 2018
2:03 p.m.

TRANSCRIPT OF PROCEEDINGS

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

ZENAIDA MARIE WHITE

MICHELLE ROSA

NEVITA BAILEY

TRACY CALDRON

ROBERT FRENZEL-BERRA

DANA CANTELM I

1 Proceedings

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

10 My name is Zenaida Marie
11 White. I am the Assistant Deputy Agency
12 Chief Contracting Officer, and today we
13 have an exciting agenda for you. But
14 before we get to that we are going to
15 review DYCD's mission and vision.

16 The New York City Department of
17 Youth and Community Development, DYCD,
18 invests in a network of community-based
19 organizations and programs to alleviate
20 the effects of poverty and provide
21 opportunities for New Yorkers and
22 communities to flourish. Our vision, DYCD
23 strives to improve the quality of life of
24 New Yorkers by collaborating with local
25 organizations and investing in the talents

1 Proceedings

2 and assets of communities to help them,
3 develop, grow, and thrive.

4 Our agenda for today. We are
5 going to have the welcome, which I just
6 did; we're going to review the timeline;
7 anticipate total funding and price per
8 participant; proposal expectation and
9 instruction; pre-qualification and
10 proposal submission; program background
11 and expectation; post-award requirement;
12 and I know you all came out for the
13 question and answer session. We are
14 saving the best part for last.

15 RFP timeline, please note that all
16 proposals for these RFPs are due
17 July 10, 2018, at 2:00 p.m. All proposals
18 must be submitted in the HHS Accelerator
19 System. Please note, DYCD will not be
20 accepting any hard copies of proposals.
21 In order to respond to these RFPs you must
22 be pre-qualified in the HHS Accelerator
23 System. Proposals submitted after July
24 10, 2018, will not be accepted.
25 Notifications of the award selection will

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2 also be done through the HHS Accelerator
3 System. We anticipate that those award
4 announcements will happen sometime in the
5 late fall of 2018.

6 The anticipated contract term for
7 these awards are from July 1, 2019 through
8 June 30, 2023, with an option to renew for
9 up to an additional two years. After
10 today's conference, if you have any
11 additional questions regarding these two
12 RFPs, you may submit your questions to
13 RFPquestions@DYCD.NYC.gov. Please note,
14 in order to ensure a timely response
15 before the deadline on July 10th, we are
16 asking that all questions be emailed by
17 July 2, 2018.

18 Anticipated total funding price
19 per participant. For the COMPASS
20 Elementary RFP, the full contract term
21 total funding is \$231,822,428; price per
22 participant, \$3,516. COMPASS Middle
23 School RFP, full contract term total
24 funding, \$130,730,936; price per
25 participant, \$3,792.

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2 Proposal expectation and
3 instructions. Please ensure that when you
4 submit your proposal, that you submit the
5 following required documents: The
6 proposal; community partnerships; signed
7 school partnership agreement -- let my say
8 that again -- signed school partnership
9 agreement; organizational chart; job
10 descriptions and resumes, if available,
11 for key staff positions; budget; doing
12 business data form; summer activity
13 schedule; and school year activity
14 schedule.

15 The evaluation criteria. As
16 outlined in the RFP, all proposals
17 submitted will be evaluated based on the
18 following criteria: Organizational
19 experience, with a maximum of 20 points
20 allocated; program approach, with a
21 maximum of 10 points allocated; community
22 partnership, a maximum of 10 points
23 allocated; program design, a maximum of 30
24 points allocated; staffing, a maximum of
25 25 points allocated; and budget

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2 management, a maximum of 5 points
3 allocated.

4 How many of you here are familiar
5 with HHS Accelerator System? Please let
6 us know by raising your hands.

7 (Hands raised.)

8 MS. WHITE: Okay. Just a couple
9 of hands not raised. I'm going to do a
10 brief overview regarding HHS Accelerator.
11 Again, the only way we will be accepting
12 proposals is through this system.

13 The HHS Accelerator system was
14 lunched to simplify and improve the
15 competitive contract process for health
16 and human service providers. Agencies
17 public all requests for proposal documents
18 in the HHS Accelerator System.
19 Pre-qualified providers approved for
20 relevant services are eligible to propose
21 and can submit proposals after RFPs are
22 released.

23 Providers must submit proposals
24 through the HHS Accelerator System by the
25 proposal due date and time, which again is

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2 July 10th at 2:00 p.m. If you have any
3 questions about pre-qualifying or anything
4 to do with the HHS Accelerator System,
5 please email help@MOCS.NYC.gov.

6 We'll I'm going take a break from
7 all the rules and regulations and
8 deadlines, and I'm going to get into the
9 fun part of our presentation where we get
10 to talk a little bit about the program
11 background and expectation.

12 I'd like begin with -- oh, I
13 didn't introduce our panel. Let me start
14 by introducing this dynamic panel that we
15 have before you, a panel of all stars who
16 have worked so hard and continually work
17 hard to get these awards in place. I know
18 you're all exited, please hold your
19 applause until I'm done.

20 I want to begin with our special
21 guest from DOE Michelle Rosa. She is the
22 director of interagency partnerships. We
23 have Nevita Bailey from COMPASS, the
24 director of operations. We have Tracy
25 Caldron, the assistant commissioner of

1 Proceedings

2 COMPASS. We have Robert Frenzel-Berra,
3 director of research and program
4 development, who will be on hand with his
5 expertise for helping with the questions
6 regarding these RFPs. And last but never
7 least, our agency chief contracting
8 officer Dana Cantelmi.

9 (Applause.)

10 MS. WHITE: And now we are going
11 to hear from Michelle Rosa from DOE,
12 director of interagency partnerships.

13 MS. ROSA: Thank you.

14 Good afternoon, everyone. I hope
15 everybody is well and welcome.

16 So my name is Michelle Rosa from
17 the Office of Community Schools, and why
18 is Michelle here from the Office of
19 Community Schools? Well, we work very
20 closely with DYCD in supporting all after
21 school programs and other programs that
22 are in DOE schools. And we asked our
23 liaisons to help support these programs.

24 Why the Office of Community
25 Schools? This is our Office of Community

1 Proceedings

2 Schools' mission and vision. The Office
3 of Community Schools supports schools to
4 work with community-based organizations to
5 become places where children have the
6 opportunities to learn, gain skills,
7 create joy, and have experiences that
8 ignite curiosity and allow children to
9 discover their passions and talents. And
10 what better place than an after school.
11 We some pictures in the beginning that
12 kind of reflect some of those experiences
13 that students have the opportunity to have
14 and a lot of them do happen after school.

15 Part of RFP requires that
16 principals have -- or sign a school
17 partnership agreement and that's part of a
18 minimum requirement for this RFP. Meeting
19 with principals can be conducted between
20 May 21st, which was on Monday. And they
21 will go on for the next six weeks, which
22 ends on July 3rd.

23 Principals will need to sign off
24 on school partnership agreements and
25 proposals. If they are not signed, the

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2 proposal will not be reviewed. Principals
3 have the option of signing multiple SPAs.
4 So they can sign more than one SPA and
5 that information has been given to the
6 principals.

