

Pre-Proposal Conference- P.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
2:00 p.m.

TRANSCRIPT OF PROCEEDINGS

Reported By:

THERESE L. STURGES

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

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

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

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

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2 MR. BUNCH: On behalf of Commissioner
3 Chong, I would like to welcome you to the
4 Department of Youth and Community Development's
5 Pre-Proposal Conference for Comprehensive
6 Services for Immigrant Families. My name is
7 Keith Bunch, Assistant Deputy Agency Chief
8 Contracting Officer.

9 I'd like to introduce to you our
10 panel. To your left, you have Kathleen
11 Almanzar; she's the Deputy Director. She'll be
12 going over the program overview. We also have
13 Robert Frenzel-Berra; he's the Director of
14 Research and Program Development. He'll be
15 available for questions. And then in the front
16 row, we have our Duty Director, Sandra
17 Gutierrez.

18 I want to go over the agenda with
19 you. We have a welcome and timeline,
20 pre-qualifying and proposal submission, program
21 expectations, post award requirements, and then
22 we'll have a Q and A at the end.

23 Thank you all for joining us today.
24 Before I turn this conference over to the
25 panel, we'd like to go over some important

**Pre-Proposal Conference- P.M. Session
September 13, 2016**

4

2 dates and general information, including HHS
3 Accelerator, about DYCD. So I'll mention the
4 New York City Department of Youth and Community
5 Development, or DYCD, invests in a network of
6 community-based organizations and programs to
7 alleviate the effects of poverty and to provide
8 opportunities for New Yorkers and communities
9 to flourish.

10 Our vision, DYCD strives to improve
11 the quality of life of New Yorkers by
12 collaborating with local organizations and
13 investing in the talents and assets of our
14 communities to help them develop, grow and
15 thrive. Empowering individuals, strengthening
16 families and investing in communities.

17 The due date for this RFP is
18 October 6, 2016 at 2:00 p.m. in the HHS
19 Accelerator system. Please note that DYCD will
20 not be accepting any hard copies of proposals.
21 In order to respond to this RFP, you must be
22 pre-qualified in the HHS Accelerator System.
23 Please note once again, the due date to submit
24 your proposal is October 6, 2016 at 2:00 p.m.
25 in the HHS Accelerator System. Proposals

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

5

2 submitted after this date will not be accepted.
3 Notification of award selections will be done
4 through HHS Accelerator.

5 The anticipated contract term is from
6 July 1, 2017 to June 30, 2020, with options to
7 renew for up to an additional three years. If
8 you still have questions after this
9 pre-proposal conference, you may e-mail DYCD at
10 rfpquestions@dycd.nyc.gov. Please note, in
11 order to ensure timely responses, all questions
12 must be received no later than September 23,
13 2016.

14 I just want to go over one of the
15 important requirements for this proposal is a
16 proposal site requirement. It's required that
17 your proposed program site is located in one of
18 the eligible community districts. This is
19 listed on page two of your RFP. Proposals for
20 program sites that are not located in one of
21 the eligible CDs will be considered
22 nonresponsive and will not be evaluated. When
23 filling out the proposal, please make sure to
24 list the program site and ensure it's located
25 within one of the eligible CDs.

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

6

2 I just want to talk a little bit
3 about HHS. Has anyone here never heard of HHS,
4 never used it? By show of hands, anyone never
5 use HHS, not familiar?

6 (No verbal response.)

7 MR. BUNCH: That's more than we had
8 this morning; two people didn't use it, but
9 nice, okay. So everyone's good.

10 I'm just going to briefly go over it,
11 and we also have someone in the back from HHS
12 Accelerator, her name is Erin Price. So she'll
13 be available if you have any questions after
14 the end of this presentation, if you have any
15 questions regarding submission, anything of
16 that nature, with HHS Accelerator.

17 The HHS Accelerator System was
18 launched to simplify and improve the
19 competitive contract process for Health and
20 Human Service providers. Agencies publish all
21 requests for proposals, or RFP, documents in
22 the HHS Accelerator System. Pre-qualified
23 providers approved for relevant services are
24 "eligible to propose" and can submit proposals
25 after RFPs are released. Providers must submit

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

7

2 proposals through the HHS Accelerator System by
3 the proposal due date and time, again, which is
4 2:00 p.m. If you have any other questions,
5 there's also an e-mail helpline or help e-mail,
6 if you will, info@hhsaccelerator.nyc.gov.

7 All right, so I'd like to turn this
8 over to our panel. I ask that you please hold
9 any questions that you have until after the end
10 of the panel presentation; we'll have a Q and A
11 for you. At this time, I'd like to welcome
12 Kathleen Almanzar. She'll go over the program
13 overview.

14 MS. ALMANZAR: Good afternoon,
15 everyone, and welcome to our pre-proposal
16 conference. How many are familiar with our
17 current services for immigrant families?

18 (No verbal response.)

19 MS. ALMANZAR: DYCD employees don't
20 count.

21 So one of the things is that we're
22 taking quite a big turn and change into the way
23 in which we're going to be servicing immigrant
24 families. In the past -- well, currently, what
25 we're doing is focused on getting the parents

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

8

2 engaged in their child's school and it is
3 targeting parents that have children in middle
4 school and high school and then also making
5 sure that these students remain at the
6 90 percent level of attendance while they're
7 attending school. Now what we're doing is
8 we're focusing on the family, not just a family
9 that has middle school and high school
10 students, we're talking about the family unit,
11 which for us, the family unit is the household.
12 So anyone that lives within the household is
13 eligible to be part of this program. So you
14 have the family, family have needs. You have
15 family needs and you have individual needs
16 within that family. So our premise is to
17 service, as much as we can, the entire family.

18 This is going to be a lot of case
19 management. It's going to be a lot of having
20 conversations with the family, whether you're
21 speaking to, maybe, the representative of the
22 family or individual people within the family,
23 and you are asking them questions. You're
24 trying to find out what do they need. Do they
25 need help with food stamps, benefits, health

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

9

2 insurance? You're trying to find out what is
3 it they truly need, what are they seeking,
4 helping them find that, helping them become
5 eligible for this and making them be able to go
6 and get these services for themselves also,
7 because many times they're afraid. Many times
8 they're not sure or, No, I'm not eligible, and
9 this is a program that's going to help them
10 apply, become eligible and also empower them to
11 do things for themselves.

