

Pre-Proposal Conference- A.M. Session
September 13, 2016

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DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT
COMPREHENSIVE SERVICES FOR IMMIGRANT FAMILIES
PRE-PROPOSAL CONFERENCE
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2 Lafayette Street
Room 1412
New York, New York

September 13, 2016
10:00 a.m.

TRANSCRIPT OF PROCEEDINGS

Reported By:

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2 A P P E A R A N C E S:
(in alphabetic order)

3

4 KATHLEEN ALMANZAR - Deputy Director

5 KEITH BUNCH - Assistant Deputy Agency Chief Contracting
Officer, Department Of Youth & Community Development

6

7 DANA CANTELMI - Department Of Youth & Community
Development

8 ROBERT FRENZEL-BERRA - Director of Planning, Research and
Program Development, Department Of Youth & Community
9 Development

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2 MR. BUNCH: Good morning, everyone.
3 On behalf of Commissioner Chong, I'd like to
4 welcome you to the Department of Youth and
5 Community Development's Pre-Proposal Conference
6 for Comprehensive Services for Immigrant
7 Families. Can everybody hear me? Is there
8 anyone who can't hear me?

9 (No response.)

10 MR. BUNCH: Everyone, it's okay?

11 All right. My name is Keith Bunch,
12 Assistant Agency Chief Contracting Officer. So
13 for today's agenda, we have our welcome and
14 timeline, pre-qualifying and proposal
15 submission, program expectations, post-award
16 requirements and our Q and A at the end.

17 I'd like to introduce our panel. To
18 your left, we have Kathleen Almanzar; she's our
19 Deputy Director. She'll be going over today's
20 program overview for this RFP. We also have to
21 her right Robert Frenzel-Berra; he's the
22 Director of Research and Program Development.
23 He he will be available to you for questions.
24 And we also have in our front row Sandra
25 Gutierrez; she's the Deputy Commissioner for

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2 Community Development.

3 Thank you for joining us today.

4 Before I turn this conference over to the
5 panel, I'd like to go over some important dates
6 and general information, including HHS
7 Accelerator.

8 So about Department of Youth and
9 Community Development, or DYCD, we invest in a
10 network of community-based organizations and
11 programs to alleviate the effects of poverty
12 and to provide opportunities for New Yorkers
13 and communities to flourish. Our vision, DYCD
14 strives to improve the quality of life of New
15 Yorkers by collaborating with local
16 organizations and investing in talents and
17 assets with our communities to help them
18 develop, grow and strive, empowering
19 individuals, strengthening families and
20 investing in communities.

21 The due date for this RFP and is
22 October 6, 2016 at 2:00 p.m. in the HHS
23 Accelerator system. Please note, DYCD will not
24 be accepting any hard copies of proposals. In
25 order to respond to this RFP you must be

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2 pre-qualified in the HHS Accelerator system.
3 Please note once again, the proposal due date
4 is October 6, 2016 at 2:00 p.m. in the HHS
5 Accelerator system. Proposals submitted after
6 this date will not be accepted. Notification
7 of award selections will be done through the
8 HHS Accelerator system. The anticipated
9 contract term, July 1, 2017 to July 30, 2020,
10 with options to renew for up to additional
11 three years.

12 If you still have questions after
13 this pre-proposal conference, you may e-mail
14 DYCD at rfpquestions@dycd.nyc.gov. Please
15 note, in order to ensure timely responses, all
16 questions must be received no later than
17 September 23, 2016.

18 For the program side of the
19 requirement it is required that your proposed
20 program site is located in one of the eligible
21 community districts, also known as CDs. This
22 is located on page two of your RFP. Proposals
23 for program sites that are not located in one
24 of the eligible CDs will be considered
25 non-responsive and will not be evaluated. When

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2 filling out the proposal, please make sure to
3 list the program site and ensure it's located
4 within one of the eligible CDs.

5 On to HHS Accelerator Accelerator, is
6 there anyone here who hasn't used HHS
7 Accelerator or is not familiar with it, if you
8 could raise your hand, anyone never heard of
9 HHS --

10 (No verbal response.)

11 MR. BUNCH: Okay, so we have --
12 great. Anyone else not familiar with -- all
13 right, so we have two.

14 All right. So I'm just going to go
15 over it briefly and hopefully we'll have
16 someone here who can answer your questions. We
17 haven't Erin Price. Erin, if you could -- great.
18 So we have Erin Price right over here. She
19 will be available for questions after the end
20 of the presentation if you have any questions
21 regarding submitting your proposal in HHS.
22 I'll just go over it briefly. So the HHS
23 Accelerator system was launched to simplify and
24 improve the contract process for Health and
25 Human Services providers. Agencies publish all

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2 their requests for proposals documented in the
3 HHS Accelerator system. Pre-qualifying
4 providers approved for relevant services are
5 eligible to propose and can submit proposals
6 after RFPs are released. Providers must submit
7 proposals through the HHS Accelerator system by
8 the proposal due date and time, 2:00 p.m. And
9 we also have a -- well, they have a contact
10 e-mail, info@hhsaccelerator.nyc.gov.