7 Although school principals have
8 the opportunity to SPAs, they can choose
9 not to sign an SPA from a CBO partner. So
10 one of the things that they are required
11 to do is honor meetings with the CBOs that
12 request a meeting with them.

13 What happens after an interview.
14 After all the interviews are conducted,
15 principals must complete a simple summary
16 of all the meetings that were held at the
17 school with a CBO provider and they will
18 indicate whether or not they signed an
19 SPA. And if they did, good; and if they
20 didn't, why. And this information is
21 something that was already given to
22 principals. You don't need to do
23 anything. The Google doc was sent to them
24 and they have this information.

25 Another thing that was sent to

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2 principals and was shared with them and
3 superintendents were the guidance notes
4 for principals and were also included in
5 the RFP. It is kind of just general what
6 is this RFP about, what kind of program
7 activities are expected in a COMPASS or a
8 SONYC program, as well as questions that
9 they might want to ask when meeting with a
10 CBO partner.

11 We've been trying to work very
12 closely in developing not just
13 partnerships within the schools but
14 helping superintendents and principals
15 understand the value and resources of --
16 the wealth of resources that CBOs bring,
17 especially when they are community
18 providing services to our youth. So this
19 is something that we work together on. We
20 hold meetings together. We go to
21 superintendent's meetings together. I see
22 Keith and Roseana here, we go to meetings
23 together to talk to principals sometimes
24 to discuss relationships and programming.
25 Sometimes principals understand very well

1 Proceedings

2 the academics part of the school, but
3 sometimes when it comes to after school
4 there are different rules and just
5 breaking that information down school to
6 some of the administers is something that
7 we are here to help with.

8 One of the things we ask
9 principals to do and we ask you to also
10 help support this is -- when visiting is
11 looking at -- identifying a liaison for
12 the school. This is a very busy time of
13 year for school -- there is testing going
14 on, there is graduation prep, looking
15 which students are going to be identified
16 for summer school. So we've asked
17 principals if they are not able to host
18 the meeting, to set up teams or liaisons
19 who can facilitate these meetings as well.
20 So it might look a little different in
21 each of the schools. But even after that,
22 if you currently have an after school
23 program in one of the schools or looking
24 to have an after school program in the
25 schools, one of the things that we ask

1 Proceedings

2 principals to do is to meet with the CBOs
3 on a regular basis. And whether they do
4 it or they have a designee to do that,
5 that could be an assistant principal or
6 another trusted member of the
7 administrative cabinet that could hold
8 those meetings on a consistent basis.

9 We also like to have CBOs be
10 really part of the fabric of the school.
11 So we ask principals to include the
12 director -- the COMPASS program director
13 as being part of the school governance
14 structure. Whether it's a school
15 leadership team meeting, also known as
16 SLT, or also if they need to be part of
17 the safety because safety is not just
18 happening during the school day, it
19 carries over into after school. We ask
20 that principals invite program directors
21 or program staff from the after school to
22 join those meetings during the school day.

23 And, like I said earlier, it's
24 establishing those regular meetings. They
25 are so important to, kind of, align

1 Proceedings

2 communication, making sure your
3 understanding what's going on during the
4 school day, as well as what's happening
5 after school.

6 And here we have some effective
7 school/CBO partnerships that could have --
8 you could use them now during the planning
9 process or you can use them afterwards.

10 Plan collaboratively from the
11 start. Don't overpromise. Don't tell the
12 school principal, I could offer you
13 \$100,000 or doing all these things that
14 you can't do. Because when it comes down
15 to programing, you need to be realistic
16 about what your CBO is capable of doing.
17 So be honest from the beginning and let
18 them know what you are able to do.

19 Gather key stakeholders. You
20 might want to have parents involved, you
21 want to have a student involved in these
22 conversations. Make sure you do that and
23 have a clear vision of what's required.

24 Participant selection, sometimes
25 it's a good idea to include the top three.

1 Proceedings

2 This is when you're in the school and
3 you're providing services, you kind of
4 identify a program director that might
5 work for the program. Is including them
6 in the process of interviewing them.
7 Maybe not the final selection but giving
8 them the top three candidates to help them
9 know that they are part of this process as
10 well. Also, with the educational
11 specialist, I know that the COMPASS and
12 the SONYC team are going to talk about
13 this later on, Burt's that a key person
14 that could align communications about
15 what's happening during the school day in
16 terms of curriculum and aligning some of
17 those into the after school program.

18 Clarity of roles is super
19 important. We laid some out in the
20 guidance notes for principals. What is
21 the role of the schools -- their
22 responsibility as well as the CBO's
23 responsibility, number 1 is communication.

24 Programming. Setting the rules
25 from the start. Start small build

1 Proceedings

2 gradually. You get to wrap up the program
3 and I say take advantage of that. Don't
4 do everything in day one. You might want
5 to wrap up little by little for
6 programming. Prepare your team. Whether
7 it's a school team or a CBO team, make
8 sure that everybody kind of knows each
9 other -- maybe doing a mingle in the
10 beginning of the school year to figure out
11 what's going on, who's who. That would be
12 great so that everybody can work together.
13 And make adjustments. Sometimes you plan
14 a program and even when you're writing
15 your proposal and you get -- you hit the
16 ground running and realize, you know what,
17 this is not working. So tweaking as you
18 go to ensure that programming runs
19 smoothly.

20 That's all. And I want to wish
21 everybody the best of luck.

22 MS. WHITE: Thank you, Michelle.

23 Just before I introduce our next
24 panelist I want to go back to the HHS
25 Accelerator System. We actually have

1 Proceedings

2 someone here this afternoon from the
3 Mayor's Office of Contract Services so I
4 want to direct your attention to the back
5 of room, Marceline Gibson is here. She
6 can be on hand for you after the
7 conference if you have any questions
8 regarding pre-qualification or proposal
9 submission in the HHS Accelerator System.

10 Okay. Rolling right along we now
11 Nevita Bailey our director of operations.
12 She's going to come give us some more
13 background information and program
14 overview.

15 MS. BAILEY: Thank you, Zenaida.

16 Good afternoon, everyone. You
17 guys have a lot of energy? Sorry to have
18 you in this cold room on such a nice day,
19 but hopefully we'll get through this and
20 we'll be able to answer any questions that
21 you might have. All right?

22 How many of you are former COMPASS
23 providers or are current COMPASS
24 providers?

25 (Hands raised.)

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2 MS. BAILEY: So you know a little
3 bit about our system, right?

4 About four years ago we expanded
5 our portfolio and we thought about our
6 mission. And so in front of you right now
7 is our mission statement that we created
8 around 2014. And it is, the Comprehensive
9 After School System of New York City helps
10 young people build knowledge, skills, and
11 self-confidence and nurtures their
12 aspirations through a variety of high
13 quality enrichment opportunities. In
14 partnership with community-based
15 organizations -- like yourselves --
16 through funding, capacity building,
17 evaluation, and advocacy, COMPASS strives
18 to enhance and expand a sustainable
19 network of out-of-school time programs for
20 youth, families, and communities. So we
21 are in partnership together and as we move
22 forward, if you're awarded, we work
23 together to try to make sure that we
24 deliver quality services to our young
25 people throughout New York City.