12 So, we want them to gain knowledge,
13 we want them to learn how to advocate for
14 themselves, and part of that will be through
15 workshops, which I'll talk about in a few
16 minutes, and letting them learn about different
17 things that, someone who is recently arrived is
18 not familiar with, they're not familiar the way
19 the system works here, and this is what we're
20 doing. We want to help people become
21 familiarized with the system.

22 So case management, one of the things
23 is that they'll have an orientation workshop to
24 kind of say, Hey, this is what this program is,
25 we're funded by DYCD and DYCD has all these

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

10

2 other programs. What we want to do is make
3 sure -- sometimes people don't know we're the
4 ones that do after school, we do different
5 programs. So this will help them with all
6 different things, kind of give them a general
7 gist of what's to be expected within the
8 program.

9 So for every family, they will be
10 seen by a case manager and that case manager,
11 or counselor, will develop a family service
12 plan, find out exactly what does this family
13 need, do other members of the family have other
14 specific needs, and decide, Let's work on these
15 short-term goals, let's see what we can do, and
16 they create a plan. They do referrals. So
17 it's going to be a lot of contact with the
18 family. It's going to be a lot of case
19 management notes and documenting what you're
20 going to be doing for this family. We, as
21 DYCD, will be relying on your case management
22 notes to see that these services are being
23 delivered.

24 Referrals. You'll refer to a partner
25 organization, whether it's for legal services

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

11

2 or something that you don't do already at your
3 agency. If you have legal services within your
4 agency, you can refer within your agency, but
5 we're looking to also partner with other local
6 community-based organizations so that people
7 receive more than just one or two services.

8 Coaching. This is where the
9 workshops come involved. You're teaching them
10 things to know, right to know, learning about
11 their rights, learning about all these things,
12 and you're going to coach them on how they can
13 become self-sufficient, how they can go into
14 their child's school and say, I need this
15 letter in Spanish, I don't read English,
16 because sometimes they don't realize they're
17 eligible, you know, the DOE has to have stuff
18 translated in different languages. Same thing
19 if you go to the HRA, they don't realize, I
20 don't need to bring my own interpreter, HRA has
21 to provide that. Sometimes people don't know
22 that.

23 Workshops. It's very important
24 that -- we have a list on pages 12 to 14 in the
25 RFP that's a list of topics, so out of that

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

12

2 list, we have a suggestion, you must choose at
3 least five distinct topics to give as
4 workshops. We are only requiring ten workshops
5 per year, but if you want to do twenty
6 workshops per year, you may do that. If you
7 want to have seven topics in your curriculum,
8 you can have seven topics. It all depends on
9 how you design your program and it's important
10 that in your response to the RFP you want to
11 describe these workshops.

12 So, also with the workshops, you have
13 to have -- family has to attend at least five
14 of the distinct workshops, so we'll be tracking
15 the attendance. If you have a family of four,
16 and let's say only two members decide to go to
17 the workshops, because they're the only ones
18 that have the time to go to the workshop,
19 that's fine. You don't have to have every
20 single member attend, but as long as there's a
21 representative from the family to attend at
22 least five distinct programs.

23 It's very important that you have a
24 strong trainer, a trainer who's familiar with
25 the curriculum, a trainer that's going to

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

13

2 engage your audience. It's important because
3 if your first workshop is mediocre and the
4 trainer is not too savvy and the trainer
5 doesn't engage the group, they may not come
6 back to your other workshops. They may just
7 write it off because the first one was bad, I'm
8 not coming to any of them, and it's really
9 important that they attend the workshops.

10 What we're looking for is you enroll
11 your family members and in their family service
12 plan they've set up some goals. If they set up
13 some goals for this family, four short-term
14 goals, we're looking for at least two out of
15 those four short-term goals to be achieved by
16 this family. We know life changes, things
17 happen and we're not asking you to achieve
18 everything, but at least half of what has been
19 set out in the service plan for each family.
20 So everybody's service plan is going to look
21 different because every family has different
22 needs.

23 So one of the things that we're doing
24 is we're going to heavily rely on looking at
25 your case management notes to see when someone

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

14

2 achieves these short-term goals. And also,
3 depending on the type of goal it is, we'll ask
4 for documentary proof. So if you send the
5 person to apply for food stamps and they
6 received food stamps, some sort of
7 documentation from HRA showing that they're
8 receiving food stamps. All of that can vary,
9 so it depends on what you're doing for the
10 individual. You can't say these are the only
11 documents we're looking for, it's something
12 that can vary depending on the service plan.

13 The enrolled families gain
14 self-advocacy skills, so the key to this is
15 we're talking workshops. The workshops are
16 going to show this person and family can now go
17 and ask for things for themselves. They know
18 how to navigate the school system a little bit
19 better, they're able to help their child apply
20 for middle school and now they kind of get a
21 better understanding, they're more involved in
22 school. These different things that we're
23 looking for, and once again, we're going to
24 look at case management notes on how did they
25 achieve this. And the same time, DYCD will, at

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

15

2 time of contract development, we would set up a
3 way of how are we going to prove the
4 self-advocacy was achieved.

5 A couple of notes. There is no
6 subcontracting allowed under this contract.
7 What we anticipate is that you would do
8 partnerships with local CBOs nearby. We're
9 trying to keep the program local with the CD.
10 Immigrants feel more comfortable when they
11 don't have to go too far or when they stay
12 within their neighborhoods, and also, when they
13 stay within house. Maybe, depending on how you
14 run your program, your partner can come visit
15 and provide services on site. So that's very
16 important. I know another question that has
17 come up is what you consider family and what we
18 consider family is the household.

19 Thank you.

20 MR. BUNCH: Thank you, Kathy.

21 So I just wanted to go over a couple
22 of items for you. We have a Public Assistance
23 Hiring Commitment Rider and the Responsibility
24 Determination. Regarding the Responsibility
25 Determination, please be advised that there's a

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

16

2 requirement for all contractors to be
3 determined responsible in the post-award phase.
4 Therefore, please make sure your VENDEX files
5 are up to date, your insurance files are
6 current, and ensure that any outstanding liens
7 or errors of information have been resolved.
8 Unresolved issues often cause significant
9 delays in the post-award process.

