

Compass Elementary Programs - Pins 26018I0006-7  
May 24, 2018

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NEW YORK CITY  
DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT  
COMPASS ELEMENTARY PROGRAMS PUBLIC SCHOOLS  
PIN NO. 26018I0006  
and  
SONYC PROGRAMS PUBLIC SCHOOLS  
PIN NO. 26018I0007

May 24, 2018  
2:09 p.m.

Transcribed by:

Nicole Ellis

PANEL MEMBERS:

MICHELLE ROSA - Department of Education

NEVITA BAILEY - Director of Operations

TRACY CALDRON - Assistant Commr. of COMPASS

ROBERT FRENZEL-BERRA - Director of Research &  
Program Development

DANA CANTELMY - Agency Chief Contracting Officer

ZENAIDA MARIE WHITE - Moderator  
Assistant Deputy ACCO

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SPEAKERS:

Kurt Eldridge - PTA P.S. 180

Saadia Lawton - ATLED

Lisa Sapichino - 87 After School

Crystal Constant - Coalition for Community Action

Andrea Jerves - HANAC Inc.

Mark Loyka - Glasswing International

Reavey - Global Kids

Rebecca Gurtsdi - Citizen Schools

Eric Grande - Principal P.S. 56

Elysa Fein-Cunningham - Queens Community House

Merna Davidowitz - JCC of GCI

Katrina Dennard - Morningside Center

Carrie Black - Chinese-American Planning Council

Marissa Munn - One To World

DJ Now - Dignity of Children

Rashida Ladner-Seward - Expanded Schools

Elizabeth Cuebas - Kips Bay Boys & Girls Club

Shanequa Moore - I'RAISE

Barbara Watkins-Samuels - Union Settlement

Mathieu - Glasswing International

Diamond St. Thomas - LEAP

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2 MS. WHITE: Good afternoon. We  
3 will now begin.

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

11 My name is Zenaida Marie White,  
12 I'm the Assistant Deputy Agency Chief  
13 Contracting Officer here at DYCD and we  
14 would like to begin by reviewing DYCD's  
15 mission and vision.

16 Our mission: The New York City  
17 Department of Youth and Community  
18 Development, DYCD, invests in a network of  
19 community-based organizations and programs  
20 to alleviate the effects of poverty and  
21 provide opportunities for New Yorkers and  
22 communities to flourish.

23 Our vision: DYCD strives to  
24 improve the quality of life of New Yorkers  
25 by collaborating with local organizations

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and investing in the talents and assets of communities to help them develop, grow and thrive.

Our agenda for this afternoon.

We are going to review the timeline.

Anticipated total funding and price per participant. Proposal expectations and instructions. Pre-qualification and proposal submission. Program background and expectations. Post-award requirements. And we will conclude with a question and answer session.

Before I continue on with the timeline, I'd like to introduce you to our dynamic panel. This panel of all-stars who's been with us all week, we want to introduce them and let you know who's going to be here to answer your questions as well as to present to you.

I ask that you contain yourselves and hold your applause until I'm done introducing the entire panel.

We'd like to begin with our special guest Michelle Rosa from the

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2 Department of Education, she is the  
3 Director of Interagency Partnerships. We  
4 also have with us Nevita Bailey from  
5 COMPASS, Director of Operations. We have  
6 Tracy Caldron, our Assistant Commissioner  
7 of COMPASS. Robert Frenzel-Berra,  
8 Director of Research and Program  
9 Development. And last, but never least,  
10 Dana Cantelmi, our Agency Chief  
11 Contracting Officer. This is our panel  
12 for this afternoon.

13 (Applause.)

14 MS. WHITE: Okay. The timeline  
15 for these RFPs. Again, this is for  
16 COMPASS Elementary Programs and SONYC  
17 Programs Public Schools.

18 Proposal due date and time for  
19 these RFPs is July 10th, 2018 at 2:00 p.m.  
20 These proposals are due to be submitted in  
21 the HHS Accelerator System.

22 Please note DYCD will not be  
23 accepting any hardcopies of proposals. In  
24 order to respond to these RFPs, you must  
25 be pre-qualified in the HHS Accelerator

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2 System.

3 Proposals submitted after  
4 July 10th, 2018 will not be accepted.

5 Notification of the award  
6 selections will be done through the HHS  
7 Accelerator System, and we anticipate that  
8 those award announcements will be made  
9 sometime in the late fall of this year.

10 Anticipated contract term is  
11 July 1st, 2019 through June 30th, 2023,  
12 with an option to renew for up to two  
13 additional years.

14 Later on we're going to have our  
15 question and answer segment and our panel  
16 will be available to answer any questions  
17 you have, provide any points of  
18 clarification. But after the question and  
19 answer segment is over, your questions  
20 regarding these RFPs must be submitted via  
21 e-mail to [RFPquestions@dycd.nyc.gov](mailto:RFPquestions@dycd.nyc.gov).  
22 We're asking that all questions be  
23 e-mailed by July 2nd, 2018.

24 Anticipated total funding per  
25 participant. The COMPASS Elementary RFP:

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Full contract term total funding is \$231,822,428; price per participant is \$3,516.

For the COMPASS Middle School RFP: Full contract term total funding is \$130,730,936; price per participant is \$3,792.

Proposal expectations and instructions. When you upload your proposal, please ensure that you upload the following required documents: The proposal. Community partnerships. Signed School Partnership Agreement. Again, signed School Partnership Agreement. Organizational chart. Job description or résumés, if available, for key staff positions. Budget. Doing business data form. Summer activity schedule and school year activity schedule.

All proposals received will be evaluated as outlined in the RFP for the following criteria: Organizational experience, with a maximum of 20 points allocated. Program approach, with a

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2 maximum of 10 points allocated. Community  
3 partnerships, with a maximum of 10 points  
4 allocated. Program design, with a maximum  
5 of 30 points allocated. Staffing, with a  
6 maximum of 25 points allocated. And  
7 budget management with a maximum of 5  
8 points allocated.