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2 So the overview, is really about
3 seeking qualified non-profit organizations
4 to operate year-round programing. I want
5 to repeat that, year-round programing for
6 COMPASS elementary and middle school kids
7 between the age K through 5 for elementary
8 and 6 through 8 for the middle school
9 program.

10 So for elementary programs we are
11 seeking to promote positive youth
12 development, encouraging youth leadership,
13 fostering social and emotional skills, and
14 supporting the expansion of knowledge and
15 mastery of skills. For middle school
16 programs we are encouraging youth to
17 experience the joy of learning outside the
18 classroom while fostering social,
19 emotional, and cognitive skills, with
20 activity options that allow for youth
21 voice and choice. And it is important
22 that you keep that in mind for middle
23 school programs, when you think about your
24 program design that you think about voice
25 and choice and provide an array of options

1 Proceedings

2 for kids to be captivated so they stay in
3 the program.

4 So overall we have a number of
5 goals for our initiative. There are five
6 goals, I'm going to briefly go through
7 them. The first goal is fostering
8 academic, social, and emotional
9 competencies and physical well-being in a
10 safe and nurturing environment. I can't
11 stress that enough. It is important that
12 as parents, as members of the community
13 you want to make sure that young people
14 are in a safe environment. That is
15 something that we really value. And we
16 will talk about some point, making sure
17 that you are ready to operate. It is
18 something that is extremely important for
19 us an organization.

20 Two, providing opportunities for
21 youth to explore their interests and
22 creativity.

23 The third one is, building skills
24 that support academic achievements and
25 raise participant expectations and

1 Proceedings

2 confidence. The great thing about after
3 school is that it shows them things that
4 they sometimes don't get during the school
5 day. So we really want CBOs to give them
6 that opportunity.

7 Four, cultivate youth leadership
8 and community engagement. We are all one
9 large community; we are part of a global
10 community. So it is important that
11 programs really try to foster that.

12 And the last one, engage parents
13 and caretakers to support the other goals.
14 It is important that you all work together
15 in a very holistic approach to how we
16 support the young people and their
17 families.

18 Program expectations. So we are
19 asking that providers have about
20 three years of successful experience
21 within the last five years, providing
22 comprehensive after school services.

23 Our program approach, we want to
24 be asset based and focusing on positive
25 youth leadership development, social and

1 Proceedings

2 emotional learning, and youth leadership
3 in general. And lastly, you want to make
4 sure you focus on circles of support and
5 family engagement. Again, you do want to
6 make sure that you have a very holistic,
7 comprehensive approach to serving young
8 people.

9 A modified aspect that we are
10 adding in is community partnerships. So
11 the agency is going through an integration
12 effort and it is important that we serve
13 communities not just within the
14 organization but throughout and access the
15 network that's among us. So as part of
16 this RFP we are asking for a minimum of
17 three partnerships with an external
18 organization and it cannot be within a
19 unit or division of your organization. We
20 are asking that you figure out ways to
21 supplement and capitalize for the benefit
22 of the participants.

23 So program design, expectations.
24 We are asking that you target, again, K
25 through 5 for elementary. It is the

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2 expectation that you service all kids. So
3 if the school serves K through 5 students,
4 it is the expectation that you serve all
5 of them. You can't select one grade or
6 the other. That is likewise for the
7 middle school program. It is the
8 expectation that you serve 6 through 8.
9 You can't pick one grade.

10 Additionally, we want to make sure
11 that you serve all kids. We are a public
12 service, it is public funding, we want to
13 make sure that all kids have access to the
14 programing. So you want to make sure that
15 English language learners have access,
16 people with special needs, children in
17 foster care and homeless services, and
18 those who identify as lesbian, gay,
19 bisexual, transgender, queer, and
20 questioning. So please make sure that
21 when you look at your approach, you look
22 at your school population. If these
23 students are in your school, that you
24 really are making sure that your program
25 is inclusive for all of these students.

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Another part that's really important to us and I mentioned it earlier about safety, but it is readiness to begin operations. It is the expectation that if you're awarded a contract that you, as an organization, will be ready to provide summer and school year programming for your site. Again, this is year-round programming and it is important that you are ready to start at the start date, which will be communicated post award, and that you have cleared staff. So that means that you have recruited, trained, and cleared your staff to begin operations at the given start date.

I'll briefly go into more about the requirements for this RFP. So often you'll hear us talk about a model, the elementary model or the middle school model. And so briefly I'll go through the elementary model and the required hours, as well as the proponents of the model.

It is the expectation that programs operate Monday through Friday,

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2 three hours per day directly after school
3 dismissal. Programs are expected to
4 operate 540 hours during the school year.
5 That's 15 hours a week, 36 weeks
6 throughout the year. 130 hours with
7 school holidays. It is the expectation
8 that you do 13 holidays, and that should
9 be part of your proposal. And 350 hours
10 during the summer. That is 7 weeks of
11 programing, 10 hours a day. So ultimately
12 your program should be operating for
13 1,020 hours throughout the entire year.

14 Requirements regarding the weekly
15 schedule and this is applicable to both
16 school year and summer, programs are
17 expected to provide academic support or
18 homework help. Two hours a week of
19 enrichment, that could be STEM or
20 literacy, but it is the expectation that
21 you choose one and you stay consistent
22 with it for at least one semester at a
23 time. Additionally, 90 minutes of
24 physical activity per participant. We
25 want to make sure that all kids move and

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2 are active. And you want to make sure
3 that you again target kids who are between
4 the age of K through 5. So your proposal
5 should reflect all of these components in
6 your submission.

7 To expand, again, as I mentioned,
8 you want to make sure that you offer
9 academic support; enrichment; physical
10 activity; arts-focused enrichment
11 activities, arts are really important and
12 we want to make sure that your kids are
13 exposed to it; leadership activities where
14 possible; and healthy living, these are
15 optional. As I mentioned previously,
16 enrichment, physical activity, and
17 academic support are requirements.

18 For middle school the expectation
19 is that programs operate Monday through
20 Friday, 15 hours a week. Of the 15 hours,
21 9 hours must be structures hours, as all
22 programs are expected to operate at least
23 1.5 hours per weekday. We want sure
24 there's an opportunity for a young person
25 to gain access to an after school program,

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2 even if it's for an hour and a half a day.
3 Additionally, programs are instructed to
4 have a minimum of 324 structured hours.
5 That's over 36 weeks, 324 at minimum. The
6 remaining hours, you are free to choose
7 how they'll be used. Lastly, this is a
8 year-round program and so the expectation
9 is that programs operate 108 hours over
10 the summer, over a minimum of four weeks.
11 So in total the middle school initiative
12 is expected to have 648 hours throughout
13 the entire year. Components of this model
14 include two hours of structures literacy
15 or STEM. And leadership development,
16 academic support, and physical or healthy
17 living activities. So I'm going to repeat
18 that one more time. That is two hours of
19 literacy or STEM, which we also refer to
20 as enrichment, structured leadership
21 development, structured academic support,
22 and physical or healthy living activities.
23 The summer schedule should reflect the
24 same.

