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

BEFORE:
ZENAIDA MARIE WHITE, DYCD Assistant Deputy Agency
Chief Contracting Officer

2 Lafayette Street
New York, New York

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TRANSCRIPT OF PROCEEDINGS

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

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

The New York City Department of Youth and Community Development, DYCD, invests in a network of community-based organizations and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish. Our vision, DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents
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and assets of communities to help them,
develop, grow, and thrive.

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

RFP timeline, please note that all
proposals for these RFPs are due
July 10, 2018, at 2:00 p.m. All proposals
must be submitted in the HHS Accelerator
System. Please note, DYCD will not be
accepting any hard copies of proposals.
In order to respond to these RFPs you must
be pre-qualified in the HHS Accelerator
System. Proposals submitted after July
10, 2018, will not be accepted.
Notifications of the award selection will
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also be done through the HHS Accelerator System. We anticipate that those award announcements will happen sometime in the late fall of 2018.

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

Anticipated total funding price per participant. For the COMPASS Elementary RFP, the full contract term total funding is $231,822,428; price per participant, $3,516. COMPASS Middle School RFP, full contract term total funding, $130,730,936; price per participant, $3,792.
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Proposal expectation and
instructions. Please ensure that when you
submit your proposal, that you submit the
following required documents: The
proposal; community partnerships; signed
school partnership agreement -- let my say
that again -- signed school partnership
agreement; organizational chart; job
descriptions and resumes, if available,
for key staff positions; budget; doing
business data form; summer activity
schedule; and school year activity
schedule.

The evaluation criteria. As
outlined in the RFP, all proposals
submitted will be evaluated based on the
following criteria: Organizational
experience, with a maximum of 20 points
allocated; program approach, with a
maximum of 10 points allocated; community
partnership, a maximum of 10 points
allocated; program design, a maximum of 30
points allocated; staffing, a maximum of
25 points allocated; and budget
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management, a maximum of 5 points allocated.

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

(Hands raised.)

MS. WHITE: Okay. Just a couple of hands not raised. I'm going to do a brief overview regarding HHS Accelerator.

Again, the only way we will be accepting proposals is through this system.

The HHS Accelerator system was lunched to simplify and improve the competitive contract process for health and human service providers. Agencies public all requests for proposal documents in the HHS Accelerator System.

Pre-qualified providers approved for relevant services are eligible to propose and can submit proposals after RFPs are released.

Providers must submit proposals through the HHS Accelerator System by the proposal due date and time, which again is
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July 10th at 2:00 p.m. If you have any questions about pre-qualifying or anything to do with the HHS Accelerator System, please email help@MOCS.NYC.gov.

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

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

I want to begin with our special guest from DOE Michelle Rosa. She is the director of interagency partnerships. We have Nevita Bailey from COMPASS, the director of operations. We have Tracy Caldron, the assistant commissioner of
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COMPASS. We have Robert Frenzel-Berra, director of research and program development, who will be on hand with his expertise for helping with the questions regarding these RFPs. And last but never least, our agency chief contracting officer Dana Cantelmi.

(Applause.)

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

MS. ROSA: Thank you.

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

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

Why the Office of Community Schools? This is our Office of Community
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Schools' mission and vision. The Office of Community Schools supports schools to work with community-based organizations to become places where children have the opportunities to learn, gain skills, create joy, and have experiences that ignite curiosity and allow children to discover their passions and talents. And what better place than an after school. We some pictures in the beginning that kind of reflect some of those experiences that students have the opportunity to have and a lot of them do happen after school.

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

Principals will need to sign off on school partnership agreements and proposals. If they are not signed, the
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proposal will not be reviewed. Principals have the option of signing multiple SPAs. So they can sign more than one SPA and that information has been given to the principals.