11 All right. I would like to now turn
12 this conference over to our panel. I ask that
13 you please hold any questions until the end of
14 the panel presentation. At this time, we would
15 like to welcome Kathleen Almanzar, she'll be
16 going over the program overview.

17 MS. ALMANZAR: Good morning,
18 everyone. How many are familiar with our
19 current services for immigrant families?

20 (No verbal response.)

21 MS. ALMANZAR: So here's the thing,
22 we've made some big changes to our current way
23 of doing services for immigrant families. It
24 was more focused on families that had children
25 in school between the grades of six to twelve,

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2 middle school and high school. So it narrowed
3 it down, and also, the focus was more towards
4 servicing -- finding -- making sure the parent
5 was involved in the school, the child's
6 education, going to parent-teacher conferences
7 and also focusing on making sure the child
8 remained in school and maintained a 90 percent
9 of attendance. So what we've done is that
10 we've said, Wait, families need more than this.
11 They need more than this. They need -- you
12 know, families also begin from when you have a
13 baby, families also consists of, you know,
14 living with a grandparent, living with others,
15 so we decided that we were going to help the
16 entire family and not just a smaller group. So
17 this RFP is compensative. We have looking for
18 providers that are going to be able to take
19 that family unit, look and see what their needs
20 are, and not just the needs of just one
21 individual that's coming in, everyone in that
22 family. So if you have five members of the
23 family and maybe three may have some
24 significant needs, that's what we're looking
25 for, that you're going to work on helping them.

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2 So it's trying to make sure that these families
3 are connecting to services that's needed. So,
4 you know, I don't want to repeat what's on
5 these slides, because what's on these slides is
6 basically -- it's in the RFP, but understand
7 we're looking for comprehensive. We're looking
8 for you to do that work. So I don't know if
9 you've noticed but there is no subcontracting
10 allowed in this RFP and it's because we're
11 looking for the CBO that's going to do this is
12 going to do a lot of the work in house and then
13 create partnerships with other CBOs for
14 referrals for services that they do not have in
15 house, okay? So it's really important to
16 understand that we want the families to feel
17 safe and secure and to be within the
18 community-based organization that's helping
19 them as opposed to going to different areas and
20 I've got to -- to get this piece, I have to go
21 here. So we're looking for to give them, you
22 know, security.

23 So, the goals. To identify what is
24 it they need? Make sure that they're getting
25 what they need, and you want to make sure that

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2 they learn how to do things for themselves and
3 they get what they need, whether -- they may
4 not know they're eligible for food stamps.

5 They may not know they're eligible for
6 healthcare. So this is helping them, assessing
7 the needs and helping them find what they need.

8 Also, knowledge, informing them.

9 Sometimes they don't know their rights, whether
10 it's work, you know, it has to do with
11 employment or they're not, you know, their case
12 was closed because they didn't bring a paper in
13 of Food Stamps, not knowing they're entitled to
14 someone who speaks their language when they go
15 to an HRA office, or at the DOE, that they're
16 entitled to having, you know, documents
17 translated to their language so they understand
18 what's going on in their child's school. You
19 know, a lot of times parents, immigrant
20 parents, do not know these things and what
21 we're doing is we want to make sure that
22 they're learning how to get these things and
23 how to speak up and say, I know it's my right,
24 I need this. So that's what we're looking for
25 in this program.

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2 So core -- there's two core
3 components and it's the case management. So
4 with the case management, it's you are being
5 evaluated by a case manager or a counselor,
6 depending on how, you know, your staffing is.
7 You know, it's important to describe how that's
8 going to happen. You know, they're going to be
9 supervised by an MSW. MSW does not need to be
10 on full-time staff, but they need supervision.
11 An MSW would also take care of maybe something
12 that's more complex, you know, cases. You
13 know, making sure that everything they need,
14 it's being evaluated, they're truly being
15 looked at of what -- not just, Oh, they need
16 this, that's it, I'm going to help them with
17 one item; that's not what we're looking for.
18 We're looking for more in depth services.

19 Those of you who may be familiar with
20 the way we do the individual service plan, this
21 is going to be a focus of a family service
22 plan. So it's the family, what does the family
23 need? Then as you're working with what the
24 family needs, what does, maybe, certain
25 individuals within the family may need? So it

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2 has a couple of steps to it. So it's not just,
3 okay, this family needs benefits. No, okay,
4 but what does this teenager need? This
5 teenager may need help for college. Or, this
6 fifth-grader needs help getting into middle
7 school. So it's a matter of, you know,
8 creating steps of who needs what, and maybe not
9 everyone in the family needs something. Maybe
10 two people need something, but it's important
11 that at least two people in this family, you
12 know, are definitely working on towards a goal.