10 Just want to speak to you briefly
11 about the New York City liability insurance
12 requirement. The contractor must demonstrate
13 that necessary insurance coverage, commercial
14 general liability insurance of \$1 million per
15 occurrence and \$2 million aggregate. Motor
16 vehicle liability insurance of \$5 million, if
17 applicable, and Workers' Compensation insurance
18 is in place on the first day of the contract by
19 providing the original certificate of insurance
20 naming the City of New York, together with its
21 officials and employees, as an additional
22 insured. DYCD will not be able to continue
23 with processing an awarded contract until it
24 has obtained proof of the necessary insurance
25 coverage.

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

17

2 I just want to speak to you briefly
3 about MWBEs, which is Minority and Women-Owned
4 Business Enterprises. DYCD will be monitoring
5 good faith efforts to utilize New York State's
6 certified MWBEs for the following expense
7 categories. For more information on this, you
8 can refer to page three of your RFP. So you
9 have the list there: Consultants,
10 subcontractors, vendors, supplies, equipment,
11 et cetera. At least 30 percent of expenses
12 from this list must be performed by
13 state-certified MWBEs.

14 An important note, transcript
15 presentation and attendance rosters will be
16 posted to DYCD's website for viewing.

17 All right, at this time, we'll have
18 our question and answer session. Please note,
19 this is your only opportunity to ask panel
20 questions. Once the Q and A session ends, the
21 panel won't be able to take any of your
22 questions. Therefore, if you want to ask the
23 panel any questions, this is your opportunity
24 to do so. So, again, this is your opportunity.
25 Anyone who needs to ask a question or wants

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

18

2 further clarification, if you can please line
3 up to my right, or this side. Please state
4 your name and name your agency and reference
5 the page of the RFP that pertains to your
6 question.

7 Please just state your name and
8 agency.

9 MS. CLOKER: Good afternoon. My name
10 is Carol Cloker. I'm from New Generation
11 Learning in Brooklyn. My question is: You
12 said there's no subcontractors, does that mean
13 our trainers must be internal, we can't hire an
14 outside vendor to deliver these workshops?
15 That's question one.

16 MS. ALMANZAR: So with the trainers
17 for your workshop, they can be a consultant and
18 they cannot be a vendor, because they would be
19 providing a direct service to the participants
20 in the program, so you would have to hire them
21 as a consultant if they're your staff.

22 MS. CLOKER: The other question is:
23 Are we only servicing families that your agency
24 is already serving or are you anticipating many
25 new immigrants in the City that might need

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

19

2 these services?

3 MS. ALMANZAR: It would be whoever
4 walks through your door and is considered a
5 recent immigrant and is in need of services.
6 They don't have to be already in the DYCD
7 program.

8 MS. CLOKER: Thank you so much.

9 MS. VIERA: Hi. I'm Maria Viera from
10 Ridgewood Bushwick Senior Citizens Council in
11 Brooklyn. My question is brief. It's in
12 regard to recent immigrants. How recent is
13 recent?

14 MS. ALMANZAR: We are not defining
15 it, so you don't get locked out. So let's say
16 they have to have been arrived within six
17 months, we don't want to lock you out. Recent
18 immigrant could be a year here, could be two
19 years here, someone who is in need of help with
20 the advocacy skills and is still unfamiliar
21 with how to navigate the systems here in New
22 York City.

23 MR. SENES: Hi. Dan Senes from Bronx
24 Works. I see in the program expectations it
25 says also that one of the expectations is that

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

20

2 at least one family member has limited English
3 proficiency. Is that a requirement or just an
4 expectation?

5 MS. ALMANZAR: It's an expectation.
6 I mean, you know, we do have people that have
7 come from another country that speak English,
8 because that's the primary language in their
9 country. The main focus is the recent
10 immigrants that need the assistance. I mean,
11 that's not -- we won't turn someone away
12 because they spoke English.

13 MR. SENES: Okay.

14 MS. ABBATE: Mary Abbate, Queens
15 Community House. This is referring to page 2,
16 the anticipated funding. Can you clarify that,
17 what you state here, three-year contract term
18 is, let's say, \$1.8 million, is that for the
19 total budget or is that allocated for the five
20 potential contracts or is that per three-year
21 contract, individual contract? Can you just
22 clarify what the cap is per?

23 MS. ALMANZAR: So what it is, is it's
24 per year. That's an aggregate for the three
25 years. So let's say it's 600,000 for the first

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

21

2 year, then 600,000 and change for --

3 MS. ABBATE: And that's per contract?

4 MS. ALMANZAR: No, it's not per
5 contract. Per contract we're asking you that
6 you can only ask for the minimum of \$100,000.
7 So if you were proposing for this, you could
8 not submit a proposal for \$75,000. So we're
9 looking at -- we have about \$600,000. We have,
10 let's say, everyone went for the minimum of
11 \$100,000. We're looking to probably award up
12 to six contracts.

13 MS. ABBATE: Thank you.

14 MR. SERKIN: Hi. My name is Sheldon
15 Serkin from NYU Lutheran Family Health Centers.
16 I have a couple of questions about the
17 workshops. Is there an expected length for the
18 workshop? Do you need to approve the
19 curriculum? And can the curriculum be
20 developed in-house?

21 MS. ALMANZAR: We have not designated
22 expected length, but usually a workshop is
23 about an hour or so. In your proposal you'll
24 describe the topic and how you plan on
25 delivering that workshop, and that will be

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

22

2 rated accordingly when people are reading
3 proposals.

4 MR. SERKIN: Okay, great.

5 One more question. So it says
6 that -- this is on page 13, "Administrative
7 staff and case management counselors may plan
8 and coordinate, but would not assume the role
9 of workshop trainer unless they are experienced
10 teachers with expertise in the topic." So how
11 is that determination made if their experience
12 as a teacher is sufficient and their expertise
13 is sufficient?

14 MS. ALMANZAR: Let's just say we're
15 looking at your budget, and you're going to put
16 that person on the budget as an administrator,
17 and you're not indicating that you have
18 workshop people, we would ask, and then you
19 have a conversation, So you listed this person
20 who's going to teach your workshops. You want
21 to make sure you're very clear on who is doing
22 what, so if your workshop trainer is -- we ask
23 for resumes, so if that workshop trainer has
24 that role of an administrator and the workshop
25 trainer, that should be reflected in their

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

23

2 resume.

3 MR. SERKIN: Okay, great. That's
4 great. Thank you.

5 MR. BUNCH: Any other questions?

6 MR. HAMILTON: Hello. My name is
7 Hugh Hamilton from Friends of Crown Heights
8 Educational Centers. On page 8, you identify a
9 staffing pattern which requires an
10 administration and case management counselor
11 with very specific academic and related
12 professional credentials. Is there an
13 expectation that these are full-time positions
14 and is there an expectation that the program
15 will provide service for a specific number of
16 hours per week?