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

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

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

We've been trying to work very
closely in developing not just
partnerships within the schools but
helping superintendents and principals
understand the value and resources of --
the wealth of resources that CBOs bring,
especially when they are community
providing services to our youth. So this
is something that we work together on. We
hold meetings together. We go to
superintendent's meetings together. I see
Keith and Roseana here, we go to meetings
together to talk to principals sometimes
to discuss relationships and programming.
Sometimes principals understand very well
the academics part of the school, but
sometimes when it comes to after school
there are different rules and just
breaking that information down school to
some of the administers is something that
we are here to help with.

One of the things we ask
principals to do and we ask you to also
help support this is -- when visiting is
looking at -- identifying a liaison for
the school. This is a very busy time of
year for school -- there is testing going
on, there is graduation prep, looking
which students are going to be identified
for summer school. So we've asked
principals if they are not able to host
the meeting, to set up teams or liaisons
who can facilitate these meetings as well.
So it might look a little different in
each of the schools. But even after that,
if you currently have an after school
program in one of the schools or looking
to have an after school program in the
schools, one of the things that we ask
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principals to do is to meet with the CBOs on a regular basis. And whether they do it or they have a designee to do that, that could be an assistant principal or another trusted member of the administrative cabinet that could hold those meetings on a consistent basis.

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

And, like I said earlier, it's establishing those regular meetings. They are so important to, kind of, align
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communication, making sure your understanding what's going on during the school day, as well as what's happening after school.

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

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

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

Participant selection, sometimes it's a good idea to include the top three.
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This is when you're in the school and you're providing services, you kind of identify a program director that might work for the program. Is including them in the process of interviewing them. Maybe not the final selection but giving them the top three candidates to help them know that they are part of this process as well. Also, with the educational specialist, I know that the COMPASS and the SONYC team are going to talk about this later on, Burt's that a key person that could align communications about what's happening during the school day in terms of curriculum and aligning some of those into the after school program.

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

Programming. Setting the rules from the start. Start small build
gradually. You get to wrap up the program and I say take advantage of that. Don't do everything in day one. You might want to wrap up little by little for programming. Prepare your team. Whether it's a school team or a CBO team, make sure that everybody kind of knows each other -- maybe doing a mingle in the beginning of the school year to figure out what's going on, who's who. That would be great so that everybody can work together. And make adjustments. Sometimes you plan a program and even when you're writing your proposal and you get -- you hit the ground running and realize, you know what, this is not working. So tweaking as you go to ensure that programming runs smoothly.

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

MS. WHITE: Thank you, Michelle. Just before I introduce our next panelist I want to go back to the HHS Accelerator System. We actually have
someone here this afternoon from the Mayor's Office of Contract Services so I want to direct your attention to the back of room, Marceline Gibson is here. She can be on hand for you after the conference if you have any questions regarding pre-qualification or proposal submission in the HHS Accelerator System.

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

MS. BAILEY: Thank you, Zenaida.

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

How many of you are former COMPASS providers or are current COMPASS providers?

(Hands raised.)
MS. BAILEY: So you know a little bit about our system, right?

About four years ago we expanded our portfolio and we thought about our mission. And so in front of you right now is our mission statement that we created around 2014. And it is, the Comprehensive After School System of New York City helps young people build knowledge, skills, and self-confidence and nurtures their aspirations through a variety of high quality enrichment opportunities. In partnership with community-based organizations -- like yourselves -- through funding, capacity building, evaluation, and advocacy, COMPASS strives to enhance and expand a sustainable network of out-of-school time programs for youth, families, and communities. So we are in partnership together and as we move forward, if you're awarded, we work together to try to make sure that we deliver quality services to our young people throughout New York City.
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So the overview, is really about seeking qualified non-profit organizations to operate year-round programing. I want to repeat that, year-round programing for COMPASS elementary and middle school kids between the age K through 5 for elementary and 6 through 8 for the middle school program.