25 And I'm going to repeat again the

1 Proceedings

2 required content areas that are expected
3 in your proposal. And that is: Academic
4 support, enrichment, physical
5 activity/healthy living, as well as
6 leadership development.

7 Staffing is something that we also
8 think is really important. And, as I
9 mentioned, it is the expectation that
10 programs are ready to operate at the given
11 start time. So our programs should have a
12 program director. The program director
13 should have at least a relevant bachelor's
14 degree, a minimum of three years of
15 supervisory experience, and responsible
16 for program operation and supervision.
17 There is an extremely important role.
18 They are vital to the success of a program
19 and it is important that these staff
20 members have these qualifications.

21 In addition, it is really
22 important, Michelle alluded to it earlier,
23 about the education specialist. The
24 education specialist really focuses on
25 onsite observation, evaluates activities

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1
2 weekly while providing feedback to the
3 staff, reviews lesson plans and ensures
4 activities are designed with learning
5 goals or skills gained. They adapt
6 curriculum to make sure they fit the
7 program and the school needs. So this is
8 a really important role that should be
9 meeting with the school staff to make sure
10 that the after school and school needs of
11 the school day is actually very much
12 aligned. I think when you have a good
13 education specialist, it also helps foster
14 a strong partnership with the school.

15 Additionally, activity specialists
16 are really important. Activity
17 specialists are like the experts on
18 certain topic areas. And you want to make
19 sure that they lead programs activities in
20 areas that they really have a specific
21 expertise and experience. You want to
22 make sure that the activity specialists
23 are really focused on areas around STEM,
24 literacy, art, dance, and organized
25 sports. You want to make sure that the

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2 activity specialists for your site really
3 know how to lead a film program or are
4 really good at basketball. We do not want
5 a person who is your best friend running
6 the basketball program, the kids will not
7 stay. So you really want to get experts
8 in the area to make sure that you retain
9 -- you recruit them well and retain them.

10 Lastly, group leaders. Group
11 leaders are a great opportunity for the
12 young people to learn more about
13 supervising and leading a group of program
14 participants and creating and implementing
15 activities. All right?

16 So I want to additionally focus on
17 the size of the program. It is the
18 expectation if you have a program with 90
19 or more participants, that the program
20 director must be full time. And they must
21 operate at least 35 hours a week. The
22 position of the education specialist may
23 be part time on the condition that he or
24 she provides at least 9 hours of support
25 per week to the program for a maximum of

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2 three programs. I also want to reiterate
3 that the education specialist is required
4 for both elementary and middle school
5 programs, for all programs despite the
6 size of the program.

7 Regarding programs that are fewer
8 than 90 participants, the program director
9 may be part time, which means they may
10 work less than 35 hours a week. He or she
11 must be present during all program
12 operation and must work for a minimum of
13 five days a week. Lastly, which is also
14 very important, the program director
15 cannot be a education specialist. So
16 whether they are full time or part time,
17 the program director cannot be an
18 education specialist. All right?

19 Performance targets, this is
20 really important. So we are a performance
21 based contract. That means that it is the
22 expectation that all programs meet
23 enrollment and ROP. So if you are granted
24 slots for 100 at a site and you enrolled
25 at 90, that means you did not meet your

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2 contract expectations. And I just want to
3 make sure that's clear. The programs are
4 expected for elementary to achieve a
5 minimum ROP of 80 percent and for middle
6 school programs it is 75 percent of the
7 structured hours. So I just want to again
8 mention those are minimum requirements, we
9 always encourage programs to go above
10 that. And if you're awarded, we'll go
11 more depth into that. But it is the
12 expectation of the programs that they meet
13 these minimum requirements. They should
14 be fully enrolled and meeting these
15 benchmarks.

16 Let me just go through the
17 addendum items. There are certain items
18 that will be added into the RFP. I will
19 go through them. So there is an
20 elementary program that is currently not
21 listed in the solicitation and that is
22 P.S. 91K in Brooklyn. And that will be
23 added on. We will also be including the
24 required program components to reflect the
25 summer schedule, and that includes the two

1 Proceedings

2 hours of STEM or literacy, academic
3 support, and 90 minutes of physical
4 activity per participant.

5 Additionally, for the middle
6 school RFP we will be removing the School
7 of Human Rights, adding language regarding
8 offsite activities, adding the word
9 structured to language for summer required
10 activities, and lastly expanding upon the
11 fact that programs must operate for a
12 minimum of 15 hours a week of which at
13 least 9 hours are structured and they
14 offer program for at least 1.5 hours a
15 day.

16 At this point I'll turn it back
17 over to Zenaida so she can go over post
18 award requirements.

19 MS. WHITE: Thank you, Nevita.

20 Okay. So we just have a few more
21 items to review before we get to the
22 question/answer segment and you all look
23 so excited. But all right, here we go.

24 Once the proposals are reviewed
25 and scored and contracts are awarded we

1 Proceedings

2 want to make sure that you are aware of
3 the following: Public assistance hiring
4 commitment rider. So the public
5 assistance hiring commitment is an
6 initiative administered by the Human
7 Resources Administration through its
8 business link program the FAQ regarding
9 this requirement has been provided to you
10 at the sign in table.

11 Did everyone get a copy?

12 (No verbal response given.)

13 MS. WHITE: Okay. Thank you.

14 Notice for proposer subcontractor
15 compliance. Please be advised there is a
16 requirement to utilize the payee
17 information portal to identify all
18 subcontractors and to enter all
19 subcontractor information and other
20 related information during the contract
21 term.

22 Responsibility determination. How
23 many of you are familiar with that term?

24 (Hands raised.)

25 MS. WHITE: Okay. Just a couple.

1 Proceedings

2 Okay.

3 Please be advised that it is a
4 requirement for all contractors to be
5 determined responsible in the post award
6 phase. Therefore, please make sure that
7 your New York State charity filings are
8 current and ensure that any outstanding
9 liens or adverse information has been
10 resolved. Unresolved issues often cause
11 significant delays in the post award
12 process. So please make sure that you
13 adhere to addressing these items.

14 New York City liability insurance
15 requirement. Commercial general
16 liability; motor vehicle liability, if
17 applicable, workers' compensation. An
18 original certificate of insurance naming
19 the City of New York, together with its
20 officials and employees, as an additional
21 insured. DYCD will not be able to proceed
22 with processing an awarded contract until
23 it has obtained proof of the necessary
24 insurance coverage.

25 MWBE participation. DYCD

1 Proceedings

2 encourages MWBE participation and
3 recommends the utilization of certified
4 MWBEs.

5 And finally I hope you're all
6 happy to hear that the transcript,
7 presentation, and attendance rosters will
8 be posted to our DYCD website for viewing.

9 (Applause.)

10 MS. WHITE: Oh, we got some
11 applause. That's great.

12 Now we get to the fun part of this
13 conference where you get to ask questions,
14 where you get to address any items that
15 you need clarification with, and our panel
16 is here, they are ready for anything that
17 you would like to present.