13 Referrals, we're going to be big on
14 referrals, but these referrals have to be solid
15 referrals, referrals that you're -- that you
16 can follow up with with whoever you refer them
17 to. So if you refer them to someone for legal
18 services, you have a relationship and a
19 partnership with that group that they'll come
20 back to you and say, Yes, we took care of them,
21 everything's been resolved; no, unfortunately,
22 we weren't able to resolve it. We don't want
23 it to be a referral that you don't know what
24 has happened afterwards. So it's really
25 important that who you choose to partner up on

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2 this proposal is people who are going -- you're
3 going to establish a relationship and you're
4 speaking to the right person and having the
5 right person sign that partnership. Okay?
6 It's someone who -- we can't come back later
7 and find out later it was someone who really
8 didn't have authorization to say, Yes, as an
9 agency we're going to do this. So it's
10 important to demonstrate how you're going to do
11 your partnerships and how they're going to work
12 and benefit to your program.

13 Coaching, this is where the workshops
14 are going to come involved and you're going to
15 kind of show them and teach them how to learn,
16 how to ask for things, how to say, this is me,
17 I need this. It's very important, because a
18 lot of times the immigrant population, they're
19 afraid, they don't know that they have any
20 rights, whether they're here documented or
21 undocumented, they're a human being that is,
22 you know, eligible for certain services and
23 eligible for help. So it's important to teach
24 them these skills so that they understand that.

25 So the workshops, I know this is

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2 probably a sticky issue for, maybe, people
3 still trying to wrap this around their heads.
4 So the requirement is ten workshops per year,
5 okay? So -- but we have a minimum of five
6 topics that you must have. So you have to have
7 five distinct topics at the minimum. Okay?
8 You can have fifteen topics if you like, it's
9 up to you, but we have to have at least five
10 minimum and then you have to at least ten
11 workshops throughout the year, okay? And it's
12 important, that the more workshops and the more
13 topics you have, it's more likely you're going
14 to reach the goals for your families. If you
15 narrow it down to a few topics and they miss
16 the class that you -- the workshop that you
17 gave in the fall, but, you know, there's still
18 time for them to take the spring, that's great,
19 but if it's somebody who enrolls later on in
20 the year, may not be able to get that, but it's
21 all in your program design, you know? But, we
22 will be looking for the minimum of ten
23 workshops and five topics from the list that's
24 on page 12 to 13 in your RFP. But, how often
25 you'll give them? You give them more often,

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2 you have more topics, that's great and that
3 will actually ensure that you'll get closer to
4 meeting your goals in them attending them,
5 because a family of four, someone can -- three
6 of the family members can attend, you know, you
7 can attend one, you can attend one, you can
8 attend one. As long as at the end of the day
9 that family has -- someone in the family has
10 attended at least one workshop under five
11 different topics. Okay? So, and that's
12 something we'll -- those who are awarded, we'll
13 figure out how we track that through our new
14 system of benchmarking and you can track when
15 you've achieved it or not.

16 So this is the same thing,
17 expectations on the -- so, like I said, these
18 workshops are going to be to be topics that are
19 going to be of great interest for the immigrant
20 families. They're going to be topics that are
21 things that they are going to need to move
22 forward and to progress for their families.
23 Your trainers are going to be key because your
24 trainers are going to spend that time with your
25 participants and, you know, your trainer needs

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2 to be able to engage them, because what happens
3 is, is that if that trainer is pretty dry, they
4 may not want to come back to the next set of
5 workshops that are coming forward. So it's
6 important that, because you need to draw them
7 to -- the families to five workshops, it's
8 important that you have good trainers.

9 So when it comes to outcomes, we are
10 looking for, you know, the families need
11 50 percent of the short-term goals. So in the
12 beginning, when you are enrolling this person,
13 you are creating their family service plan.
14 What are those things? So if they have a list
15 of things, at least half of that has to be
16 achieved. And it's important, so this is a
17 program that you're going to be working with
18 them all year round. So it's not something
19 you're going to come in today and two weeks
20 later they're done. This is a program that's
21 intended to run as long as you can during the
22 year. The earlier you enroll your participants
23 in the year, the better so that you can work on
24 towards these goals and there's an opportunity,
25 goals may change, goals may shift, you know,

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2 and then you have other family members that
3 have goals. So it's very important that you
4 understand that you have to help them achieve
5 this benefit, and in doing so, that's where you
6 have the whole coaching, the case management,
7 checking in with them on a regular basis. So
8 it's really important that you have solid
9 counselors or case managers that are going to
10 be checking in with the family on a regular
11 basis and making sure that they feel
12 comfortable and they get the services that are
13 needed.