So for elementary programs we are seeking to promote positive youth development, encouraging youth leadership, fostering social and emotional skills, and supporting the expansion of knowledge and mastery of skills. For middle school programs we are encouraging youth to experience the joy of learning outside the classroom while fostering social, emotional, and cognitive skills, with activity options that allow for youth voice and choice. And it is important that you keep that in mind for middle school programs, when you think about your program design that you think about voice and choice and provide an array of options.
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for kids to be captivated so they stay in the program.

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

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

The third one is, building skills that support academic achievements and raise participant expectations and
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confidence. The great thing about after school is that it shows them things that they sometimes don't get during the school day. So we really want CBOs to give them that opportunity.

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

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

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

Our program approach, we want to be asset based and focusing on positive youth leadership development, social and
emotional learning, and youth leadership in general. And lastly, you want to make sure you focus on circles of support and family engagement. Again, you do want to make sure that you have a very holistic, comprehensive approach to serving young people.

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

So program design, expectations. We are asking that you target, again, K through 5 for elementary. It is the
expectation that you service all kids. So if the school serves K through 5 students, it is the expectation that you serve all of them. You can't select one grade or the other. That is likewise for the middle school program. It is the expectation that you serve 6 through 8. You can't pick one grade.

Additionally, we want to make sure that you serve all kids. We are a public service, it is public funding, we want to make sure that all kids have access to the programing. So you want to make sure that English language learners have access, people with special needs, children in foster care and homeless services, and those who identify as lesbian, gay, bisexual, transgender, queer, and questioning. So please make sure that when you look at your approach, you look at your school population. If these students are in your school, that you really are making sure that your program is inclusive for all of these students.
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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three hours per day directly after school
dismissal. Programs are expected to
operate 540 hours during the school year.
That's 15 hours a week, 36 weeks
throughout the year. 130 hours with
school holidays. It is the expectation
that you do 13 holidays, and that should
be part of your proposal. And 350 hours
during the summer. That is 7 weeks of
programing, 10 hours a day. So ultimately
your program should be operating for
1,020 hours throughout the entire year.

Requirements regarding the weekly
schedule and this is applicable to both
school year and summer, programs are
expected to provide academic support or
homework help. Two hours a week of
enrichment, that could be STEM or
literacy, but it is the expectation that
you choose one and you stay consistent
with it for at least one semester at a
time. Additionally, 90 minutes of
physical activity per participant. We
want to make sure that all kids move and
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are active. And you want to make sure that you again target kids who are between the age of K through 5. So your proposal should reflect all of these components in your submission.

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

For middle school the expectation is that programs operate Monday through Friday, 15 hours a week. Of the 15 hours, 9 hours must be structures hours, as all programs are expected to operate at least 1.5 hours per weekday. We want sure there's an opportunity for a young person to gain access to an after school program,
even if it's for an hour and a half a day. Additionally, programs are instructed to have a minimum of 324 structured hours. That's over 36 weeks, 324 at minimum. The remaining hours, you are free to choose how they'll be used. Lastly, this is a year-round program and so the expectation is that programs operate 108 hours over the summer, over a minimum of four weeks. So in total the middle school initiative is expected to have 648 hours throughout the entire year. Components of this model include two hours of structures literacy or STEM. And leadership development, academic support, and physical or healthy living activities. So I'm going to repeat that one more time. That is two hours of literacy or STEM, which we also refer to as enrichment, structured leadership development, structured academic support, and physical or healthy living activities. The summer schedule should reflect the same.

And I'm going to repeat again the
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required content areas that are expected in your proposal. And that is: Academic support, enrichment, physical activity/healthy living, as well as leadership development.

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

In addition, it is really important, Michelle alluded to it earlier, about the education specialist. The education specialist really focuses on onsite observation, evaluates activities
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weekly while providing feedback to the staff, reviews lesson plans and ensures activities are designed with learning goals or skills gained. They adapt curriculum to make sure they fit the program and the school needs. So this is a really important role that should be meeting with the school staff to make sure that the after school and school needs of the school day is actually very much aligned. I think when you have a good education specialist, it also helps foster a strong partnership with the school.