9 HHS Accelerator System. This is  
10 the system where we are asking you to  
11 pre-qualify in order to submit your  
12 proposals. And on hand today from the  
13 Mayor's Office of Contract Services, we  
14 have Marcilean Dixon (phonetic) right back  
15 there in the pink jacket, and she's  
16 available for you after the conference if  
17 you have any additional questions about  
18 the HHS Accelerator System and  
19 pre-qualifying.

20 By a show of hands, how many of  
21 you here are familiar with the HHS  
22 Accelerator System?

23 (Indication from the audience.)

24 MS. WHITE: Great, okay. So this  
25 is just a quick overview.



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The HHS Accelerator System was launched to simplify and improve the competitive contract process for Health and Human Service providers.

Agencies publish all Request For Proposals, RFP, 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. And for these RFPs that is July 10th at 2:00 p.m.

Well I'm going to take a break from giving you deadlines and telling you what you must do and we're going to get right into some background regarding the content of these RFPs.

And let's just give a warm welcome to Michelle Rosa from DOE, the Director of Interagency Partnerships.

MS. ROSA: Thank you and good

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afternoon. And welcome everyone. I hope everyone is doing well.

I'm Michelle Rosa from the Office of Community Schools, it's one of the many divisions at our part of the office in the DOE.

And here's our mission: The Office of Community Schools supports schools to work with community-based organizations, like many of you here, to become places where children have 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 in a COMPASS or SONYC program.

I'm here to talk a little bit about principles for effective school and CBO partnership. And part of the requirement is a School Partnership Agreement, also known as an SPA. It's a minimum requirement for this RFP, and in order to obtain a signed SPA you must be

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meeting with the principals to discuss  
your plan or proposals.

Meetings with principals can be  
conducted, they started on Monday on  
May 21st, and will conclude after  
July 3rd, 2018. So there's a six-week  
window period where CBOs can reach out to  
schools and try to schedule those meetings  
via phone or via e-mail.

This is a very busy time of year  
for schools as they're closing out,  
there's graduation, looking at students  
that need to be assigned to summer school.  
So I ask to at least try a minimum of  
three tries and document those, either  
e-mails, who you spoke with on the phone.  
And keep a trail of that information if  
you're trying to reach out to a principal  
and are unable to obtain a meeting right  
away.

And remember if you need to reach  
out, reach out to the e-mail inbox that  
was shown at the beginning of the  
presentation.

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2 Principals need to sign off on a  
3 School Partnership Agreement or the  
4 proposal will not be considered without  
5 that signature. Although all meetings  
6 with CBO partners need to be honored by  
7 principals, the principals are not  
8 required to sign all School Partnership  
9 Agreements.

10 What happens after interviews are  
11 held with all the partners? All  
12 partnerships are required to document the  
13 meetings and whether or not they did sign  
14 an SPA or if they did not sign an SPA and  
15 reasons why.

16 This information has been given  
17 to principals, they were included in a  
18 Google document and they have been sent  
19 the Google link so they could have this.  
20 So they'll have this information already  
21 to enter all the information once they  
22 have concluded all the interviews with the  
23 CBO partners.

24 Here are some principles for  
25 effective partnerships. Very much our

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2 office, Office of Community Schools, and  
3 other divisions in the DOE have been  
4 working very closely with DYCD through our  
5 online efforts to collaborate with CBO  
6 partners. We -- since our office does  
7 work with a lot of the same CBO partners,  
8 sometimes we meet together to assure that  
9 we're aligned and that we're serving the  
10 community's best -- each school is very  
11 different and each community is very  
12 different and we want to make sure we're  
13 targeting the efforts together and that  
14 we're meeting the needs of the students  
15 and community members.

16 One of the things that we ask of  
17 principals is we know that sometimes their  
18 job is very busy, so we ask that they  
19 assign a designee if they are not able to  
20 meet with CBOs. This is also for the  
21 process of setting up meetings with the  
22 CBOs for the purpose of this proposal.

23 We're asking them to set up a  
24 team of members from an SLT team or  
25 parents and others from the school

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2 community to help support this.

3 One of the things that we know  
4 that is best practice, it's not required  
5 for this RFP, is that let's say once  
6 you're awarded the SONYC or COMPASS RFP,  
7 is that principals are included maybe in  
8 the interviewing of the director, 'cause  
9 that's a crucial role in the program, is  
10 making -- maybe they are not in the  
11 selection process of who it is, but maybe  
12 they have an opportunity to interview the  
13 top three to help align and make sure that  
14 they feel like they're part of this  
15 process.

16 One of the things that we also  
17 ask from the school, we actually have  
18 responsibilities for the schools, and some  
19 of the CBOs we created are guidance notes  
20 for principals for this particular RFP, is  
21 to also include CBO partners as part of  
22 the building council, if they have one, if  
23 they have multiple schools in a building;  
24 to include CBO partners in the safety  
25 meetings and SLT meetings. So that

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everybody understands what are the needs of the schools and what's going on and how can they collaborate to support all efforts.

The safety meetings, we ask this because safety doesn't end after 2:30. It's through the school day and during after school, everybody should know what are the safety procedures, where are the exits. And although you put that in your SAC information, it's something that you should definitely be talking with your schools with on a constant basis. But the safety meetings are held monthly and that's to look at trends and seeing what's going on in the school community that might impact not only school days but the after school programs that are being served.

And one of the things we definitely encourage for schools and CBOs is to meet on a regular basis, whether it's weekly or biweekly, but having set times to discuss what's going on with the

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2 program, having that open communication  
3 does really help support the programs and  
4 the students and allows people to know  
5 what's going on.

6 So we ask principals if they are  
7 not able to do it, to designate somebody  
8 from the school administration or somebody  
9 else from their team to help support that  
10 and schedule those meetings on an ongoing  
11 basis.

12 And here are just some tips:

13 Plan collaboratively. One of the  
14 things I really want to emphasize is,  
15 like, don't over promise what you can't do  
16 at a school. So you're going to be  
17 meeting with different principals, you  
18 want to make sure that you say what you're  
19 able to do. If you have -- if you know  
20 you could do STEM really well, let them  
21 know that. But if you know you can't do  
22 something well, don't promise them that  
23 you can do those things or offer money you  
24 don't have.