14 And then we have what's called the
15 record of exit interview. So basically, we're
16 looking for, that when you say this family has
17 gained a self-advocacy skills, that you can say
18 that this person came in at the beginning of
19 the year and they did not know how to ask for
20 things at their child's school and now they're
21 more involved in the school, now they're more
22 involved in doing things for them, they learned
23 how to speak for -- speak up for their child.
24 That is what it is. We will create a protocol
25 to show how we demonstrate that record, but a

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2 lot of this key is going to be case management
3 notes, and we will be reading -- we will be
4 very heavily into reading the case management
5 notes and seeing how the time has progressed
6 with your work that you're doing with the
7 families. So, like I said, it's very important
8 that you have strong case management skills
9 because this is where it basically, you know,
10 comes forward.

11 So, thank you.

12 MR. BUNCH: Thank you, Kathy.

13 I just want to point out a few items
14 regarding post-award requirements. So we have
15 the Public Assistance Hiring Commitment Rider,
16 and I just want to go briefly into the second
17 bullet, which is responsibility determination.
18 So please be advised that it's a requirement
19 for all contractors to be determined
20 responsible in the post-award phase.
21 Therefore, please make sure your VENDEX filings
22 are up to date, your charity's filings are --
23 excuse me, your VENDEX filings are up to date,
24 your charities filings are current and ensure
25 that any outstanding liens or adverse

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2 information have been resolved. Unresolved
3 issues ultimately cause significant delays in
4 the post-award process.

5 And I just want to touch on the
6 Notice for Proposer Subcontractor Compliance.
7 So all subcontractors and subcontracts are
8 subject to DYCD approval before any expenses
9 are incurred and before any payments are made
10 to them by prime contractor, it must be
11 reported using the payee information portal.
12 Therefore, it is important to identify all
13 subcontractors as soon as possible.

14 I just want to go into the New York
15 State Liability Insurance requirement. The
16 contractor must demonstrate that necessary
17 insurance coverage, commercial general
18 liability insurance of \$1 million per
19 occurrence and 2 million aggregate, motor
20 vehicle insurance, if applicable, and Workers'
21 Compensation insurance is in place on the first
22 day of the contract by providing an original
23 certificate of insurance naming the City of New
24 York, together with its officials and
25 employees, as an additional insured. DYCD will

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2 not be able to proceed with processing the
3 awarded contract until it has obtained proof of
4 the necessary insurance coverage.

5 Regarding MWBE, DYCD will be
6 monitoring good faith efforts to utilize New
7 York State certified MWBEs for the following
8 expense categories, this is referenced on
9 page three of the RFP: Consultants,
10 subcontractor, vendors, supplies, equipment, et
11 cetera. At least 30 percent of the expenses
12 from this list must be performed by state
13 certified MWBEs.

14 Transcript, presentation and
15 attendance rosters will be posted to DYCD's
16 website for your viewing.

17 All right, at this time we will have
18 our Q and A, our question and answer session.
19 Please note, this is your only opportunity to
20 ask questions, ask the panel questions. Once
21 the Q and A session ends, the panel will not be
22 able to take any questions. Therefore, if you
23 want to ask the panel any questions regarding
24 the RFP, this is your opportunity to do so.
25 But, again, if you have any questions, this is

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2 the time to do so. So if you have any
3 questions, you're going to line up to my left,
4 or to your right. You're going to line up
5 behind the microphone. You want to be sure to
6 state your name and the agency and reference
7 the page of the RFP that pertains to your
8 question.

9 MR. CIPOREN: Marvin Ciporen,
10 Shorefront Y. I guess one question that's
11 unanswered is if, you know, the male president
12 can reuse the funds for building walls.

13 I have a more serious question. One
14 is: The RFP talks about services to recent
15 immigrants but there's no definition of what
16 recent means, nor is it clear on whether you
17 could serve people -- immigrants who are not
18 documented? And if they are not documented,
19 how do we document when they arrived?

20 MS. ALMANZAR: So we purposely did
21 not put a timeframe on recent immigrants
22 because then that would narrow your scope of
23 who you can serve. So if I said that they had
24 to be here within the last six months, then
25 that's kind of hard to scold that. A recent

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2 immigrant, you're looking for somebody who is
3 foreign born, you know, hasn't been here too
4 long and needs help with these services because
5 they have not found the way to do this. They
6 haven't been here long enough to learn or found
7 out from their neighbors, how do you do this,
8 how do you do that. So you're looking for
9 people who have, you know, who need that help,
10 to get them if they're not sure, How do I
11 navigate this. So, you know, if we put a
12 timeframe on that, that locks you out. That
13 locks you out of serving somebody who maybe has
14 now been here only seven months and still needs
15 help.

16 MR. CIPOREN: All right, but somebody
17 can be here four years and still need the help
18 then they would qualify for services?