18 Before you come up and ask your
19 questions, I just want to ask you when you
20 come to the microphone please make sure
21 that you state your name and organization.
22 If you sit back down and say, hey, wait, I
23 got another question, every time you come
24 to the microphone please state your name
25 and your organization. It is most helpful

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if you site the RFP you're speaking about and where in the RFP, whatever page if at all possible, it helps to get an expedited answer.

Okay. So I'm going to turn this microphone this way, if you want to form a line here for any questions. Oh, and please let me caution you, any questions you have, they should all pertain to one or both of these RFPs. Thank you.

MS. DEGNEMARK: Hi, Simmi Degnemark, Serious Fun After School.

My question is regarding the school partnerships. If you have a school partner that allows students from neighboring community schools, is that something that the SONYC program would allow?

MS. CALDRON: Absolutely.

MS. DEGNEMARK: Thank you.

MS. FOX: Sue Fox, Shorefront YM-YWHA of Manhattan Beach.

My question has do with the start of a contract and a requirement mentioned

1 Proceedings

2 that says you have to have everybody ready
3 to start on July 1st with summer
4 programming being trained -- et cetera --
5 and hired. Will there be funding
6 permitted to cover the hours worked prior
7 to the start date of the contract?

8 MS. CALDRON: Nothing before
9 July 1st can be expensed to these
10 contracts.

11 MS. FOX: Okay. So understanding
12 that it is not permissible for an
13 organization to be having staff not
14 compensated for hours that are considered
15 work.

16 MS. CALDRON: Yeah. We understand
17 that but we are bound by the contract
18 terms and so anything prior to that,
19 again, can't be expensed to this contract.

20 MS. FOX: Thank you.

21 MR. AUSBURY: Hi, everybody. I'm
22 Steve Ausbury from Brooklyn College
23 Community Partnership.

24 I have two questions. One is, the
25 summer camp is required for SONYC middle

1 Proceedings

2 school?

3 MS. CALDRON: Yes. For this
4 contract it is required.

5 MR. AUSBURY: Great.

6 Okay. Then the second question,
7 what if the school -- we called a couple
8 of schools on the list that had SONYC or
9 DYCD SCO Family Dynamic programs. Can
10 they take on another SONYC program?

11 MS. CALDRON: So the principal of
12 the school can sign school partnership
13 agreements with any CBO that's interested
14 in providing services at their school.
15 And then a winner will be awarded a new
16 contract for that particular school
17 through this RFP.

18 MS. AUSBURY: Right. But if they
19 already have a SONYC program are they --

20 MS. CALDRON: It's only the
21 schools on the list. So all the schools
22 on the list have existing programs
23 currently.

24 MR. AUSBURY: Oh, they do?

25 MS. CALDRON: Yes, yes.

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2 MR. AUSBURY: So it's okay to
3 apply even if they have an existing
4 program?

5 MS. CALDRON: Absolutely. It's
6 now the end of the existing contracts.
7 Which these are going to be renewed or
8 take place at those sites.

9 MR. AUSBURY: I see. Contracts
10 are ending at those sites.

11 MS. CALDRON: Ending, exactly.

12 MR. AUSBURY: Got it. Thank you
13 so much.

14 MS. SUNG: I'm Nellie Sung from
15 Westhab.

16 I had a question about the
17 PowerPoint that was up. There was bullet
18 on there that said that there needs to be
19 a minimum of three partnerships. What
20 does that mean? We have --

21 MS. CALDRON: So community
22 partnerships. So there is an expectation
23 or a requirement that you acquire three
24 community partnerships. They could be
25 from libraries, additional service

1 Proceedings

2 providers to add and enhance to the
3 program services that you provide.

4 MS. SUNG: Oh, to help with the
5 program's implementation just to make sure
6 that it's more well rounded or --

7 MS. CALDRON: Yes, well rounded.
8 You are -- the awardee of the contract is
9 expected to perform the major services but
10 these are complimentary services that are
11 provided through community partnerships.

12 MS. SUNG: Thank you.

13 MS. GELADZE: Hi, everybody. Rita
14 Geladze, New York Center for Interpersonal
15 Development, NYCID for short.

16 I think Michelle Rosa will be able
17 to answer this question, hopefully, for
18 us. It's been an ongoing issue for us
19 this year. A lot of the principals call
20 in the nurse to operate during after
21 school hours and the Department of Health
22 does not let us use them unless we clear
23 the nurses. It's been a huge battle. The
24 nurses don't want to do it. My concern is
25 special need children. Some kids need

1 Proceedings

2 ADHD medications to be taken during the
3 day. Kids with diabetes need help. And
4 we are talking to lawyers, they are trying
5 to figure out. No one has given us a
6 straight answer but we want to make sure
7 we comply with ADA. The nurses are there
8 for those kids specifically and we can't
9 touch them. Our Department of Health
10 certification just covers the basics so if
11 there's an answer for that, if you guys
12 can help us look into that because it is
13 really a source of resources when you have
14 a nurse on site.

15 MS. ROSA: When you say "cleared,"
16 what exactly is that? Cleared to be in
17 the building? Because once a child has a
18 504 recommendation the nurse is required
19 to serve them for that particular time
20 period. But it has to be cleared in the
21 504 accommodation for that particular
22 student during that time period that they
23 are in the after school program.

24 MS. GELADZE: So in other words, I
25 want to make sure I get it right, the

1 Proceedings

2 school should be able to put in their 504
3 that the nurse can see them?

4 MS. ROSA: No. Parents have to
5 request what's called a 504 accommodation.
6 There is a coordinator in the school
7 that's in charge of completing the 504 in
8 coordination with the parent. That
9 gets -- once it's approved, that needs to
10 include the hours of services for after
11 school.

12 MS. GELADZE: Okay.

13 MS. ROSA: But if you have a
14 particular situation I would say contact
15 your program manager and let them know.
16 Like if it is a particular case, let your
17 DYCD program manager know and we will be
18 in communication.

19 MS. GELADZE: The suggestion they
20 gave us was have the kids sign out and
21 sign in when they see the nurse which is a
22 little crazy.

23 MS. ROSA: That sounds like a very
24 particular situation so I just want to
25 make sure that we address it as needed and

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2 right now is not the time. Speak to your
3 DYCD program manager for that and we will
4 work with whoever needs to be involved.

5 MS. GELADZE: Okay. And my second
6 question, just to be clear, this seemed
7 like news to me. Two hours of literacy or
8 STEM for SONYC, it is not two hours of
9 STEM and two hours of leadership? It is
10 literacy or STEM and then two hours of
11 physical activity or leadership or -- the
12 way it was worded -- because from what I
13 know it is two hours of STEM, two hours of
14 leadership, and then whatever --

15 MS. CALDRON: You're talking about
16 SONYC or --

17 MS. GELADZE: SONYC.

18 MS. CALDRON: Okay. It is two
19 hours of literacy or STEM. The physical
20 education requirement is for the
21 elementary program.

22 And two hours of leadership.

23 MS. GELADZE: So the leadership is
24 nonnegotiable, but it is STEM or literacy
25 per week?

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2 MS. CALDRON: Per week, correct.

3 MS. GELADZE: So it doesn't have
4 to be just STEM. So you can have an hour
5 of structured STEM, an hour of structured
6 literacy, two hours of leadership, you
7 know what I'm saying?