25 In the SPA, there's a section



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where you could add information about what your other plans are besides what's required. But if you are going to talk about any other items you want to make sure that you list those in the SPA so that everybody is clear and that everybody is on the same page, and at the end they're not saying, You promised me X, Y and Z and you're not doing that right now.

And one of the other things we recommend is to have cleared the roles of the staff members that are working in the programs, as well as we identify roles that principals could play. And one of them is mainly to have open communication and make sure that you guys have the space that you need to operate the high quality program as well.

Set ground rules from the beginning. Everybody should know each other, school staff, CBO staff, so that everybody could work together. That's very important.

Start small and build gradually.

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2 Share decision making, include  
3 everybody, partners, different  
4 stakeholders, that definitely helps.

5 Prepare both teams. Sometimes  
6 CBOs hire teachers and you're not  
7 required. When something happens, you  
8 want to make sure that lines of  
9 communication are addressed for both  
10 during after school and during the school  
11 day.

12 And, you know what, make  
13 adjustments. Sometimes you plan this  
14 dynamic program and you think it's going  
15 to go well, sometimes it doesn't. So you  
16 want to take a look and reassess what's  
17 going on with the program and you might  
18 need to change it.

19 And I just want to wish everybody  
20 the best of luck. Thank you.

21 MS. WHITE: Thank you, Michelle.

22 (Applause.)

23 MS. WHITE: Before we continue, I  
24 want to make sure to be clear that the  
25 anticipated contract term is July 1st,

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2 2019 through June 30th, 2023. I may have  
3 said 20,023 and the contract term is not  
4 that long. So just to make sure that it's  
5 July 1st, 2019 through June 30th, 2023.  
6 The joys of public speaking, right?

7 So moving forward, we would like  
8 to welcome Nevita Bailey, our Director of  
9 Operations. She's going to take us  
10 further into the program background and  
11 expectations. Thank you.

12 MS. BAILEY: Good afternoon. As  
13 she said, my name is Nevita Bailey, I'm  
14 the Director of Operations for COMPASS  
15 Programs, it's a pleasure to see all of  
16 you today, especially on this beautiful  
17 day you're in this cold room. So thank  
18 you so much for being here.

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

21 (Indication from the audience.)

22 MS. BAILEY: Okay. So many of  
23 you are familiar with the information I'm  
24 going to share shortly.

25 So in about 2014, as many of you

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know, the Mayor had an expansion of SONYC programs, and at that time we did some reflexion about our mission and where we're going to go.

So we created a new mission statement, and I'm going to go over it, and then the remaining slides are for our overview, content and expectations associated with this RFP. Okay?

So the Comprehensive After School System of NYC 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 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.

As an overview of the solicitation, DYCD is seeking qualified

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2 nonprofit organizations to operate  
3 year-round programming. I want to  
4 reiterate that, this is year-round  
5 programming. Programs will be expected to  
6 start in July.

7 For Elementary programs, the  
8 expectation is our programs will be  
9 operating K through 5. For Middle School  
10 programs, the expectation is 6 through 8.

11 Our Elementary programs are  
12 seeking to promote positive youth  
13 development, encouraging youth leadership,  
14 fostering social and emotional skills and  
15 supporting the expansion and knowledge in  
16 mastery of those skills.

17 The Middle School programs we're  
18 trying to encourage youth to experience  
19 the joy of learning outside the classroom.  
20 Again, fostering that social, emotional  
21 and cognitive skills, and really creating  
22 activities that promote youth voice and  
23 choice.

24 So we have five goals associated  
25 with the COMPASS initiative. And they

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are, again, fostering academic, social and emotional competencies to create a safe and nurturing environment.

Promoting opportunities for young people to explore their interests and creativity, building skills that support their academic achievement, cultivating leadership and community engagement.

We'll be stressing that in this solicitation. And engaging parents and families to support those goals.

So program expectations. It is our expectation, and this is valuable in the RFP, that there's three years of successful experience within the last five years providing comprehensive after-school services.

We expect our program approach to be asset-based, focusing on youth development, social/emotional learning and leadership, and lastly the circles of family support. And so these are also mentioned in the previous slide.

Lastly, we will be expanding our

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2 community partnerships so we expect a  
3 minimum of three partnerships at external  
4 organizations. So when I stress that,  
5 it's not acceptable to have it within your  
6 organization, we expect you to go out to  
7 the community and really try to complement  
8 the services you're providing for these  
9 participants.

10 Program design. So for each of  
11 these RFPs, we expect you, again, to serve  
12 for Elementary, K through 5; for Middle, 6  
13 through 8.

14 It's important that all of your  
15 programs are inclusive of all  
16 participants. So the expectation is that  
17 you serve English language learning,  
18 students with special needs, children in  
19 foster care, children living in homeless  
20 shelters, and students who identify as  
21 lesbian, gay, bisexual, transgender, queer  
22 and questioning.

23 The next part is really  
24 important, and it's really important to us  
25 that you are ready to begin operations at

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2 the start of your contract term. So the  
3 contract term is starting July, services  
4 will begin that summer. So it's our  
5 expectation that if you are awarded a  
6 contract, that you will have recruited and  
7 trained and have cleared staff at the  
8 start of program services.

9 Now as far as our model regarding  
10 Elementary services. It's the expectation  
11 that programs are operating Monday through  
12 Friday, three hours per day. That's over  
13 36 weeks, so that's 540 hours during the  
14 school year.

15 Then we have 13 holidays. So  
16 there are a number of holidays that DOB  
17 has, it's our expectation that you operate  
18 13 of those holidays for ten hours of  
19 those days.

20 For summer, we expect that  
21 Elementary programs operate over seven  
22 weeks for 50 hours, so that's ten hours a  
23 day over those seven weeks. So the total  
24 operating hours for this initiative will  
25 be 1,020.



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2 Regarding the model components.