17 MR. FRENZEL-BERRA: So on page 8,
18 under the program expectations, C, staffing,
19 the pattern would include an administrator and
20 case management counselor, at least one staff
21 member assigned to the program full time or
22 part time without a master's degree. So it's
23 up to the proposer to tell us how they're going
24 to assign the staff.

25 MR. HAMILTON: Okay.

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

24

2 And is there an expectation that the
3 program will be open to the public for a
4 certain number of hours per week? For example,
5 this program will function for 40 hours per
6 week, people can come in, or how is that?

7 MR. FRENZEL-BERRA: We haven't stated
8 the exact number of hours, but in the proposal
9 you'll be telling us your hours of operation.
10 There's a form that you will fill out
11 indicating that, as well as when the workshops
12 will occur, et cetera.

13 MR. HAMILTON: Okay, thank you.

14 MR. BUNCH: Any other questions?

15 Going once, going twice.

16 (No response.)

17 MR. BUNCH: All right. Please
18 remember, the due date is October 6, 2016, at
19 2:00 p.m., in the HHS Accelerator System. On
20 that topic, if you have any questions regarding
21 proposal submission with HHS Accelerator,
22 again, we do have a representative here, Erin
23 Price. She's currently in the back, however,
24 she'll be available for questions in a few
25 minutes.

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

25

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In addition, please be on the lookout for any addendum in this RFP, which will be available in the HHS Accelerator system.

This concludes our pre-proposal conference. Thank you.

(Time noted: 2:44 p.m.)

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

26

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 16th of September, 2016.

THERESE L. STURGES

**Pre-Proposal Conference- P.M. Session
September 13, 2016**

<p align="center">A</p> <p>Abbate (4) 20:14,14 21:3,13 able (4) 9:5 14:19 16:22 17:21 academic (1) 23:11 Accelerator (13) 4:3,19,22,25 5:4 6:12,16,17,22 7:2 24:19,21 25:4 accepted (1) 5:2 accepting (1) 4:20 achieve (2) 13:17 14:25 achieved (2) 13:15 15:4 achieves (1) 14:2 action (1) 26:13 addendum (1) 25:3 addition (1) 25:2 additional (2) 5:7 16:21 administration (1) 23:10 Administrative (1) 22:6 administrator (3) 22:16,24 23:19 advised (1) 15:25 advocacy (1) 19:20 advocate (1) 9:13 afraid (1) 9:7 afternoon (2) 7:14 18:9 Agencies (1) 6:20 agency (8) 2:5 3:7 11:3,4,4 18:4,8 18:23 agenda (1) 3:18 aggregate (2) 16:15 20:24 alleviate (1) 4:7 allocated (1) 20:19 allowed (1) 15:6 Almanzar (13) 2:4 3:11 7:12,14,19 18:16 19:3,14 20:5,23 21:4,21 22:14 alphabetic (1) 2:2 answer (1) 17:18 anticipate (1) 15:7 anticipated (2) 5:5 20:16 anticipating (1) 18:24 applicable (1) 16:17 apply (3) 9:10 14:5,19 approve (1) 21:18 approved (1) 6:23 arrived (2) 9:17 19:16 asking (3) 8:23 13:17 21:5 assets (1) 4:13 assign (1) 23:24 assigned (1) 23:21 assistance (2) 15:22 20:10 Assistant (2) 2:5 3:7 assume (1) 22:8 attend (4) 12:13,20,21 13:9 attendance (3) 8:6 12:15 17:15 attending (1) 8:7 audience (1) 13:2 available (4) 3:15 6:13 24:24 25:4 AVENUE (1) 1:20</p>	<p>award (3) 3:21 5:3 21:11 awarded (1) 16:23</p> <hr/> <p align="center">B</p> <p>back (3) 6:11 13:6 24:23 bad (1) 13:7 behalf (1) 3:2 benefits (1) 8:25 better (2) 14:19,21 big (1) 7:22 bit (2) 6:2 14:18 blood (1) 26:13 brief (1) 19:11 briefly (3) 6:10 16:10 17:2 bring (1) 11:20 Bronx (1) 19:23 Brooklyn (2) 18:11 19:11 budget (3) 20:19 22:15,16 Bunch (8) 2:5 3:2,7 6:7 15:20 23:5 24:14,17 Bushwick (1) 19:10 Business (1) 17:4</p> <hr/> <p align="center">C</p> <p>C (4) 2:2 23:18 26:1,1 cap (1) 20:22 Carol (1) 18:10 case (11) 8:18 9:22 10:10,10,18,21 13:25 14:24 22:7 23:10,20 categories (1) 17:7 cause (1) 16:8 CBOs (1) 15:8 CD (1) 15:9 CDs (2) 5:21,25 Centers (2) 21:15 23:8 certain (1) 24:4 certificate (1) 16:19 certified (1) 17:6 certify (2) 26:8,12 cetera (2) 17:11 24:12 change (2) 7:22 21:2 changes (1) 13:16 Chief (2) 2:5 3:7 child (1) 14:19 child's (2) 8:2 11:14 children (1) 8:3 Chong (1) 3:3 choose (1) 12:2 Citizens (1) 19:10 City (5) 4:4 16:11,20 18:25 19:22 clarification (1) 18:2 clarify (2) 20:16,22 clear (1) 22:21 Cloker (4) 18:9,10,22 19:8 coach (1) 11:12 Coaching (1) 11:8 collaborating (1) 4:12</p>	<p>come (6) 11:9 13:5 15:14,17 20:7 24:6 comfortable (1) 15:10 coming (1) 13:8 commercial (1) 16:13 Commissioner (1) 3:2 Commitment (1) 15:23 communities (3) 4:8,14,16 community (7) 1:3 2:5,7 3:4 4:4 5:18 20:15 community-based (2) 4:6 11:6 Compensation (1) 16:17 competitive (1) 6:19 Comprehensive (2) 1:4 3:5 concludes (1) 25:5 conference (6) 1:4 3:5,24 5:9 7:16 25:6 consider (2) 15:17,18 considered (2) 5:21 19:4 consultant (2) 18:17,21 Consultants (1) 17:9 contact (1) 10:17 continue (1) 16:22 contract (12) 5:5 6:19 15:2,6 16:18 16:23 20:17,21,21 21:3,5,5 Contracting (2) 2:5 3:8 contractor (1) 16:12 contractors (1) 16:2 contracts (2) 20:20 21:12 conversation (1) 22:19 conversations (1) 8:20 coordinate (1) 22:8 copies (1) 4:20 Council (1) 19:10 counselor (3) 10:11 23:10,20 counselors (1) 22:7 count (1) 7:20 country (2) 20:7,9 COUNTY (1) 26:3 couple (3) 15:5,21 21:16 coverage (2) 16:13,25 create (1) 10:16 credentials (1) 23:12 Crown (1) 23:7 current (2) 7:17 16:6 currently (2) 7:24 24:23 curriculum (4) 12:7,25 21:19,19</p> <hr/> <p align="center">D</p> <p>Dan (1) 19:23 date (6) 4:17,23 5:2 7:3 16:5 24:18 dates (1) 4:2 day (1) 16:18 decide (2) 10:14 12:16 defining (1) 19:14 degree (1) 23:22 delays (1) 16:9</p>
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Pre-Proposal Conference- P.M. Session
September 13, 2016