19 MS. ALMANZAR: So, what I would say
20 to you is if you find somebody who still needs
21 that help because they have not acclimated and
22 they have been here four years, go right ahead,
23 you can help them. We're trying to make sure
24 that these are the people who have not been
25 here long enough to understand and learn this.

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2 And maybe they have been here long enough and
3 maybe they haven't because they've stayed in
4 their neighborhood. It's important that
5 they're people who are foreign born who need
6 this help.

7 MR. CIPOREN: And then, since it's
8 also federal funds, can undocumented immigrants
9 be served?

10 MS. ALMANZAR: So we're here in New
11 York City and we're now the allowed to ask the
12 immigration status. The services that you're
13 providing, if it requires to ask the immigrant
14 status, then that's different, but if what
15 you're providing, workshops, you don't need to
16 know their immigrant status to give them a
17 workshop. Obviously, if we've been working
18 long enough and you understand that if they are
19 undocumented and they're not eligible for food
20 stamps, you wouldn't be helping them with an
21 application for food stamps, you would only be
22 helping them with things that they're eligible
23 for. If you've seen in the past, and those of
24 you who are providers, we don't ask that
25 question. We just ask country of origin.

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2 That's the closest we get to finding out where
3 someone is from.

4 MR. CIPOREN: God bless New York.

5 Another couple of quick questions.
6 In terms of the requirements for the outcome
7 indicators of achieving 50 percent of their
8 immediate needs and demonstrating
9 self-sufficiency, I didn't notice anything in
10 the RFP that gave a guidance of what your
11 expectation is of what percentage of the client
12 base would achieve that.

13 MS. ALMANZAR: So, what we're looking
14 for is that when you do your program design
15 you'll decide how many people you plan on
16 serving. I believe we have a 50 percent
17 minimum that -- of your enrolled must achieve,
18 must reach these goals. It's very important,
19 like I said, documentation is in your case
20 management notes so we can clearly see what the
21 plan is for this family, and then when these
22 things are achieved,, we can clearly see them
23 in the case management notes what has been
24 achieved. And then if there is documentary
25 proof that is required, then copies of that

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2 would need to be in the files of the
3 documentary proof of what was achieved for
4 them.

5 MR. CIPOREN: I saw the requirement
6 for families achieving 50 percent, but I didn't
7 see -- what page does it say how many of your
8 enrolled parents?

9 MR. FRENZEL-BERRA: I think it's,
10 here the expectation is that families be served
11 all achieve at least 50 percent for short-term
12 outcomes so that, in a way, the expectation is
13 relaxed per family, but every family should be
14 served (inaudible).

15 MR. CIPOREN: And I'm assuming that
16 applies to the workshop, every outcome as well,
17 target?

18 MR. FRENZEL-BERRA: So the workshop
19 is output, expectation, not outcome, but we
20 list that on page 14. The expectation is that
21 the participants would attend, some member of
22 their family would attend five workshops.

23 MR. CIPOREN: But again --

24 MR. FRENZEL-BERRA: (Inaudible) all

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2 MR. CIPOREN: Right. So your working
3 assumption in each of these is that, in effect,
4 everybody is achieving these goals?

5 MR. FRENZEL-BERRA: This expectation,
6 yeah, the output.

7 MR. CIPOREN: Great. Thank you.

8 MS. JORDANIA: Nicole Jordania,
9 Children's Health Funds. Simple question, I
10 think. So, you said ten workshops, five
11 topics. Is that ten workshops per topic?

12 MS. ALMANZAR: No. It is, you choose
13 five topics from our list. You have to --

14 MS. JORDANIA: Or more. Or more.

15 MS. ALMANZAR: Or more.

16 MS. JORDANIA: Yeah. Minimum of
17 five.

18 MS. ALMANZAR: Minimum of five. And
19 then you have to give a minimum of ten
20 workshops. So you could maybe do -- maybe
21 there's not a high demand of one of your topics
22 and you only give it once, and then another
23 topic is given twice or three times.

24 MS. JORDANIA: Okay.

25 MS. ALMANZAR: It's just we have to

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2 see -- we have to have a minimum of ten
3 workshops that are happening. And like I said,
4 it's in your best interest that you space them
5 out throughout your program year so that people
6 have the opportunity to attend them, and the
7 more often you give it, the more often someone
8 will be able to meet that goal because they
9 wouldn't have missed it. So let's say if you
10 do one topic in the very beginning of the year,
11 someone who enrolls later after that topic,
12 then that person's never going to get that --
13 one of those topics. It's just important that
14 you plan accordingly and give -- and see. You
15 may have, you know, minimum of ten and then
16 later on you see you wind up doing fifteen if
17 it's -- we're looking for minimum of ten
18 workshops.