8 MS. CALDRON: You can go --
9 two hours total of either literacy or STEM
10 and then leadership.

11 MS. GELADZE: Thank you so much
12 for all your help. Thank you.

13 MR. RATNER: Hi. Bret Ratner from
14 Good Shepherd Services.

15 Two quick questions. One is we
16 have at least two contracts that I know
17 of, it is a K to 8 school. So it is K to
18 5 COMPASS contract, 6 to 8 SONYC contract.
19 Is any weight given to one CBO getting
20 both contracts or --

21 MS. CALDRON: No. It is open
22 competition.

23 MR. RATNER: That's what I
24 thought.

25 And then my second question is

1 Proceedings

2 both for the COMPASS and the SONYC RFPs,
3 it says the program director has to have a
4 relevant bachelor's degree. I know we
5 have a couple programs where the program
6 director is already there and is working
7 towards a bachelor's degree but does not
8 have it yet. Will waivers be given as
9 long as they are working towards it? Is
10 that a possibility or if they don't have
11 it by then, they are done?

12 MS. CALDRON: The current practice
13 in place is giving waivers to folks who
14 are acquiring or in the process to getting
15 their bachelor's. If anything changes by
16 the time the awards are announced, we will
17 let you know. There will be follow-up
18 meetings to discuss any changes in
19 requirements as far as that goes.

20 MR. RATNER: Cool. Thank you.

21 MR. CONNELLY: Hello. Davis
22 Connelly, Roads to Success.

23 My question is about the education
24 specialist and I understand -- I believe,
25 9 hours is to spent per week per site for

1 Proceedings

2 the ed specialist and that -- is that any
3 different whether they are part time or
4 full time?

5 MS. CALDRON: No. It is a 9 hour
6 requirement per site and a maximum of 3
7 sites that they can supervise or provide
8 services to.

9 MR. CONNELLY: Despite how many
10 hours?

11 MS. CALDRON: Right.

12 UNKNOWN SPEAKER: Is that onsite
13 those 9 hours?

14 MS. CALDRON: Yes, onsite.

15 MR. GREEN: Hello, everyone. My
16 name is Dr. Green. I'm from the Institute
17 for Hands-on Science, Engineering, and
18 Technology. I think I have two or three
19 questions. With respect to being
20 qualified to work with students they have
21 to be passed by the DOE fingerprints and
22 all that?

23 Okay. We have drivers because we
24 like to take kids to different place --
25 planetarium -- the drivers will be with

1 Proceedings

2 one of us who are certified and cleared by
3 the DOE. Does the driver have to be DOE
4 fingerprint and everything?

5 MS. CALDRON: These are your own
6 staff who are drivers?

7 MR. GREEN: No. We are going to
8 hire people.

9 MS. CALDRON: You hire drivers?

10 MR. GREEN: Yes. They have their
11 vans we just give them a contract to -- we
12 travel with them.

13 MS. CALDRON: So this a
14 sub-contractor or vendor --

15 MR. GREEN: A friend.

16 MS. CALDRON: They don't have to
17 be cleared, no. They should not be alone
18 with children.

19 MR. GREEN: With respect to the
20 experience, we have physicist and chemist
21 and engineer and all of that with years of
22 experience running programs but the
23 organization itself does not have the
24 three years qualification. Is there an
25 (inaudible) with respect to getting a

1 Proceedings

2 contract?

3 MS. CALDRON: No. You have to
4 meet the minimum requirements.

5 MR. GREEN: We have to have the
6 three years?

7 MS. CALDRON: Yes.

8 MR. GREEN: So if we are linked
9 with people who have that three years but
10 they are HHS certified --

11 MR. FRENZEL-BERRA: You can still
12 submit a proposal to be read but if you
13 don't have the experience we ask for, that
14 are will affect your score. But proposers
15 can make the case for related experience
16 and so on. But I think we are very clear
17 on how many years of relevant experience
18 and successful experience we are looking
19 for. So it is up to you, you have to make
20 the decision whether you go ahead and
21 submit a proposal or not.

22 MR. GREEN: We have the partners
23 who have multiple years but they are not
24 HHS certified.

25 MS. CANTELM: The HHS

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certification doesn't have anything to do with the three-year requirement that we are talking about in the RFP. You have to demonstrate in your proposal narrative that you have the experience that we outlining in the RFP. HHS pre-qualification doesn't have anything to do with this.

MR. GREEN: We are working with a partner -- three or four of them and they have that qualification. But I under my organization who is submitting doesn't have the three years experience.

MS. CANTELM: If you don't have the three years experience then most likely your score will not be as high as someone that does have the experience.

MR. GREEN: So you'll give maybe a few points -- for example, I get 80 on the rest and maybe 10, that's good enough.

MS. CANTELM: Can't say at this point.

MR. GREEN: Okay. Thanks.

MS. DONOVAN: Hello. Megan from

1 Proceedings

2 the Chinese American Planning Council.

3 So you said that all the schools
4 on the list right now are currently
5 partnered with a CBO. Is there going to
6 be a new RFP for new schools that don't
7 already have --

8 MS. CALDRON: Not that I'm aware
9 of at this moment, no.

10 MS. DONOVAN: Okay. Thank you.

11 MS. RICE: Good afternoon. My
12 name is Dina Rice. I'm from the Arts at
13 Henson-Parks, Jamaica, New York.

14 My question relates to page 2, the
15 very last line. I think this one is the
16 COMPASS RFP on -- the line states, all
17 contract payments will be based on a
18 line-item reimbursement. I just wanted to
19 maybe get some clarification on that. Is
20 that regarding having to submit everything
21 through (inaudible) including salaries?
22 How often does that happen? Is there any
23 pre-amount that's given, you know, after
24 July 1st but prior to your first
25 submission?

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2 MS. CALDRON: We have someone from
3 fiscal who can answer that for you.

4 MS. ERENBURG: Hi. Inessa
5 Erenburg, DYCD fiscal.

6 Once you're awarded you will
7 required to submit a budget for every
8 fiscal year and based on the information
9 in the budget you will be able to submit
10 invoices through the HHS Accelerator
11 System. You typically submit those
12 monthly and you get reimbursed based on
13 the line items that you indicated on your
14 budget.

15 And once your contract is
16 registered you will get a three-month
17 (inaudible) that you'll need to respond
18 through the HHS System.

19 MS. RICE: Okay. And like
20 (inaudible) reimbursement, if you needed
21 to make a change to your budget --

22 MS. ERENBURG: You would submit a
23 budget modification in the HHS system.

24 MS. RICE: I just have one last
25 question. Are there minimum or maximum

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2 numbers of participants that an
3 organization can bid for?

4 MS. CALDRON: No. But we expect
5 that you propose for the number that's a
6 good fit for the school and meets the
7 needs of the school, taking into consider
8 any additional programs they may have and
9 also the agency's capacity to facilitate
10 programming and services for the number
11 that you propose is what's most important.

12 MS. RICE: Okay. For example, for
13 a middle school it says in the RFP -- I
14 think it says for the elementary as well
15 -- you have to have the same number of
16 participants during the school year as the
17 summer.