deliver (1) 18:14
delivered (1) 10:23
delivering (1) 21:25
demonstrate (1) 16:12
Department (5) 1:3 2:5,7 3:4 4:4
depending (3) 14:3,12 15:13
depends (2) 12:8 14:9
Deputy (4) 2:4,5 3:7,11
describe (2) 12:11 21:24
design (1) 12:9
designated (1) 21:21
determination (3) 15:24,25 22:11
determined (1) 16:3
develop (2) 4:14 10:11
developed (1) 21:20
development (7) 1:3 2:5,7,7 3:14 4:5 15:2
Development's (1) 3:4
different (7) 9:16 10:4,6 11:18 13:21,21 14:22
direct (1) 18:19
Director (5) 2:4,6 3:11,13,16
distinct (3) 12:3,14,22
districts (1) 5:18
documentary (1) 14:4
documentation (1) 14:7
documenting (1) 10:19
documents (2) 6:21 14:11
DOE (1) 11:17
doing (7) 7:25 8:7 9:20 10:20 13:23 14:9 22:21
door (1) 19:4
due (4) 4:17,23 7:3 24:18
Duty (1) 3:16
DYCD (13) 4:3,5,10,19 5:9 7:19 9:25,25 10:21 14:25 16:22 17:4 19:6
DYCD's (1) 17:16

E

E (4) 2:2,2 26:1,1
e-mail (3) 5:9 7:5,5
Educational (1) 23:8
effects (1) 4:7
efforts (1) 17:5
eligible (9) 5:18,21,25 6:24 8:13 9:5,8,10 11:17
Email:stenokath@verizon.net (1) 1:22
employees (2) 7:19 16:21
Empowering (1) 4:15
ends (1) 17:20
engage (2) 13:2,5
engaged (1) 8:2
English (4) 11:15 20:2,7,12
enroll (1) 13:10
enrolled (1) 14:13

ensure (3) 5:11,24 16:6
Enterprises (1) 17:4
entire (1) 8:17
equipment (1) 17:10
Erin (2) 6:12 24:22
errors (1) 16:7
et (2) 17:11 24:12
evaluated (1) 5:22
everybody's (1) 13:20
everyone's (1) 6:9
exact (1) 24:8
exactly (1) 10:12
example (1) 24:4
expectation (5) 20:4,5 23:13,14 24:2
expectations (4) 3:21 19:24,25 23:18
expected (3) 10:7 21:17,22
expense (1) 17:6
expenses (1) 17:11
experience (1) 22:11
experienced (1) 22:9
expertise (2) 22:10,12

F

F (1) 26:1
FACSIMILE (1) 1:22
faith (1) 17:5
familiar (5) 6:5 7:16 9:18,18 12:24
familiarized (1) 9:21
families (7) 1:4 3:6 4:16 7:17,24 14:13 18:23
family (32) 8:8,8,10,11,14,14,15,16 8:17,20,22,22 10:9,11,12,13,18 10:20 12:13,15,21 13:11,11,13 13:16,19,21 14:16 15:17,18 20:2 21:15
far (1) 15:11
feel (1) 15:10
files (2) 16:4,5
fill (1) 24:10
filling (1) 5:23
find (4) 8:24 9:2,4 10:12
fine (1) 12:19
first (4) 13:3,7 16:18 20:25
five (4) 12:3,13,22 20:19
flourish (1) 4:9
focus (1) 20:9
focused (1) 7:25
focusing (1) 8:8
following (1) 17:6
food (4) 8:25 14:5,6,8
form (1) 24:10
four (3) 12:15 13:13,15
Frenzel-Berra (4) 2:6 3:13 23:17 24:7
Friends (1) 23:7

front (1) 3:15
full (1) 23:21
full-time (1) 23:13
function (1) 24:5
funded (1) 9:25
funding (1) 20:16
further (2) 18:2 26:12

G

gain (2) 9:12 14:13
general (3) 4:2 10:6 16:14
Generation (1) 18:10
getting (1) 7:25
gist (1) 10:7
give (2) 10:6 12:3
go (13) 3:18,25 5:14 6:10 7:12 9:5 11:13,19 12:16,18 14:16 15:11 15:21
goal (1) 14:3
goals (6) 10:15 13:12,13,14,15 14:2
going (21) 3:12 6:10 7:23 8:18,19 9:9 10:17,18,20 11:12 12:25 13:20,24 14:16,23 15:3 22:15,20 23:23 24:15,15
good (4) 6:9 7:14 17:5 18:9
great (3) 22:4 23:3,4
group (1) 13:5
grow (1) 4:14
Gutierrez (1) 3:17

H

half (1) 13:18
Hamilton (4) 23:6,7,25 24:13
hand (1) 26:17
hands (1) 6:4
happen (1) 13:17
hard (1) 4:20
He'll (1) 3:14
health (3) 6:19 8:25 21:15
heard (1) 6:3
heavily (1) 13:24
Heights (1) 23:7
Hello (1) 23:6
help (8) 4:14 7:5 8:25 9:9,20 10:5 14:19 19:19
helping (2) 9:4,4
helpline (1) 7:5
hereunto (1) 26:16
Hey (1) 9:24
HHS (16) 4:2,18,22,25 5:4 6:3,3,5 6:11,16,17,22 7:2 24:19,21 25:4
Hi (3) 19:9,23 21:14
high (2) 8:4,9
hire (2) 18:13,20
Hiring (1) 15:23
hold (1) 7:8