Additionally, activity specialists are really important. Activity specialists are like the experts on certain topic areas. And you want to make sure that they lead programs activities in areas that they really have a specific expertise and experience. You want to make sure that the activity specialists are really focused on areas around STEM, literacy, art, dance, and organized sports. You want to make sure that the
activity specialists for your site really
know how to lead a film program or are
really good at basketball. We do not want
a person who is your best friend running
the basketball program, the kids will not
stay. So you really want to get experts
in the area to make sure that you retain
-- you recruit them well and retain them.

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

So I want to additionally focus on
the size of the program. It is the
expectation if you have a program with 90
or more participants, that the program
director must be full time. And they must
operate at least 35 hours a week. The
position of the education specialist may
be part time on the condition that he or
she provides at least 9 hours of support
per week to the program for a maximum of
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three programs. I also want to reiterate that the education specialist is required for both elementary and middle school programs, for all programs despite the size of the program.

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

Performance targets, this is really important. So we are a performance based contract. That means that it is the expectation that all programs meet enrollment and ROP. So if you are granted slots for 100 at a site and you enrolled at 90, that means you did not meet your
contract expectations. And I just want to make sure that's clear. The programs are expected for elementary to achieve a minimum ROP of 80 percent and for middle school programs it is 75 percent of the structured hours. So I just want to again mention those are minimum requirements, we always encourage programs to go above that. And if you're awarded, we'll go more depth into that. But it is the expectation of the programs that they meet these minimum requirements. They should be fully enrolled and meeting these benchmarks.

Let me just go through the addendum items. There are certain items that will be added into the RFP. I will go through them. So there is an elementary program that is currently not listed in the solicitation and that is P.S. 91K in Brooklyn. And that will be added on. We will also be including the required program components to reflect the summer schedule, and that includes the two
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hours of STEM or literacy, academic support, and 90 minutes of physical activity per participant.

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

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

MS. WHITE: Thank you, Nevita.

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

Once the proposals are reviewed and scored and contracts are awarded we
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want to make sure that you are aware of
the following: Public assistance hiring
commitment rider. So the public
assistance hiring commitment is an
initiative administered by the Human
Resources Administration through its
business link program the FAQ regarding
this requirement has been provided to you
at the sign in table.

Did everyone get a copy?

(No verbal response given.)

MS. WHITE: Okay. Thank you.

Notice for proposer subcontractor
compliance. Please be advised there is a
requirement to utilize the payee
information portal to identify all
subcontractors and to enter all
subcontractor information and other
related information during the contract
term.

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

(Hands raised.)

MS. WHITE: Okay. Just a couple.
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Okay.

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

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

MWBE participation. DYCD
Proceedings encourages MWBE participation and recommends the utilization of certified MWBEs.

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

(Applause.)

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

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

Before you come up and ask your questions, I just want to ask you when you come to the microphone please make sure that you state your name and organization. If you sit back down and say, hey, wait, I got another question, every time you come to the microphone please state your name 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
that says you have to have everybody ready to start on July 1st with summer programming being trained -- et cetera -- and hired. Will there be funding permitted to cover the hours worked prior to the start date of the contract?

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

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

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

MS. FOX: Thank you.

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

I have two questions. One is, the summer camp is required for SONYC middle
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school?

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

MR. AUSBURY: Great.

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

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

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

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

MR. AUSBURY: Oh, they do?

MS. CALDRON: Yes, yes.
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MR. AUSBURY: So it's okay to apply even if they have an existing program?

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

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

MS. CALDRON: Ending, exactly.

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

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

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

MS. CALDRON: So community partnerships. So there is an expectation or a requirement that you acquire three community partnerships. They could be from libraries, additional service
proceedings providers to add and enhance to the program services that you provide.

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

MS. CALDRON: Yes, well rounded.