18 MS. CALDRON: Yes.

19 MS. RICE: Whereas, especially
20 older kids may not go to summer camp. Do
21 you work with the school to get community
22 kids? How does that work? And what
23 happens if you don't meet that number?

24 MS. CALDRON: We expect you to do
25 the outreach that's necessary to meet the

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2 numbers but first really thinking about
3 those issues and challenges before you
4 propose an amount. But, you know, you
5 need to take all those things into
6 consider before you propose.

7 MS. RISE: I'm sorry. I lied. I
8 have one more question.

9 If you - obviously knowing all of
10 this you want to bid low, right, you don't
11 want to over bid and over promise the
12 number of participants you can serve. I'm
13 saying bid low -- I see you making a
14 gesture. What I'm saying is maybe you
15 want to serve a 100 people but you bid 75
16 because you don't know if can get 100
17 certainly during the summer. But what if
18 you -- you end up having a 150 kids that
19 want to now participate. Can you adjust
20 -- how does that work?

21 MS. CALDRON: We don't adjust the
22 contract amounts. You know, occasionally,
23 you know, if there's money available, a
24 contract is withdrawn or something, we'll
25 look to providers to see if they want to

1 Proceedings

2 expand their program. But I wouldn't
3 count on it. It's not a certainty. But
4 it does happen.

5 MS. RICE: Thank you.

6 MS. FOX: Hi. I'm Susan Fox. I'm
7 the executive director of the Shorefront
8 YM-YWHA.

9 My question has to do with
10 enrollment numbers and DYCD expectations
11 of service. So as a current provider we
12 actually were somewhat criticized for not
13 over-enrolling children into programs
14 because we didn't have the additional
15 funding to add more of those services
16 although we have a huge waiting list for
17 the program.

18 Will that be a continuing policy
19 of expectation of organizations providing
20 their own dollars to be over-enrolling
21 children to be able to be seen as
22 providing -- completing all the
23 deliverables within a contract?

24 MS. CALDRON: So you're principal
25 would like you to serve more children?

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2 MS. FOX: No. The principal would
3 like us to serve as many children. This
4 has nothing to do with the principal. It
5 has all to do with the DYCD evaluation
6 system. And when DYCD evaluators have
7 come out we have been critiqued negatively
8 for not over-enrolling. Our numbers are
9 we have 150 elementary, we have a waiting
10 list of 200 kids that would love to be in
11 the program. We've been told if you were
12 to over-enroll you'd be able to prove that
13 you have that need. Without providing
14 those additional numbers we have been
15 criticized.

16 MS. BAILEY: Are you referring to
17 requesting additional slots at your
18 program or your saying your actual
19 evaluation?

20 MS. FOX: You know, I'm trying to
21 keep my questions only for the RFP right
22 now.

23 My current contract we would love
24 to have had additional slots. But even
25 without those additional slots upon our

1 Proceedings

2 announced and unannounced visits, we were
3 told -- we were critiqued and told, you
4 are not rating as high because you didn't
5 over-enroll. So I'm asking if this
6 expectation will be continuing into the
7 next --

8 MS. CALDRON: Yeah. That is not
9 the expectation that you have to
10 over-enroll.

11 And I'll look into that and we
12 will make a -- once award are made we will
13 make a statement about over-enrollment,
14 specifically about our practices and how
15 we monitor. But if you are over-enrolled
16 and there's opportunities for expansion at
17 sites, we make that happen.

18 MS. BAILEY: Also, typically
19 over-enrollment is about helping that --
20 if you have a kid that's out for a month
21 or traveling somewhere and you want to
22 make sure that there kids available to be
23 able to fill in that slot. That's the
24 thought of over-enrollment. It is really
25 about making sure that the slots are

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2 always utilized. Ratings are not affected
3 by over-enrollment so I definitely think
4 that's a follow-up conversation.

5 MS. FOX: We will have a follow-up
6 conversation. That's fine. My only
7 question had to do with our understanding
8 of the current experience that we had and
9 expectations for future contracts. Thank
10 you.

11 MR. STONE: Hi. Michael Stone,
12 Salvation Army.

13 Regarding the number of
14 participants that we propose to serve, is
15 there data available on -- at each
16 location what that current providers are
17 -- how many slots they have?

18 MS. CALDRON: There's no data that
19 we will be providing for that. But,
20 again, I encourage you to have thorough
21 conversation with the schools about needs,
22 about existing services, where the gaps
23 are and where you can fulfil those with
24 this program to make the best case for
25 what's needed at that particular school in

1 Proceedings

2 terms of slots.

3 MR. STONE: Great. Thank you.

4 MS. ROSA: Also, on the DOE
5 website you'll find the enrollment numbers
6 for each site so you'll be able to also
7 look at that to make an estimate. But
8 definitely speak to your school
9 administer. Total school enrollment can
10 be found on the website. But also just
11 make sure if you're applying for a school
12 that has K to 8, that you ask the school
13 for the break down.

14 MS. GELADZE: Rita Geladze, NYCID.

15 I have a two-part question for
16 SONYC sits. Is summer camp mandatory to
17 provide for SONYC?

18 MS. CALDRON: Yes.

19 MS. GELADZE: So we're at the
20 point -- and this could be coming from the
21 point of complete ignorance -- we are
22 waiting for funds. I don't know if this
23 is a different type of contract. There's
24 no answer for us right now. Everyone is
25 at anxiety is there a little bit of

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2 something you guys can give us in terms of
3 hope maybe.

4 MS. CALDRON: We can't. That
5 doesn't pertain to this particular RFP and
6 so this contract that we are discussing,
7 this proposal, has summer funding in it.

8 MS. GELADZE: Will our status ever
9 change if we apply to something like this
10 or are you always going to depend on funds
11 because of the type of site we are or
12 something?

13 MS. CALDRON: That's a follow-up
14 question.

15 MS. GELADZE: Thank you. Thank
16 you.

17 MS. WHITE: If there are no more
18 questions I'd like to remind you that the
19 panel is no longer available to answer
20 your questions.

21 Anybody else? Are you coming up
22 for questions?

23 Oh, you are.

24 MS. DEGNEMARK: Simmi Degnemark,
25 Serious Fun After School.

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2 I want to clarify the enrollment
3 and the ROP. So if I have a contract for
4 100 people, I have to exactly 100. I
5 can't have 98. There's no percent on
6 there --

7 MS. CALDRON: You're meeting the
8 contract requirements if you are
9 contracted for 100 spots, you enroll 100
10 students. If it's elementary then we have
11 an expectation of a rate of participation
12 of 80 percent of that 100 enrolled
13 students.

14 MS. DEGNEMARK: In the middle
15 school I know it is 75 percent. If I have
16 100 kids and one drops out and I don't
17 refill that spot -- let's just say they
18 drop out in May and the program ends in
19 June, now I'm 99 kids --

20 MS. CALDRON: You can always
21 enroll.

22 MS. DEGNEMARK: Right. But I'm
23 saying if at one point in time I have 97
24 kids because someone dropped out but I
25 hadn't re-enrolled another person.