19 MS. JORDANIA: Okay, so we could do
20 twenty, we could do thirteen topics, we
21 could --

22 MS. ALMANZAR: Yes.

23 MS. JORDANIA: As long as it's a
24 minimum of five topics, a minimum of ten. And
25 that's per year, because isn't this a

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2 three-year program?

3 MS. ALMANZAR: Yeah. Just describe
4 everything as thoroughly as possible in your
5 proposal.

6 MS. JORDANIA: Thank you.

7 MR. CHEUNG: Good morning. Thomas
8 Cheung, LWA. I have a question. I'm clear
9 about the subcontracting, but I'm unclear as to
10 collaborations in terms of other organizations
11 that can partner with you. When you mean
12 partner, other than referrals, let's say we're
13 talking about linkage agreements, what kind of
14 evidence you're going to need? And that
15 collaboration, does that require that the other
16 organization is also in the CD? I mean the CD
17 is that.

18 MS. ALMANZAR: So we -- partners do
19 not have to be within the CD, but you also want
20 to think about where you're going to be sending
21 your individual to -- you don't want to send
22 someone so far out that they will be
23 discouraged and they won't go to the referring
24 partner. A lot of people like to stay close to
25 home. I mean, if this is a specialty and you

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2 have to send them a little further, then that's
3 okay. But the important thing is it's services
4 that are meaningful. We have a partnership
5 agreements in the RFP, so that's what you would
6 fill out and it would be between you and you
7 have to demonstrate to us what the agreement is
8 going to be between you and the community --
9 the other entity, or the community-based
10 organization, what are you going to be doing in
11 this partnership.

12 MR. CHEUNG: I understand. Okay,
13 thank you.

14 MS. ALMANZAR: Okay?

15 MR. KELLY: Hi. Damyn Kelly,
16 Southeast Bronx Neighborhood Centers. So first
17 question I have is concerning the staffing.
18 The supervising staff person must be an MSW,
19 they can't have a master's in psychology?

20 MS. ALMANZAR: Yes, they must be an
21 MSW.

22 MR. KELLY: Okay.

23 And then clarification on the
24 bachelor level position, the counseling
25 credential, so is that courses in counseling

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2 and that sort of thing or you're looking for a
3 specific recognized credential?

4 MS. ALMANZAR: So we provided in the
5 RFP a list of different types of credentials
6 that are acceptable. That's fine.

7 MR. KELLY: And then the last
8 question is: It looks like there's going to be
9 one award per borough, but there are multiple
10 CDs per borough that are under consideration.
11 So in our proposals, do we indicate that we're
12 targeting a particular immigrant group or a
13 particular CD? So, for example -- and I'm from
14 the Bronx -- in CD 3, where we're based,
15 there's a huge West African population, but in
16 CD 5 there's not, there's a different type of
17 immigrant group. So are we expected to -- can
18 we target an immigrant group or just target a
19 CD?

20 MS. ALMANZAR: What you want to do
21 is, when you're describing whatever CD you're
22 doing, it has to describe the entire population
23 of that area that you're working with. So you
24 describe that area, so if it's specifically
25 predominantly the African group, then you

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2 describe that, because you want to demonstrate
3 that you know the area, you know the
4 neighborhood that you are proposing to provide
5 services.

6 MR. KELLY: Okay, but then because
7 there's only one award per borough, does that
8 negate our application because there are other
9 immigrant groups within the borough?

10 MR. FRENZEL-BERRA: You can say it in
11 a slightly different way. A program is
12 expected to located in one of the designated
13 community districts. So you propose one of
14 those in your borough, and in regard to which
15 target group is in that district, you're going
16 to do outreach for, that's your choice.

17 MR. KELLY: Got ya. I got ya. All
18 right, thank you.

19 MS. FOX: Susan Fox, Shorefront Y. I
20 actually have a couple of questions. Can you
21 please define family. How many generations
22 considered a family? How far the network of
23 relationships can go, many different immigrant
24 groups define family very differently than I
25 would define my nuclear family, so are there

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2 any limitations on that, any expectations of
3 DYCD at this point?

4 MS. ALMANZAR: It's your household.

5 MS. FOX: They have to live together
6 in one household?

7 MS. ALMANZAR: Yes.

8 MS. FOX: Okay. Thank you, that's
9 very helpful.

10 I'm going to get a little bit to some
11 of the budgetary questions. I understand that
12 there are no subcontractors and we're looking
13 to create linkages and partnerships with no
14 less than three other organizations. We have
15 to bring trainers in. Can I assume that those
16 trainers can be found in multiple places,
17 including from perhaps some of our partner
18 organizations and we can be paying them as
19 consultants?

20 MS. ALMANZAR: Yes.

21 MS. FOX: Great, easy. Thank you.

22 MS. DALY: Hi. Teresa Daly, Legal
23 Aid Society. So I just have one or two
24 questions about the program site requirement.
25 So I know it's separate proposals per program

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2 site and that would all be consolidated under
3 one contract if so.