3 Each week you should be offering academic  
4 support or homework help; two hours of  
5 enrichment, which can be STEM or literacy,  
6 but it's important that you schedule at  
7 least one of those for a semester at a  
8 time, it shouldn't be interchangeable each  
9 week; 90 minutes of physical activity per  
10 participant.

11 And again I'm going reiterate  
12 that you should be serving kids K through  
13 5, you cannot select one grade only, it  
14 should be a comprehensive model serving  
15 all kids in that school.

16 The components of the model are  
17 academic support; enrichment, which could  
18 be STEM or literacy; physical activity;  
19 arts -- and then optional content areas  
20 that we want to encourage are arts-focused  
21 enrichment activities, leadership  
22 activities for especially fifth graders  
23 who are transitioning to middle school,  
24 and healthy living.

25 So the Middle School

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requirements, also known as SONYC. I got a question yesterday saying, I thought I was applying for the SONYC initiative? So this PowerPoint refers to COMPASS Middle School, but I'm also referring to the SONYC RFP that's released.

So SONYC programs are expected to operate Monday through Friday, 15 hours a week, 9 hours of those operations must be structured and you must be operating 1.5 hours a day. So you want to make sure that young people have an opportunity to interact with your program each day of the week.

The expectation is for over 36 weeks. So as far as operating hours and service days, Monday through Friday, 15 hours a week, 9 hours of structured time, 1.5 hours.

For the school year we're expecting that you provide at least a minimum of 324 hours of structured activities, you can go above that but you must do at least a minimum of 324.

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For the summer, it's expected that you provide 108 hours of programming over a minimum of four weeks.

The total hours you provide services are 648 for the entire program year.

Regarding requirements for this initiative, it's the expectation that you provide, again, two hours of structured enrichment services, which can be literacy or STEM; two hours of structured leadership development; structured academic support; and physical or healthy living activities. These services should also be provided for the summer as well.

And again just to reiterate the content areas that you should be offering. It should be academic support; enrichment, which is STEM or literacy; physical activity or healthy living; or leadership development.

So the program size requirements. If you are operating a program overall, every single program should be having an

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2 education specialist. We have our  
3 colleagues from the DOB here and we really  
4 encourage the education specialist to work  
5 with the schools to make sure that you  
6 have aligned programming. And I'll go  
7 more into the staff requirements and  
8 expectations in the upcoming slides.

9 But if you have a program with 90  
10 or more participants, the expectation is  
11 that you have a full-time program director  
12 serving at least 35 hours a week. The  
13 position of the education specialist could  
14 be part-time, but they must serve at least  
15 nine hours of support per week to the  
16 program and can only support a maximum of  
17 three programs.

18 For programs that have less than  
19 90 participants, the program director can  
20 be part-time but he or she must be present  
21 through all program operational hours and  
22 must work for a minimum of five days a  
23 week. And, again, the program director,  
24 whether full-time or part-time, cannot be  
25 an education specialist. I want to

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reiterate that. The program director, whether full-time or part-time, cannot be an education specialist.

So the performance targets associated with this initiative. All programs are expected to meet full enrollment, so you must recruit and retain participants throughout the year.

Regarding retaining. We ask that for Elementary programs, you achieve a minimum ROP of 80 percent throughout the year. And for the Middle School programs, you must achieve by the end of year 75 percent ROP for the 324 hours of structured activities.

I noticed I didn't go through staffing so I'm going to go back. There we go, sorry.

So previously I mentioned the requirements and rolls associated with staff so I just want to expand on that a bit.

For our program directors we expect you to have at least a Bachelor's

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degree that's relevant, a minimum of three years of experience in a supervisory position, and be responsible for program operations and supervision.

The ed specialist must provide on-site observation and evaluate weekly activities while providing feedback. We ask that they also do lesson plans and ensure activities are designed with learning goals and skill gains, as well as adopting curricula for program goals.

Our activity specialist, we expect them to be experts in the content area that they are providing services for. They should lead program activities and those can be in STEM, literacy, art, dance, organized sports.

Lastly our group leaders are responsible for supervising and leading a group of program participants and creating and implementing activities.

So we think that's really important and we expect that they are cleared by the time of program operations.

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So there will be an addendum that will be released, I believe, next week and so I want to go over some of the items that may be on it.

One, we'll be adding P.S. 91K to the Elementary eligible schools list, this is a school in Brooklyn. And we will be including language around summer hour requirements. And that, again, is the two hours of enrichment, which can be STEM or literacy, academic support and 90 minutes of physical activity per participant.

For Middle School we're removing the School of Human Rights from the eligible schools list, adding language regarding off-site activities, talking about -- mentioning the structured language regarding summer activities. And lastly we will be discussing or mentioning the minimum hour requirements are 15 hours a week, 9 hours of structured activities and programs offering 1.5 hours per weekday.

At this time, I'm going to turn

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it back over to Zenaida who is going to discuss the post-award requirements.

MS. WHITE: Thank you, Nevita.

Okay. So before we move on to the question and answer segment, just a few more items.

Post-award requirements. Public Assistance Hiring Commitment Rider. The Public Assistance Hiring Commitment Rider is an initiative administered by the Human Resources Administration, HRA, through its Business Link Program. The FAQ regarding this requirement has been provided to you at the sign-in table.

Did everybody receive it upon signing in?

Notice for Proposer Subcontractor Compliance. Please be advised that there is a requirement to utilize the Payee Information Portal, PIP, to identify all subcontractors and to enter all subcontractor payment information and other related information during the contract term.



1 Proceedings

2 Responsibility determination.

3 Please be advised that it is a requirement  
4 for all contractors to be determined  
5 responsible in the post-award phase.

6 Therefore, please make sure your New York  
7 State Charities filings are current and  
8 ensure that any outstanding liens or  
9 adverse information has been resolved.

10 Unresolved issues often cause significant  
11 delays in the post-award process so we  
12 wanted to be sure to mention that here  
13 during the pre-proposal conference.