**Pre-Proposal Conference- P.M. Session
September 13, 2016**

<p>hour (1) 21:23 hours (5) 23:16 24:4,5,8,9 house (2) 15:13 20:15 household (3) 8:11,12 15:18 HRA (3) 11:19,20 14:7 Hugh (1) 23:7 Human (1) 6:20</p> <hr/> <p align="center">I</p> <hr/> <p>identify (1) 23:8 immigrant (6) 1:4 3:6 7:17,23 19:5 19:18 immigrants (4) 15:10 18:25 19:12 20:10 important (9) 3:25 5:15 11:23 12:9 12:23 13:2,9 15:16 17:14 empower (1) 9:10 improve (2) 4:10 6:18 in-house (1) 21:20 include (1) 23:19 including (1) 4:2 indicating (2) 22:17 24:11 individual (4) 8:15,22 14:10 20:21 individuals (1) 4:15 info@hhsaccelerator.nyc.gov (1) 7:6 information (3) 4:2 16:7 17:7 insurance (9) 9:2 16:5,11,13,14,16 16:17,19,24 insured (1) 16:22 interested (1) 26:14 internal (1) 18:13 interpreter (1) 11:20 introduce (1) 3:9 investing (2) 4:13,16 invests (1) 4:5 involved (2) 11:9 14:21 issues (1) 16:8 items (1) 15:22</p> <hr/> <p align="center">J</p> <hr/> <p>joining (1) 3:23 July (1) 5:6 June (1) 5:6</p> <hr/> <p align="center">K</p> <hr/> <p>Kathleen (3) 2:4 3:10 7:12 Kathy (1) 15:20 keep (1) 15:9 Keith (2) 2:5 3:7 key (1) 14:14 kind (3) 9:24 10:6 14:20 know (9) 10:3 11:10,10,17,21 13:16 14:17 15:16 20:6 knowledge (1) 9:12</p> <hr/> <p align="center">L</p> <hr/>	<p>L (3) 1:16 26:6,21 Lafayette (1) 1:7 language (1) 20:8 languages (1) 11:18 launched (1) 6:18 learn (2) 9:13,16 learning (3) 11:10,11 18:11 left (1) 3:10 legal (2) 10:25 11:3 length (2) 21:17,22 let's (8) 10:14,15 12:16 19:15 20:18,25 21:10 22:14 letter (1) 11:15 letting (1) 9:16 level (1) 8:6 liability (3) 16:11,14,16 liens (1) 16:6 life (2) 4:11 13:16 limited (1) 20:2 line (1) 18:2 list (6) 5:24 11:24,25 12:2 17:9,12 listed (2) 5:19 22:19 little (2) 6:2 14:18 lives (1) 8:12 local (4) 4:12 11:5 15:8,9 located (3) 5:17,20,24 lock (1) 19:17 locked (1) 19:15 long (1) 12:20 look (2) 13:20 14:24 looking (9) 11:5 13:10,14,24 14:11 14:23 21:9,11 22:15 lookout (1) 25:2 lot (4) 8:18,19 10:17,18 Lutheran (1) 21:15</p> <hr/> <p align="center">M</p> <hr/> <p>main (1) 20:9 making (2) 8:4 9:5 MAMARONECK (2) 1:20,21 management (9) 8:19 9:22 10:19 10:21 13:25 14:24 22:7 23:10,20 manager (2) 10:10,10 Maria (1) 19:9 marriage (1) 26:13 Mary (1) 20:14 master's (1) 23:22 matter (2) 26:10,15 mean (3) 18:12 20:6,10 mediocre (1) 13:3 member (3) 12:20 20:2 23:21 members (3) 10:13 12:16 13:11 mention (1) 4:3 middle (3) 8:3,9 14:20 million (4) 16:14,15,16 20:18 minimum (2) 21:6,10 Minority (1) 17:3</p> <hr/>	<p>minutes (2) 9:16 24:25 monitoring (1) 17:4 months (1) 19:17 morning (1) 6:8 Motor (1) 16:15 MWBEs (3) 17:3,6,13</p> <hr/> <p align="center">N</p> <hr/> <p>N (1) 2:2 name (8) 3:6 6:12 18:4,4,7,9 21:14 23:6 naming (1) 16:20 nature (1) 6:16 navigate (2) 14:18 19:21 nearby (1) 15:8 necessary (2) 16:13,24 need (11) 8:24,25 9:3 10:13 11:14 11:20 18:25 19:5,19 20:10 21:18 needs (6) 8:14,15,15 10:14 13:22 17:25 neighborhoods (1) 15:12 network (1) 4:5 never (3) 6:3,4,4 new (14) 1:8,8,21 4:4,8,11 16:11 16:20 17:5 18:10,25 19:21 26:2,8 nice (1) 6:9 nonresponsive (1) 5:22 Notary (1) 26:7 note (5) 4:19,23 5:10 17:14,18 noted (1) 25:7 notes (5) 10:19,22 13:25 14:24 15:5 Notification (1) 5:3 number (3) 23:15 24:4,8 NYU (1) 21:15</p> <hr/> <p align="center">O</p> <hr/> <p>obtained (1) 16:24 occur (1) 24:12 occurrence (1) 16:15 October (3) 4:18,24 24:18 Officer (2) 2:5 3:8 officials (1) 16:21 okay (6) 6:9 20:13 22:4 23:3,25 24:13 once (4) 4:23 14:23 17:20 24:15 ones (2) 10:4 12:17 open (1) 24:3 operation (1) 24:9 opportunities (1) 4:8 opportunity (3) 17:19,23,24 options (1) 5:6 order (3) 2:2 4:21 5:11 organization (1) 10:25 organizations (3) 4:6,12 11:6 orientation (1) 9:23 original (1) 16:19</p>
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**Pre-Proposal Conference- P.M. Session
September 13, 2016**