4 MS. ALMANZAR: It's not necessarily a
5 program site.

6 MS. DALY: Just because we have
7 multiple offices in different boroughs.

8 MS. ALMANZAR: Right. It's per
9 borough. So let's say if you want to do
10 something in Manhattan and you're going to have
11 multiple sites.

12 MS. DALY: In Manhattan?

13 MS. ALMANZAR: You can do that, but
14 your sites need to be located in any of the CDs
15 that are listed for Manhattan.

16 MS. DALY: Okay, so it can be
17 multiple program sites --

18 MS. ALMANZAR: But you can't give us
19 an RFP -- you can't give us a proposal that is
20 proposing a site in Brooklyn and in Manhattan.

21 MS. DALY: Okay.

22 MS. ALMANZAR: They have to be
23 separate.

24 MS. DALY: So multiple program sites
25 per borough.

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2 MS. ALMANZAR: Right. Also, make
3 sure, your sites have to be located in one of
4 the targeted CDs.

5 MS. DALY: Yeah, okay.

6 And data collection and reporting,
7 respectively.

8 MS. ALMANZAR: Oh, hold on.

9 MS. DALY: Yeah.

10 MS. ALMANZAR: We'll take the other
11 question. We may have to do a little
12 clarification.

13 MS. DALY: Okay.

14 And data reporting and collection, I
15 assume, is through Capricorn?

16 MS. ALMANZAR: For now, yes.

17 MS. DALY: Okay.

18 MS. ALMANZAR: There's something in
19 the works that change (inaudible).

20 MS. DALY: Okay.

21 And community partners, again, if it
22 were for multiple program sites, that would
23 still be the same minimum of three community
24 partners, no more?

25 MS. ALMANZAR: Yes.

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2 MS. DALY: Okay.

3 Oh, and is there a referral
4 requirement?

5 MS. ALMANZAR: Is there what?

6 MS. DALY: A referral requirement.
7 Like, for those community partners. I guess,
8 is there any sort of requirement in terms of
9 families referred?

10 MS. ALMANZAR: If you're referring
11 someone, you need to make sure that you can get
12 feedback on what happened at that referral. So
13 you don't want to see them -- let's say if I
14 see the staff is reading case management, they
15 were referred, let's say it's September, it's
16 now December, there's no feedback on what
17 happened from that referral.

18 MS. DALY: Okay.

19 MS. ALMANZAR: It's important that
20 the partnership is with someone that you could
21 work back and forth with and you'll find out,
22 for every person you referred, what actually
23 happened.

24 MS. DALY: So evidence of follow-up,
25 not necessary number of referrals themselves?

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2 MS. ALMANZAR: Right.

3 MS. DALY: Okay.

4 MR. FRENZEL-BERRA: For
5 clarification, according to the RFP on
6 submitting a separate proposal for each
7 separate --

8 MS. DALY: Site.

9 MR. FRENZEL-BERRA: (Inaudible),
10 separate site. So if you're located in two
11 community districts, two locations within the
12 borough, that's two separate proposals.

13 MS. DALY: Yeah, separate proposals.
14 Okay. Thank you.

15 MS. LOCKWOOD: Good morning. Andree
16 Lockwood, Comprehensive Development, Inc.
17 We're in a CD that's approved. We serve
18 clients from a number of boroughs.

19 MS. ALMANZAR: So the issue is we're
20 looking for the target people to come from that
21 CD, but that doesn't mean that 100 percent
22 needs to come from that CD.

23 MS. LOCKWOOD: Okay.

24 MS. ALMANZAR: So if you had, you
25 know, a small percentage that came out from

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2 outside the CD, that was okay.

3 MS. LOCKWOOD: Okay, great. Thank
4 you.

5 MR. CIPOREN: Still Marvin Ciporen,
6 Shorefront Y. Just to maximize the utilization
7 of funds, if a family is enrolled and stops
8 wanting to get services, can that family be
9 replaced and does the number of contracted
10 people say -- so in other words, so we ask
11 50 -- to serve 50 families, family 48 drops
12 out, we replace it with another family, would
13 that still then be considered 50 people and can
14 we make that replacement?

15 MS. ALMANZAR: So once you enroll
16 somebody in the program, they're in the program
17 and you cannot, you know, you cannot consider
18 them a dropout until the end of the year, so
19 you have to leave them there. So if they come
20 back, they come back. If I want to -- if your
21 projected to enroll 50 and you enroll 53,
22 that's fine.

23 MR. CIPOREN: All right.

24 MS. ALMANZAR: I mean, we've
25 always -- in all our programs, you always have

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2 dropouts. So you could have somebody come in
3 and they come in the first time and then, No,
4 I'm not doing this, and they never come back,
5 you're going to enroll someone else.