14 New York City Liability Insurance  
15 Requirements. 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.

22 DYCD will not be able to proceed  
23 with processing an awarded contract until  
24 it has obtained proof of the necessary  
25 insurance coverage.

1 Proceedings

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

6 Posting. Transcript presentation  
7 and attendance rosters will be posted for  
8 your convenience on our DYCD website.

9 And now we are preparing to enter  
10 the best part of this conference, when you  
11 get the opportunity to ask your questions  
12 of the panel.

13 Now before you come up to ask  
14 your questions, we have a few housekeeping  
15 rules. Please ensure that your questions  
16 solely pertain to these RFPs. Please do  
17 not ask any questions outside of the  
18 content of these RFPs.

19 Also when you come up to the  
20 microphone, please make sure that you  
21 state your name and your organization.  
22 And if at all possible, please ensure that  
23 you cite which RFP you're asking your  
24 question about and what the page number  
25 is.

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So with that said, please feel free, you're welcome, don't be shy. You can come up to this side of the podium and ask your questions.

MR. ELDRIDGE: Hi. I'm Kurt Eldridge, I'm with PTA for P.S. 180. So it may be actually not right with this group, but we want to get on the list, we already have a provider. What's our next step? We have a provider that wants to give us services and we want to have the COMPASS and SONYC funding for it, what do we do next?

MS. CANTELMY: So you're looking to apply to this RFP, is that what --

MR. ELDRIDGE: We're actually in the school and so we're looking to be on the list.

MS. CANTELMY: So unfortunately this is only for existing programs, there's no additional funding that's provided to add schools at this time.

MR. ELDRIDGE: So there's no additional steps, all right.

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2 MS. LAWTON: I'm Saadia Lawton,  
3 and I'm out in the Rockaways with ATLED.

4 So this is a follow-up question  
5 to that. What is the anticipated when  
6 your steps moving forward, in terms of  
7 developing or building a comprehensive  
8 list, that actually adds schools that  
9 aren't listed? And how far out do you  
10 plan to have this award program being  
11 offered in the future?

12 MS. CALDRON: So if additional  
13 funding becomes available, then we can add  
14 additional programs and schools. But at  
15 this juncture, we're working with existing  
16 funding and it's only for the schools that  
17 are on the eligible school list.

18 MS. SAPICHINO: Good afternoon.  
19 I'm Lisa Sapichino from 87 After School,  
20 and can you tell me what degrees for  
21 Bachelor's degrees are relevant for the  
22 program directors?

23 MS. CALDRON: Education degrees,  
24 social work are two of the primary ones.  
25 Psychology.

1 Proceedings

2 MS. SAPICHINO: Great. Thank  
3 you.

4 MS. CONSTANT: My name is Crystal  
5 Constant, I'm from the Coalition For  
6 Community Action.

7 What if you have two schools that  
8 are interested in working with you, are  
9 you allowed to apply for two schools or  
10 only one?

11 MS. CALDRON: Absolutely, as many  
12 as you like, but separate proposals for  
13 each school.

14 MS. CONSTANT: So entirely full  
15 package for each one. Are you allowed to  
16 duplicate the material, like the layout?  
17 Let's say if both schools were interested  
18 in the same exact programming layout,  
19 would you be allowed to use that?

20 MS. CALDRON: Your program model  
21 should cater to the population of each  
22 school. It could be similar, but you  
23 should be looking to support the community  
24 needs of the schools.

25 MS. CONSTANT: Okay, thank you.

1 Proceedings

2 MS. JERVES: Hi, good afternoon.

3 I'm Andrea from HANAC Inc.

4 I have two questions. The first  
5 one is if a school signs with two  
6 different CBOs and the two CBOs get  
7 awarded, is that possible?

8 MS. CALDRON: No. Only one  
9 contract per school, one CBO per school.

10 MS. JERVES: And the second  
11 question is: We have also had SONYC  
12 program, but the name of our school is not  
13 in the list. So it means that we have the  
14 two additional years, right?

15 MS. CALDRON: Right.

16 MS. JERVES: Thank you.

17 MR. LOYKA: Mark Loyka from  
18 Glasswing International.

19 I want to piggyback off that. So  
20 a school can sign a partnership agreement  
21 with multiple CBOs but only one will be  
22 accepted, is that for both a 90 and above  
23 enrollment and part-time?

24 MS. CALDRON: Yes. For all the  
25 proposals, I mean, all the schools

1 Proceedings

2 principals can sign with multiple  
3 providers, it's an open competition, and  
4 it's for all -- both elementary and middle  
5 and any size.

6 MR. LOYKA: So if you're a CBO  
7 that currently doesn't have a COMPASS  
8 program or SONYC program, what's the  
9 likelihood -- because if unless you have a  
10 bad relationship with the current CBO,  
11 wouldn't they just kind of continue with  
12 the current CBO?

13 MS. CALDRON: Not necessarily,  
14 which is why all principals have to accept  
15 a meeting with each CBO. And so it's, you  
16 know, the onus is on the CBO to convince  
17 the principal that they should sign the  
18 SPA with you.

19 And we are encouraging -- we did  
20 a webinar last week with principals and we  
21 encouraged them to sign with multiple  
22 providers that, you know, are a good fit  
23 for their community so.

24 MR. LOYKA: Thank you.

25 MS. REAVEY: Hi, I'm Reavey from

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Global Kids.

I have a question also about principals signing on to multiple agreements. Do they include any ranking or is it solely based on the score of the proposal?

MS. CALDRON: It's solely based on the score of the proposal.

MS. GURTSIDI: Hi, my name is Rebecca with Citizen Schools.

I have a question about the difference between summer versus school hours and rate of participation. Is the contract performance based on the total for summer and school or is it summer and school separately?

MS. CALDRON: So we ask that you fully enroll both program periods, and we have an ROP for both periods as well. But we do recognize in the summer that there are challenges, and so we have not really held you accountable for summer given those challenges, there's relocations and all that. But we do expect you to try to



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2 enroll the same number of kids and then  
3 the ROP is, I mean, we collect ROP but we  
4 don't hold you to it.