You are -- the awardee of the contract is expected to perform the major services but these are complimentary services that are provided through community partnerships.

MS. SUNG: Thank you.


I think Michelle Rosa will be able to answer this question, hopefully, for us. It's been an ongoing issue for us this year. A lot of the principals call in the nurse to operate during after school hours and the Department of Health does not let us use them unless we clear the nurses. It's been a huge battle. The nurses don't want to do it. My concern is special need children. Some kids need
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ADHD medications to be taken during the day. Kids with diabetes need help. And we are talking to lawyers, they are trying to figure out. No one has given us a straight answer but we want to make sure we comply with ADA. The nurses are there for those kids specifically and we can't touch them. Our Department of Health certification just covers the basics so if there's an answer for that, if you guys can help us look into that because it is really a source of resources when you have a nurse on site.

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

MS. GELADZE: So in other words, I want to make sure I get it right, the
school should be able to put in their 504 that the nurse can see them?

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

MS. GELADZE: Okay.

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

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

MS. ROSA: That sounds like a very particular situation so I just want to make sure that we address it as needed and
right now is not the time. Speak to your
DYCD program manager for that and we will
work with whoever needs to be involved.

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

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

MS. GELADZE: SONYC.

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

And two hours of leadership.

MS. GELADZE: So the leadership is
nonnegotiable, but it is STEM or literacy
per week?
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MS. CALDRON: Per week, correct.

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

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

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

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

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

MS. CALDRON: No. It is open
competition.

MR. RATNER: That's what I
thought.

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

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

MR. RATNER: Cool. Thank you.

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

My question is about the education specialist and I understand -- I believe, 9 hours is to spent per week per site for
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the ed specialist and that -- is that any
different whether they are part time or
full time?

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

MR. CONNELLY: Despite how many
hours?

MS. CALDRON: Right.

UNKNOWN SPEAKER: Is that onsite
those 9 hours?

MS. CALDRON: Yes, onsite.

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

Okay. We have drivers because we
like to take kids to different place --
planetarium -- the drivers will be with
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one of us who are certified and cleared by
the DOE. Does the driver have to be DOE
fingerprint and everything?

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

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

MS. CALDRON: You hire drivers?

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

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

MR. GREEN: A friend.

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

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

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

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

MS. CALDRON: Yes.

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

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

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

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

MR. GREEN: Okay. Thanks.

MS. DONOVAN: Hello. Megan from
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the Chinese American Planning Council.

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

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

MS. DONOVAN: Okay. Thank you.

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

My question relates to page 2, the very last line. I think this one is the COMPASS RFP on -- the line states, all contract payments will be based on a line-item reimbursement. I just wanted to maybe get some clarification on that. Is that regarding having to submit everything through (inaudible) including salaries? How often does that happen? Is there any pre-amount that's given, you know, after July 1st but prior to your first submission?
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MS. CALDRON: We have someone from fiscal who can answer that for you.

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

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

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

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

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

MS. RICE: I just have one last question. Are there minimum or maximum
numbers of participants that an
organization can bid for?

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

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

MS. CALDRON: Yes.

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

MS. CALDRON: We expect you to do
the outreach that's necessary to meet the
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numbers but first really thinking about
those issues and challenges before you
propose an amount. But, you know, you
need to take all those things into
consider before you propose.

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

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

MS. CALDRON: We don't adjust the contract amounts. You know, occasionally, you know, if there's money available, a contract is withdrawn or something, we'll look to providers to see if they want to
expand their program. But I wouldn't count on it. It's not a certainty. But it does happen.

MS. RICE: Thank you.

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

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

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

MS. CALDRON: So you're principal would like you to serve more children?
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MS. FOX: No. The principal would like us to serve as many children. This has nothing to do with the principal. It has all to do with the DYCD evaluation system. And when DYCD evaluators have come out we have been critiqued negatively for not over-enrolling. Our numbers are we have 150 elementary, we have a waiting list of 200 kids that would love to be in the program. We've been told if you were to over-enroll you'd be able to prove that you have that need. Without providing those additional numbers we have been criticized.