<p>outcome (1) 26:14 outside (1) 18:14 outstanding (1) 16:6 overview (2) 3:12 7:13</p> <hr/> <p align="center">P</p> <hr/> <p>P (2) 2:2,2 p.m (6) 1:10 4:18,24 7:4 24:19 25:7 page (7) 5:19 17:8 18:5 20:15 22:6 23:8,17 pages (1) 11:24 panel (7) 3:10,25 7:8,10 17:19,21 17:23 parents (2) 7:25 8:3 part (3) 8:13 9:14 23:22 participants (1) 18:19 parties (1) 26:13 partner (3) 10:24 11:5 15:14 partnerships (1) 15:8 pattern (2) 23:9,19 people (10) 6:8 8:22 9:20 10:3 11:6 11:21 20:6 22:2,18 24:6 percent (2) 8:6 17:11 performed (1) 17:12 person (4) 14:5,16 22:16,19 pertains (1) 18:5 phase (1) 16:3 place (1) 16:18 plan (8) 10:12,16 13:12,19,20 14:12 21:24 22:7 Planning (1) 2:6 please (13) 4:19,23 5:10,23 7:8 15:25 16:4 17:18 18:2,3,7 24:17 25:2 positions (1) 23:13 post (1) 3:21 post-award (2) 16:3,9 posted (1) 17:16 potential (1) 20:20 poverty (1) 4:7 pre-proposal (5) 1:4 3:5 5:9 7:15 25:5 pre-qualified (2) 4:22 6:22 pre-qualifying (1) 3:20 premise (1) 8:16 presentation (3) 6:14 7:10 17:15 Price (2) 6:12 24:23 primary (1) 20:8 probably (1) 21:11 proceedings (3) 1:13 26:9,11 process (2) 6:19 16:9 processing (1) 16:23 professional (1) 23:12 proficiency (1) 20:3 program (23) 2:7 3:12,14,20 5:17 5:20,24 7:12 8:13 9:9,24 10:8 12:9 15:9,14 18:20 19:7,24 23:14</p>	<p>23:18,21 24:3,5 programs (4) 4:6 10:2,5 12:22 proof (2) 14:4 16:24 proposal (10) 3:20 4:24 5:15,16,23 7:3 21:8,23 24:8,21 proposals (7) 4:20,25 5:19 6:21,24 7:2 22:3 propose (1) 6:24 proposed (1) 5:17 proposer (1) 23:23 proposing (1) 21:7 prove (1) 15:3 provide (4) 4:7 11:21 15:15 23:15 providers (3) 6:20,23,25 providing (2) 16:19 18:19 public (3) 15:22 24:3 26:7 publish (1) 6:20 put (1) 22:15</p> <hr/> <p align="center">Q</p> <hr/> <p>quality (1) 4:11 Queens (1) 20:14 question (9) 15:16 17:18,25 18:6 18:11,15,22 19:11 22:5 questions (16) 3:15 5:8,11 6:13,15 7:4,9 8:23 17:20,22,23 21:16 23:5 24:14,20,24 quite (1) 7:22</p> <hr/> <p align="center">R</p> <hr/> <p>R (2) 2:2 26:1 rated (1) 22:2 read (1) 11:15 reading (1) 22:2 realize (2) 11:16,19 really (1) 13:8 receive (1) 11:7 received (2) 5:12 14:6 receiving (1) 14:8 record (1) 26:11 refer (3) 10:24 11:4 17:8 reference (1) 18:4 referrals (2) 10:16,24 referring (1) 20:15 reflected (1) 22:25 regard (1) 19:12 regarding (3) 6:15 15:24 24:20 related (2) 23:11 26:12 released (1) 6:25 relevant (1) 6:23 rely (1) 13:24 relying (1) 10:21 remain (1) 8:5 remember (1) 24:18 renew (1) 5:7 reported (2) 1:15 26:9 Reporter (1) 26:7</p>	<p>REPORTING (1) 1:20 representative (3) 8:21 12:21 24:22 requests (1) 6:21 required (1) 5:16 requirement (4) 5:16 16:2,12 20:3 requirements (2) 3:21 5:15 requires (1) 23:9 requiring (1) 12:4 Research (2) 2:6 3:14 resolved (1) 16:7 respond (1) 4:21 response (4) 6:6 7:18 12:10 24:16 responses (1) 5:11 Responsibility (2) 15:23,24 responsible (1) 16:3 resume (1) 23:2 resumes (1) 22:23 RFP (9) 4:17,21 5:19 6:21 11:25 12:10 17:8 18:5 25:3 rfpquestions@dycd.nyc.gov (1) 5:10 RFPs (1) 6:25 RICHMOND (1) 26:3 Rider (1) 15:23 Ridgewood (1) 19:10 right (5) 7:7 11:10 17:17 18:3 24:17 rights (1) 11:11 Robert (2) 2:6 3:13 role (2) 22:8,24 Room (1) 1:7 rosters (1) 17:15 row (1) 3:16 run (1) 15:14</p> <hr/> <p align="center">S</p> <hr/> <p>S (1) 2:2 Sandra (1) 3:16 savvy (1) 13:4 says (2) 19:25 22:5 school (11) 8:2,4,4,7,9,9 10:4 11:14 14:18,20,22 see (4) 10:15,22 13:25 19:24 seeking (1) 9:3 seen (1) 10:10 selections (1) 5:3 self-advocacy (2) 14:14 15:4 self-sufficient (1) 11:13 send (1) 14:4 Senes (3) 19:23,23 20:13 Senior (1) 19:10 September (3) 1:9 5:12 26:17 Serkin (4) 21:14,15 22:4 23:3 service (9) 6:20 8:17 10:11 13:11 13:19,20 14:12 18:19 23:15 services (13) 1:4,20 3:6 6:23 7:17</p>
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**Pre-Proposal Conference- P.M. Session
September 13, 2016**