6 MR. CIPOREN: So -- but then again,
7 in terms of achieving the targeted outcomes,
8 using your case, we enroll 53, three -- if
9 contracted for 50, three families drop out, are
10 we still considered having achieved the
11 targets?

12 MS. ALMANZAR: So I'm going to
13 clarify with the outcome rate, how it's not
14 really defined. Do you see there's a service
15 level form inside the proposal and we're asking
16 you to tell us, out of your families, how many
17 do you plan on -- what's your percentage that
18 you expect to achieve that outcome, so
19 achievable for the outcomes, so we're asking
20 you give us your percentage.

21 MR. CIPOREN: Okay, thank you.

22 MS. HABIBY BROWNE: Emira Habiby
23 Browne from CIANA. I just want to make sure I
24 understand about the site. Is it the program
25 that has to be in the CD or does your

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2 organization have to be in that CD?

3 MS. ALMANZAR: The program site.

4 MS. HABIBY BROWNE: Who can support
5 that?

6 MS. ALMANZAR: Your headquarters can
7 be somewhere else, but your program site where
8 the participants are going to come in on a
9 daily basis must be in that CD.

10 MS. HABIBY BROWNE: So you can
11 partner with another organization in that CD
12 for that program?

13 MS. ALMANZAR: Right, but you have to
14 make sure that you have control -- you can show
15 that you have control of that site so if
16 someone's coming in for services, someone's
17 there. We don't want to have that they come in
18 for services, they say it belongs to another
19 CBO and you're nowhere to be found.

20 MS. HABIBY BROWNE: So in terms of
21 collaborating though, since there are no
22 subcontracts.

23 MS. ALMANZAR: No subcontracts.

24 MS. HABIBY BROWNE: I know that. I
25 read that. But how would you then collaborate

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2 with another organization to serve a larger
3 population, immigrant population?

4 MS. ALMANZAR: You do that with your
5 partnerships.

6 MS. HABIBY BROWNE: So you can do a
7 private partnership?

8 MS. ALMANZAR: Right. You do your
9 partnerships, this is where we have partnership
10 agreements.

11 MS. HABIBY BROWNE: Right.

12 MS. ALMANZAR: You can figure out how
13 you do that -- have that presence.

14 MS. HABIBY BROWNE: Okay, thank you.

15 MR. KELLY: Damyn Kelly, Southeast
16 Bronx Neighborhood Centers. Can you provide
17 incentives through the budget for
18 participation?

19 MS. ALMANZAR: Yes, you may, but what
20 you have to do is that the incentives have to
21 be clearly defined on how and what they are.
22 And it has to be eligible -- every participant
23 must be eligible. It has to be very clear on
24 how you plan on giving them out and that
25 everyone who is a participant is eligible for

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2 the incentive.

3 MR. KELLY: Thank you.

4 MS. KARIM: Hi. Bibi Karim for Bronx
5 Works. Just in terms of the budget question,
6 the bottom line has to be for a minimum of 50
7 clients, if you decide do you want 100 clients?
8 Because for 50 right now, I think that's kind
9 of low for us, that we might actually ask for a
10 higher number so that we can do the budget
11 based on the assumption of 2,000 times 60, 75.

12 MS. ALMANZAR: You can ask for -- the
13 minimum it's asking for is 100,000, that
14 translates into 50 participants, you can ask
15 for more, but it's all based on the
16 availability of funds. So if we don't have
17 have any -- if you ask for 200,000, if we don't
18 have enough to give you 200,000, we give you
19 what's available.

20 MS. KARIM: Okay, thank you.

21 MS. CURRAN: Hello. I'm Chris Curran
22 from the Fifth Avenue Committee, and I think
23 this may be on other people's minds as well.
24 It's September 13th and we won't get the
25 questions answered until after the 23rd, is

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2 there any chance of moving this back a week or
3 two?

4 MS. ALMANZAR: That's beyond my pay
5 grade.

6 MS. CURRAN: Okay. Just asking.

7 MS. ALMANZAR: Our ACCO is right
8 here, unfortunately not.

9 (Inaudible).

10 MR. BUNCH: Any other questions? Any
11 questions? This is your last opportunity to
12 ask the panel questions. Going once, twice.

13 (No verbal response.)

14 MR. BUNCH: Please remember, the due
15 date is October 6, 2016 at 2:00 p.m. in the HHS
16 Accelerator system.

17 In addition, please be on the lookout
18 for any addendums, as Dana Cantelmi mentioned,
19 for this RFP, which will be released in the HHS
20 Accelerator system.

21 This concludes our pre-proposal
22 conference. If you have any questions
23 regarding HHS Accelerator, Erin Price is here if
24 you have any questions regarding that.

25 Thank you.

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C E R T I F I C A T E

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

I, Therese L. Sturges, a Shorthand Reporter and Notary Public within and for 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 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 19th of September, 2016.

THERESE L. STURGES

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