5 MS. GURTSDI: Thank you.

6 MS. CALDRON: But school year for  
7 sure.

8 MS. GURTSDI: Thank you.

9 MR. GRANDE: Good afternoon,  
10 everybody. My name is Eric Grande,  
11 principal of P.S. 56.

12 I want to follow up on this  
13 gentleman's question here. I'm here for  
14 similar reasons, to find out how my school  
15 could get on that list. So I understand  
16 it's a no-go this time around, but the  
17 next time what is the procedure? What are  
18 the steps of process to get on this master  
19 list?

20 MS. CALDRON: So there's a closed  
21 list for this RFP, there's an eligible  
22 school list. If you're not on it, you're  
23 not eligible for this RFP.

24 Again, it depends on the funding  
25 that we receive. And if we get more

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funding, we can expand services, add additional schools. But right now we're, for the continuity of services that we already have in place in each of the communities of the schools listed on the list, we're renewing those schools -- we're reallocating funds for those schools.

MR. GRANDE: Should I be looking somewhere? On a website or message board?

MS. CALDRON: You're a school you said?

MR. GRANDE: Yes.

MS. CALDRON: Middle or elementary?

MR. GRANDE: Elementary.

MS. CALDRON: Are you public or private?

MR. GRANDE: Public.

MS. CALDRON: So we work closely with the DOE in making selections of schools. So you'll see announcements both from the DOE, from us. Stay connected with CBOs that you are interested in

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2 partnering with.

3 And there's other possibilities  
4 for funding as well. We're not the only  
5 name in town. So if you're connected with  
6 a community-based organization and let  
7 them know that you're interested in  
8 programming, and they can apply with you  
9 as a partner for other City funding or  
10 State grants, federal grants.

11 MR. GRANDE: Any new addendum on  
12 that slide, count me in, P.S. 56. Thank  
13 you.

14 MS. CALDRON: Thank you for your  
15 interest.

16 MS. FEIN-CUNNINGHAM: Hi. I'm  
17 Elysa Fein-Cunningham from Queens  
18 Community House.

19 I just want to clarify in the  
20 SONYC RFP on page 16 it says under  
21 performance targets: "DYCD expects  
22 contractors to achieve 100 percent rate of  
23 participation throughout the contract  
24 period." Is that supposed to say  
25 enrollment?

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2 MS. CALDRON: The expectation is  
3 that you try to achieve as high as  
4 possible, but the minimum is definitely  
5 75 percent of the structured hours.

6 MS. FEIN-CUNNINGHAM: Okay.

7 MS. DAVIDOWITZ: Hello. Merna  
8 Davidowitz, JCC of GCI.

9 Did I understand correctly that  
10 you have encouraged schools to sign the  
11 SPAs with multiple CBOs? So in other  
12 words, the CBO is writing the application  
13 usually and they are fighting another CBO  
14 that was also writing an application?

15 MS. CALDRON: It's a competition.

16 MS. DAVIDOWITZ: I know but  
17 you're putting -- I mean, the school  
18 should decide beforehand. Why all this  
19 double work? The school -- it seems to  
20 me, pardon me, that the school should  
21 decide which of the CBOs beforehand is  
22 appropriate rather than two CBOs wasting  
23 their time and money fighting with each  
24 other.

25 MS. CALDRON: The problem with

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that is if you take a -- the school takes a huge risk that that one proposal is going to score high enough for an award, and so that's not always the case. And so we -- which is why we encourage principals if there are multiple CBOs that have -- could be a good-fit partner, that they should sign.

MS. DAVIDOWITZ: It's not fair to a CBO, a nonprofit, that is -- has limited funds to have to go through this process because the principal can't decide which one will be appropriate. I'm really sorry.

MS. CALDRON: I don't think -- the principals are not deciding -- I think they are deciding that the ones that presented to him or her could be a good partner in providing these services.

This is, you know, not unique to this RFP, this is the procedure for all of the RFPs so.

MS. DAVIDOWITZ: I mean, I have worked on previous SONYC and COMPASS and

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they never had CBOs fighting each other.  
And I really strongly feel that it's not  
fair to anybody who is a nonprofit.

MS. BAILEY: So I understand your  
concern, but ultimately we want to ensure  
a fair and transparent, competitive  
process. And so we want to make sure that  
principals have multiple opportunities to  
identify who could be good partners.

And, you know, maybe -- and  
again, the role of the principal is not to  
decide who is awarded a contract. The  
funding is coming from DYCD. So the role  
of the principal is basically to say, I  
think this is a good partner for me. It's  
the responsibility of the CBOs to apply  
and then DYCD makes a determination if  
this provider should be awarded a  
contract. The role is really for the  
partnerships.

MS. DAVIDOWITZ: It seems to me  
that the role of DYCD is also to support  
non-profits in their quest to provide  
services. And I think this is unfair, I

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2 don't know if there's other support here,  
3 but I strongly think you should rethink  
4 this issue. Thank you.

5 MS. CALDRON: Thank you for your  
6 comment.

7 MS. DENNARD: Hi. My name is  
8 Katrina from Morningside Center. And I  
9 was sent with this question, I'm actually  
10 the comptroller.

11 We have two Elementary programs  
12 that are being renewed for the 2019 Fiscal  
13 Year. Do we have to process an RFP for  
14 those if they are being renewed?

15 MS. CANTELMY: If you're  
16 providing services in one of the schools  
17 that are on the list, Attachment C, then  
18 yes, you have to apply. But if you don't  
19 see the school on the list, then you don't  
20 have to.

21 MS. DENNARD: Great, thank you.

22 MS. BLACK: Hi. My name is  
23 Carrie Black from Chinese-American  
24 Planning Council. And I wanted to look at  
25 page 6, No. 20. You wrote down

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2 suitability evaluation --

3 MS. CALDRON: Which RFP?

4 MS. BLACK: SONYC.

5 So there was a notation on the  
6 bottom where you have B, which is  
7 "suitability evaluation," and I wanted to  
8 know exactly what were you defining by it?  
9 Whether you are looking for a particular  
10 method? Page 6, No. 20.