<p>9:6 10:22,25 11:3,7 15:15 19:2,5 servicing (2) 7:23 18:23 serving (1) 18:24 session (2) 17:18,20 set (5) 13:12,12,19 15:2 26:16 seven (2) 12:7,8 she'll (4) 3:11 6:12 7:12 24:24 Sheldon (1) 21:14 short-term (4) 10:15 13:13,15 14:2 Shorthand (1) 26:6 show (2) 6:4 14:16 showing (1) 14:7 side (1) 18:3 significant (1) 16:8 simplify (1) 6:18 single (1) 12:20 site (4) 5:16,17,24 15:15 sites (1) 5:20 six (2) 19:16 21:12 skills (2) 14:14 19:20 sort (1) 14:6 Spanish (1) 11:15 speak (3) 16:10 17:2 20:7 speaking (1) 8:21 specific (3) 10:14 23:11,15 spoke (1) 20:12 ss (1) 26:3 staff (4) 18:21 22:7 23:20,24 staffing (2) 23:9,18 stamps (4) 8:25 14:5,6,8 state (5) 18:3,7 20:17 26:2,7 State's (1) 17:5 state-certified (1) 17:13 stated (1) 24:7 stay (2) 15:11,13 STENO-KATH (1) 1:20 Street (1) 1:7 strengthening (1) 4:15 strives (1) 4:10 strong (1) 12:24 students (2) 8:5,10 stuff (1) 11:17 Sturges (3) 1:16 26:6,21 subcontracting (1) 15:6 subcontractors (2) 17:10 18:12 submission (3) 3:20 6:15 24:21 submit (4) 4:23 6:24,25 21:8 submitted (1) 5:2 sufficient (2) 22:12,13 suggestion (1) 12:2 supplies (1) 17:10 sure (6) 5:23 8:5 9:8 10:3 16:4 22:21 system (11) 4:19,22,25 6:17,22 7:2 9:19,21 14:18 24:19 25:4 systems (1) 19:21</p>	<p align="center">T</p> <hr/> <p>T (2) 26:1,1 take (1) 17:21 talents (1) 4:13 talk (2) 6:2 9:15 talking (2) 8:10 14:15 targeting (1) 8:3 teach (1) 22:20 teacher (1) 22:12 teachers (1) 22:10 teaching (1) 11:9 tell (1) 23:23 telling (1) 24:9 ten (1) 12:4 term (2) 5:5 20:17 thank (8) 3:23 15:19,20 19:8 21:13 23:4 24:13 25:6 Therese (3) 1:16 26:6,21 thing (1) 11:18 things (11) 7:21 9:11,17,22 10:6 11:10,11 13:16,23 14:17,22 three (3) 5:7 17:8 20:24 three-year (2) 20:17,20 thrive (1) 4:15 time (9) 7:3,11 12:18 14:25 15:2 17:17 23:21,22 25:7 timeline (1) 3:19 timely (1) 5:11 times (2) 9:7,7 today (1) 3:23 topic (3) 21:24 22:10 24:20 topics (4) 11:25 12:3,7,8 total (1) 20:19 tracking (1) 12:14 trainer (9) 12:24,24,25 13:4,4 22:9 22:22,23,25 trainers (2) 18:13,16 transcript (3) 1:13 17:14 26:10 translated (1) 11:18 true (1) 26:11 truly (1) 9:3 trying (3) 8:24 9:2 15:9 turn (4) 3:24 7:7,22 20:11 twenty (1) 12:5 twice (1) 24:15 two (6) 5:19 6:8 11:7 12:16 13:14 19:18 type (1) 14:3</p> <hr/> <p align="center">U</p> <hr/> <p>understanding (1) 14:21 unfamiliar (1) 19:20 unit (2) 8:10,11 Unresolved (1) 16:8 use (2) 6:5,8 usually (1) 21:22 utilize (1) 17:5</p>	<p align="center">V</p> <hr/> <p>vary (2) 14:8,12 vehicle (1) 16:16 VENDEX (1) 16:4 vendor (2) 18:14,18 vendors (1) 17:10 verbal (2) 6:6 7:18 Viera (2) 19:9,9 viewing (1) 17:16 vision (1) 4:10 visit (1) 15:14</p> <hr/> <p align="center">W</p> <hr/> <p>walks (1) 19:4 want (15) 3:18 5:14 6:2 9:12,13,20 10:2 12:5,7,10 16:10 17:2,22 19:17 22:20 wanted (1) 15:21 wants (1) 17:25 way (4) 7:22 9:18 15:3 26:14 we'll (5) 3:22 7:10 12:14 14:3 17:17 we're (24) 7:21,23,25 8:7,8,10 9:19 9:25 10:3 11:5 13:10,14,17,23,24 14:11,15,22,23 15:8 21:5,8,11 22:14 website (1) 17:16 week (3) 23:16 24:4,6 welcome (4) 3:3,19 7:11,15 went (1) 21:10 WHEREOF (1) 26:16 within-entitled (1) 26:10 WITNESS (1) 26:16 Women-Owned (1) 17:3 work (1) 10:14 Workers' (1) 16:17 works (2) 9:19 19:24 workshop (12) 9:23 12:18 13:3 18:17 21:18,22,25 22:9,18,22,23 22:24 workshops (18) 9:15 11:9,23 12:4 12:4,6,11,12,14,17 13:6,9 14:15 14:15 18:14 21:17 22:20 24:11 write (1) 13:7</p> <hr/> <p align="center">X</p> <hr/> <p>X (2) 1:2,5</p> <hr/> <p align="center">Y</p> <hr/> <p>year (5) 12:5,6 19:18 20:24 21:2 years (3) 5:7 19:19 20:25 York (10) 1:8,8,21 4:4 16:11,20 17:5 19:22 26:2,8 Yorkers (2) 4:8,11 Youth (5) 1:3 2:5,7 3:4 4:4</p> <hr/> <p align="center">Z</p> <hr/>
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Pre-Proposal Conference- P.M. Session
September 13, 2016

<hr/> 0 <hr/>		
<hr/> 1 <hr/>		
1 (2) 5:6 16:14 1.8 (1) 20:18 100,000 (2) 21:6,11 10543 (1) 1:21 12 (1) 11:24 13 (2) 1:9 22:6 139 (1) 1:20 14 (1) 11:24 1412 (1) 1:7 16th (1) 26:17		
<hr/> 2 <hr/>		
2 (3) 1:7 16:15 20:15 2:00 (5) 1:10 4:18,24 7:4 24:19 2:44 (1) 25:7 2016 (6) 1:9 4:18,24 5:13 24:18 26:17 2017 (1) 5:6 2020 (1) 5:6 212 (1) 1:21 23 (1) 5:12		
<hr/> 3 <hr/>		
30 (2) 5:6 17:11 381-2061 (1) 1:21		
<hr/> 4 <hr/>		
40 (1) 24:5		
<hr/> 5 <hr/>		
5 (1) 16:16		
<hr/> 6 <hr/>		
6 (3) 4:18,24 24:18 600,000 (3) 20:25 21:2,9		
<hr/> 7 <hr/>		
722-0816 (1) 1:22 75,000 (1) 21:8		
<hr/> 8 <hr/>		
8 (2) 23:8,17		
<hr/> 9 <hr/>		
90 (1) 8:6 914 (2) 1:21,22 95-DEPOS (1) 1:21 953-3767 (1) 1:21		