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

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

My current contract we would love to have had additional slots. But even without those additional slots upon our
announced and unannounced visits, we were told -- we were critiqued and told, you are not rating as high because you didn't over-enroll. So I'm asking if this expectation will be continuing into the next --

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

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

MS. BAILEY: Also, typically over-enrollment is about helping that -- if you have a kid that's out for a month or traveling somewhere and you want to make sure that there kids available to be able to fill in that slot. That's the thought of over-enrollment. It is really about making sure that the slots are
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always utilized. Ratings are not affected by over-enrollment so I definitely think that's a follow-up conversation.

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


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

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

MR. STONE: Great. Thank you.

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

MS. GELADZE: Rita Geladze, NYCID.

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

MS. CALDRON: Yes.

MS. GELADZE: So we're at the point -- and this could be coming from the point of complete ignorance -- we are waiting for funds. I don't know if this is a different type of contract. There's no answer for us right now. Everyone is at anxiety is there a little bit of
something you guys can give us in terms of hope maybe.

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

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

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

MS. GELADZE: Thank you. Thank you.

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

Anybody else? Are you coming up for questions?

Oh, you are.

MS. DEGNEMARK: Simmi Degnemark, Serious Fun After School.
I want to clarify the enrollment and the ROP. So if I have a contract for 100 people, I have to exactly 100. I can't have 98. There's no percent on there --

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

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

MS. CALDRON: You can always enroll.

MS. DEGNEMARK: Right. But I'm saying if at one point in time I have 97 kids because someone dropped out but I hadn't re-enrolled another person.
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There's a gap. I'm still going to be at my 75 percent participation rate.

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

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

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

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

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

MS. DEGNEMARK: But if I'm under
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the 100 kids am I out of compliance?

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

MS. DEGNEMARK: Thank you.

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

I actually have a question about
the middle school unit rate per child. As
a current organization that's a provider
we have a contract for this current coming
fiscal year that we've already done our
budget for and our reimbursement rate at
this point is slightly higher than the
rate that's listed in the RFP and this is
a rate prior to the (inaudible)
considerations that have taken effect.
And in this coming year we have a
significant minimum wage increase that
will be impacting us on December 31st.

So I am wondering if there has
been change in the model of service that
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I'm not aware of that is reducing the number of hours that need to be provided which would compensate for that or if there's some reason that the --

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

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

MS. CALDRON: We know.

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

MS. CALDRON: We understand.

MS. FOX: So thank you for taking
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it into consideration.

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

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

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

The other thing too is that in HHS
Accelerator you can see who is pre-qualified to receive this RFP. And then if you want you can reach out to those there and see if they want and I guess anyone in the audience here if they have interest after the session they can contact you.

MR. AUSBURY: Sounds good. Thank you.

MR. CONNELLY: Davis Connelly, Roads to Success.

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

MS. CALDRON: That's correct.

MR. CONNELLY: Are there schools on the list because I'm familiar with some of them -- I feel like maybe there are schools on the list that have a SONYC program but don't yet have a COMPASS program. Could they have shown up on the COMPASS list if they only have SONYC?
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MS. CALDRON: No, no. If they have a COMPASS program, they are eligible for a COMPASS program and vice versa.

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

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

MR. CONNELLY: Okay. Who is it best to refer principals to about -- if they don't understand the contract, they are new to the process?
MS. ROSA: They can contact afterschool@schools.NYC.gov.

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

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

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

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

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

MR. CONNELLY: Thank you.

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

MR. CONNELLY: Get it.

MS. WHITE: So once again this
Proceedings concludes our question and answer segment. Any additional questions please email them by July 2nd to RFPquestions@DYCD.NYC.gov.

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

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

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

(Applause.)

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

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.

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Kristina Trnka

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