11 MS. CALDRON: Okay. What's the  
12 question?

13 MS. BLACK: So you have the words  
14 "suitability evaluation," and I wanted to  
15 know how do you guys define that? Or is  
16 there a particular method or methodology  
17 that we should be writing that for you?

18 MR. FRENZEL-BERRA: If you read  
19 our expectations about staff, they include  
20 things right above it like  
21 social/emotional maturity, management  
22 skills, content knowledge, et cetera.

23 And so we're assuming that the  
24 proposers will be evaluating the  
25 perspective staff members along those



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2 aspects. And here we want to know how  
3 you're going to do that evaluation.

4 MS. BLACK: How we would define  
5 it.

6 And then I wanted to also know,  
7 your rate per child is at 3,000  
8 approximately. Can that be increased?  
9 Should we write a little higher or is that  
10 the rate that is set?

11 MS. CALDRON: Are you asking for  
12 special needs students? It can be  
13 increased if you -- if you're requesting  
14 special needs slots, and you need to  
15 communicate in your proposal how you're  
16 going to utilize those additional funds.

17 MS. BLACK: Thank you so much.

18 MS. MUNN: Hello. My name is  
19 Marissa and I'm from One To World. My  
20 organization is interested in being an  
21 external organization or a subcontractor.  
22 What are the best next steps for that?

23 MS. CALDRON: We've gotten this  
24 one at every proposal.

25 So there's a list, a sign-in

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2 sheet, and it was -- you had to indicate  
3 whether you're a subcontractor. So that  
4 list will be released to -- it will be a  
5 public -- released publicly, and so folks  
6 will see that you're interested in being a  
7 subcontractor.

8 And in HHS Accelerator we'll  
9 public --

10 MS. CANTELMY: So as Tracy  
11 alluded to, there's a sign-in sheet, we'll  
12 post that on our website. You can look  
13 for that probably by the middle of next  
14 week.

15 Also in HHS Accelerator you can  
16 see the groups that are pre-qualified for  
17 the RFP and reach out to them.

18 And then if anyone is interested  
19 in the audience after the session you guys  
20 are free to stay here and mingle.

21 MS. MUNN: Great. So would we  
22 need to be pre-qualified in HHS?

23 MS. CANTELMY: So subcontractors,  
24 if you're going to be receiving over  
25 \$20,000 as a subcontractor you will need

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to be pre-qualified in HHS. Anything less than \$20,000, you wouldn't, but it's in your benefit to be pre-qualified.

MS. MUNN: Are there any other requirements for subcontractors?

MS. CANTELMY: Not for subcontractors, but we do expect them to go through -- very similar to the prime providers -- through a responsibility determination process just to make sure there aren't any red flags.

MS. MUNN: Okay, thank you.

MR. NOW: Hello. My name is DJ Now with Dignity of Children. Two questions.

Would the partnerships that you're requiring, do they have to have a monetary allocation to the proposal?

MS. CALDRON: No, they do not.

MR. NOW: And the second thing is that with the 15 hours for the middle school for the SONYC, can Saturday programming count towards the hours for ROP?

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MS. CALDRON: Yes, you can do programming on the weekends.

MR. NOW: One last question. MWBEs, would that add to your point total in a proposal?

MS. CALDRON: No.

MR. NOW: Okay. Thank you so much.

MS. LADNER-SEWARD: Thank you. Good afternoon, everyone. I'm Rashida from Expanded Schools.

A question somewhat related to two questions ago about subcontractors. If you are a current DYCD TA provider for the SONYC/COMPASS initiative and a community-based organization reaches out to you to be a community partner or a subcontractor, is it okay to say yes to that and make that arrangement provided that does not conflict with what you intend to -- and I know we can't mention other proposals, but those TA proposals will come out aligned with this -- as long as the service area is not within the area

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that you intend to propose for TA moving forward?

So I hope that question makes sense but just want to ask that.

MS. CANTELMY: So within the RFP currently we don't prohibit that and we'll discuss further, and if there is an issue we'll release it in an addendum. But as of right now, it's fine.

MS. CUEBAS: Hi. I'm Elizabeth Cuebas, the Kips Bay Boys and Girls Club and I have a question.

In the structured proposal form, questions 20 and question 4 are -- look as if they are looking for similar answers. So I just wanted to get a little clarity on how the information you're looking for in each question differs.

MR. FRENZEL-BERRA: So question 4 is in the experience section. So we're talking about what you have done and some of those processes in the past for the programs that are discussed.

And then later on for the

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proposed program and how you would be approaching that this time around.

MS. CUEBAS: So sort of the history versus what we will do?

MR. FRENZEL-BERRA: Experience within and then your proposal.

MS. CUEBAS: Okay. Thank you.

MS. WHITE: If there are no more questions, please be reminded that the panel will no longer be available after the segment is over.

MS. MOORE: My name is Shanequa from I'RAISE.

I have a question about the pre-qualification. Are we required to be pre-qualified through the vendor questionnaire?

MS. CANTELMY: So to apply for the RFP you just have to be pre-qualified in the HHS Accelerator; however, at the time you are awarded you will have to go through the passport disclosure process.

MS. MOORE: And second question. We're in review right now because the

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three years are up so we can't access the RFP documents. Can we see the eligible schools so we could at least reach out?

MS. CANTELMY: You should, but I would probably want you to talk to HHS and they're in the audience. So after the session...

MS. MOORE: Okay. Thank you.

MS. CONSTANT: Crystal Constant again from CFC.

My question was in regard to community partnerships. I guess, what community partnerships are allowed? And then also -- I guess that would be my main question because when we were applying for another RFP before, it was difficult to get community partnerships, I guess, other organizations that were similar to ourselves and that's probably the reason that we couldn't get people to sign because of the competition type of issue.

So I guess what would you allow? Are police departments, public libraries?

MS. CALDRON: Anything that's

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2 suitable for your program model that's  
3 going to enhance the experience for the  
4 participants is allowed.