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2 There's a gap. I'm still going to be at
3 my 75 percent participation rate.

4 MS. CALDRON: Yes. But there's
5 room in there for that flexibility when
6 you don't have a full enrollment because
7 kids can drop out and --

8 MS. DEGNEMARK: Right. And you
9 can't magically appear a new child. So
10 there might be a point in time where you
11 only have 85 people. That's still going
12 to meet the participation rate but
13 there's --

14 MS. CALDRON: That's one of the
15 reasons that we allow you to over-enroll
16 if you --

17 MS. DEGNEMARK: But I can't afford
18 to over-enroll. It's \$3,700 a kid that I
19 don't have to pay for.

20 MS. CALDRON: You hardly ever have
21 100 percent attendance so that's the
22 thing, people are moving and dropping out,
23 so if you over-enroll it usually balances
24 out.

25 MS. DEGNEMARK: But if I'm under

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2 the 100 kids am I out of compliance?

3 MS. CALDRON: Yes. Until you meet
4 the enrollment that you're contracted for
5 you are. But if you over-enrolled, keep a
6 couple a kids over-enrolled usually you're
7 fine.

8 MS. DEGNEMARK: Thank you.

9 MS. FOX: I'm Sue Fox, Shorefront
10 YM-YWHA of Manhattan Beach.

11 I actually have a question about
12 the middle school unit rate per child. As
13 a current organization that's a provider
14 we have a contract for this current coming
15 fiscal year that we've already done our
16 budget for and our reimbursement rate at
17 this point is slightly higher than the
18 rate that's listed in the RFP and this is
19 a rate prior to the (inaudible)
20 considerations that have taken effect.

21 And in this coming year we have a
22 significant minimum wage increase that
23 will be impacting us on December 31st.

24 So I am wondering if there has
25 been change in the model of service that

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2 I'm not aware of that is reducing the
3 number of hours that need to be provided
4 which would compensate for that or if
5 there's some reason that the --

6 MS. CALDRON: The model hasn't
7 changed. The price per participant,
8 there's a finite amount of money for these
9 contracts and this is the current rate for
10 each participant. The existing contracts
11 are different and have a lot of different
12 variations and things like that. But this
13 is the actual price per participant for
14 this RFP.

15 MS. FOX: I understand. I just
16 wanted to be sure it was noted that
17 existing contracts --

18 MS. CALDRON: We know.

19 MS. FOX: -- have higher
20 reimbursement rates, which will make it
21 extraordinarily difficult especially at a
22 time when we are budgeting for a \$15 per
23 hour minimum wage.

24 MS. CALDRON: We understand.

25 MS. FOX: So thank you for taking

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2 it into consideration.

3 MR. AUSBURY: Hi. Steve Ausbury
4 from Brooklyn College Community
5 Partnerships. We are delivering a service
6 called the Brooklyn College Experience
7 where we invite elementary, middle, and
8 high school students to the college for
9 workshops and tours, et cetera.

10 We want to become a subcontractor
11 to anyone in the SONYC system. How do we
12 do that? We also run sites but we also
13 want to be a subcontractor. We feel like
14 we offer an important service.

15 MS. CANTELMINI: So there's a couple
16 of ways that you can become a
17 subcontractor. One, we do a have sign-in
18 sheet that we are going to post on our
19 website and one of questions that we ask
20 is whether or not anyone is interested in
21 being a subcontractor or interested in
22 having their information posted. So
23 you'll be able to see who wants to get
24 information on subcontractors.

25 The other thing too is that in HHS

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2 Accelerator you can see who is
3 pre-qualified to receive this RFP. And
4 then if you want you can reach out to
5 those there and see if they want and I
6 guess anyone in the audience here if they
7 have interest after the session they can
8 contact you.

9 MR. AUSBURY: Sounds good. Thank
10 you.

11 MR. CONNELLY: Davis Connelly,
12 Roads to Success.

13 I just wanted to clarify one more
14 time about the list of schools so I
15 understand. The list of schools are
16 schools who currently have COMPASS or
17 SONYC partners, that's correct?

18 MS. CALDRON: That's correct.

19 MR. CONNELLY: Are there schools
20 on the list because I'm familiar with some
21 of them -- I feel like maybe there are
22 schools on the list that have a SONYC
23 program but don't yet have a COMPASS
24 program. Could they have shown up on the
25 COMPASS list if they only have SONYC?

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2 MS. CALDRON: No, no. If they
3 have a COMPASS program, they are eligible
4 for a COMPASS program and vice versa.

5 MR. CONNELLY: Okay. If there's
6 any -- and I'm just asking this for -- I
7 know some principals who are brand new
8 this school year and they have questions
9 about this process, that we can help them
10 out with when possibly -- if there's a
11 school that has a SONYC program but has
12 not -- and their understanding is that the
13 expiration is this year but they are not
14 on this list, does that mean that they
15 will no longer be contracted with a SONYC
16 program?

17 MS. CALDRON: That's -- that can't
18 be. If there are a part of this RFP that
19 means they have an existing contract that
20 is going to expire and they are a part of
21 this RFP.

22 MR. CONNELLY: Okay. Who is it
23 best to refer principals to about -- if
24 they don't understand the contract, they
25 are new to the process?

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2 MS. ROSA: They can contact
3 afterschool@schools.NYC.gov.

4 And there was a webinar last
5 Friday for principals and we'll be sending
6 the recording to principals and
7 superintendents. And each of the
8 principals were emailed last Wednesday
9 about the RFP and including their
10 superintendents and field support centers
11 throughout the five boroughs.

12 MR. CONNELLY: So principals that
13 are on this list?

14 MS. ROSA: Principals,
15 superintendents, everybody was emailed.

16 MR. CONNELLY: But not principals
17 that are not part of this RFP?

18 MS. ROSA: If they are not part of
19 this RFP process, they were not included
20 in that communication.

21 MR. CONNELLY: Thank you.

22 MS. CALDRON: They are not
23 eligible for this RFP.

24 MR. CONNELLY: Get it.

25 MS. WHITE: So once again this

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2 concludes our question and answer segment.

3 Any additional questions please email them
4 by July 2nd to RFPquestions@DYCD.NYC.gov.

5 Also, all proposals and responses
6 to either of these two RFPs, must be
7 submitted in the HHS Accelerator System be
8 by July 10th, 2:00 p.m.

9 Any addenda issued for these RFPs
10 will issued through the HHS Accelerator
11 System. Please ensure that when you
12 pre-qualify that you have all the correct
13 information, especially your email address
14 so you can receive all notification.

15 This officially concludes our
16 pre-proposal conference. All the best to
17 you in your proposal submissions. Thank
18 you. Have a great day.

19 (Applause.)

20 (Time Noted: 3:12 p.m.)

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C E R T I F I C A T E

I, KRISTINA TRNKA, a shorthand reporter and
Notary Public within and for the State of New York,
do hereby certify:

I reported the proceedings in the
within-titled matter, and that the within transcript
is a true record of such proceedings.

IN WITNESS WHEREOF, I have hereunto set my
hand this 28th day of May, 2018.

Kristina Trnka

KRISTINA TRNKA

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