5 And again it's up to you to  
6 convince the partners to join with you on  
7 the proposal.

8 MS. CONSTANT: Thank you.

9 MS. WATKINS-SAMUELS: Hello. My  
10 name is Barbara and I'm from Union  
11 Settlement.

12 I met with my principal and we  
13 were very concerned because we need to ask  
14 for special needs slots and she wanted to  
15 know if we ask for the special need slots  
16 -- and we really need it very badly in the  
17 after-school program -- if that would  
18 weaken our proposal to the extent that we  
19 won't get it?

20 MS. CALDRON: No. We encourage  
21 you to write in the proposal that, you  
22 know, for the needs of the community. It  
23 sounds like you need special needs slots.  
24 And so you just need to let us know within  
25 the proposal, you know, what those



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2 additional funds will be used for,  
3 specifically for those participants.

4 MS. WATKINS-SAMUELS: Okay.  
5 Thank you.

6 MS. MATHIEU: Hi. I'm Mathieu  
7 from Glasswing International. In regard to  
8 the three community partnerships are those  
9 exclusively in the public sector or can  
10 they be private?

11 MS. CALDRON: They are open to  
12 anyone.

13 MS. MATHIEU: Thank you.

14 MS. ST. THOMAS: Hi. Diamond  
15 St. Thomas from LEAP. There was a slide  
16 that was back that specifically listed the  
17 elementary, I guess, order of service type  
18 of thing. And I wanted to see if I could  
19 take a picture of that and also kind of  
20 just talk a little about it because you  
21 had six items on one of the sides. It was  
22 for the Elementary COMPASS program sort of  
23 like academic support and then.

24 MS. CALDRON: So the slides are  
25 available, you should have gotten them

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outside -- they are posted on the website,  
sorry.

MS. ST. THOMAS: I have a  
question around it.

MS. BAILEY: Just for clarity,  
there are three areas and the additional  
three are the optional content areas.

MS. ST. THOMAS: That was my  
question, right, because the first three  
required areas, which I think we all feel  
is incredibly valuable.

It's just somewhat, you know,  
challenging, for instance, because I'm  
from LEAP, Learning from an Expanded Arts  
Program, and it kind of looks like an arts  
organization that does -- of course, does  
arts-integrated enrichment. And then of  
course we have a series of dance programs  
that can provide physical activity.

It kind of just visualized to an  
organization like mine that, you know,  
arts really isn't a priority. And to be  
competitive in the proposal process, I'm  
just slightly concerned because I'm

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2 visually seeing DYCD's perspective and  
3 we're going to try to provide a compelling  
4 proposal around arts integration, but if  
5 the individuals who are rating those  
6 proposals are viewing through this exact  
7 lens, I, you know, feel disheartened in  
8 terms of my submission because that  
9 priority is No. 4.

10 MS. CALDRON: I mean, it's our  
11 experience that STEM and literacy can be  
12 implemented in a lot of different ways,  
13 particularly the arts, and we encourage  
14 that because we want it to look a lot less  
15 like school. And so there's ways to do  
16 that.

17 And, you know, those are the core  
18 requirements for this RFP and as such  
19 you're going to have to approach it with  
20 those requirements.

21 MS. ST. THOMAS: So, you know,  
22 if, you know, our emphasis is really on  
23 how STEM and literacy are incorporated in  
24 our arts programming, that shouldn't be  
25 necessarily an issue in terms of if for

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instance a provider who provides direct academic support or specifically like very concrete STEM programs, such as robotics and things like that.

My question around it is, like, how competitive are we if there are services out there that provide really extensive robotics programs but you don't potentially get a lot of kids who want to be part of a really extensive robotics program.

MR. FRENZEL-BERRA: Yeah, I mean, we don't know what's going to come in, you're giving an example.

But I think the main point is that these are the three required areas and it's up to you as a proposer to demonstrate how the activities you're proposing fit into those categories.

And the encouraged categories on the next slide, integrated activities, academic support through the arts, that's acceptable but the focus has to clearly be academic support in that kind of activity.

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MS. ST. THOMAS: Yeah, and I agree. I just wanted to sort of put that out there 'cause I think when I've gone to these before it involved with partnership with DYCD and a few different CBOs, I think we've always viewed this as an overlay.

And I just kind of felt like this particular visualization really kind of prioritized it and made -- instead of like backing them on top of each other and making it look really very integrated and looking at it as an integrated process, I kind of was taken aback by the visualization 'cause it didn't feel like it was in conjunction with each other, rather than sort of, like, Priority 1, 2, 3, 4, 5, 6.

I just wanted to sort of put that out there.

MS. WHITE: Okay. So if there are no more questions, this officially concludes the question and answer segment of the conference.

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Please be advised that from this point forward the panel is no longer available for questions. Any questions you would like to submit -- I'm sorry, we're going to be closing in just one minute, please give me your attention.

The questions that you need to submit, if you have any questions from now until July 2nd, please e-mail them, any questions pertaining to these two RFPs at [RFPquestions@dycd.nyc.gov](mailto:RFPquestions@dycd.nyc.gov).

Also please note that the transcript, the PowerPoint presentation and attendance roster will all be made available sometime next week on our DYCD website.

And thank you so much. We just have one last thing to make you aware of. If any addenda is issued for these RFPs, they will be made available through the HHS Accelerator System. When you pre-qualify, please make sure that your e-mail address is exact so that you can receive notifications.

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Last reminder, all proposals must  
be submitted through the HHS Accelerator  
System by July 10th at 2:00 p.m.

This officially concludes our  
pre-proposal conference. Thank you for  
being a great audience and we wish you all  
the best in your proposal submissions.

Have a great day.

(Time noted: 3:11 p.m.)

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C E R T I F I C A T E

STATE OF NEW YORK            )  
  : ss.:  
COUNTY OF QUEENS            )

I, NICOLE ELLIS, a Notary Public for and within  
the State of New York, do hereby certify:

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

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

IN WITNESS WHEREOF, I have hereunto set my hand  
this 29th day of May 2018.

*Nicole Ellis*  
\_\_\_\_\_  
NICOLE ELLIS



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