

THE CITY OF NEW YORK
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

SONYC PROGRAMS: NON-PUBLIC SCHOOL SITES RFP
PRE-PROPOSAL CONFERENCE

156 William Street, Auditorium
New York, New York 10038

October 22, 2014
10:16 a.m.

Reported By:
Danielle Cavanagh

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

Denice Williams, Assistant Commissioner for the
COMPASS Programs

Mike Dogan, Senior Director of Operations for
COMPASS Programs

Jennifer Sorel, Mayor's Office of Operations, HHS
Accelerator

Also Present:

Zenaida White

Robert Frenzel-Berra

Inessa Erenburg

Daniel Guillen

Staff

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S P E A K E R S:

Elissa Carmona, Renaissance Youth Center

Lauren Nye, University Settlement

Johanna Deliler, Henry Street Settlement

Andrew Fox, Sunnyside Community Services

Kevin Ervin, Vacamas Programs for Youth

Madaha Kinsey-Lamb, Mind-Builders Creative Art
Center

Dwayne Cumberbatch, Alpha II Omega Youth Services

Sadie Mahoney, Kingsbridge Heights Community Center

Rachel Cytron, Harlem RBI

Eileen Lyons, Fresh Youth Initiatives

Jennifer (no last name), Lower Eastside Girls Club

Dana Mantella, YMCA of Greater New York

Andrea Magiera-Guy, Youth Development Solutions

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. WHITE: Good morning. We're about
3 to begin our Pre-Proposal Conference. Good
4 morning, and welcome again. Welcome to the SONYC
5 Programs Non-Public School Sites Pre-Proposal
6 Conference. My name is Zenaida White. I'm the
7 Assistant Deputy Agency Chief Contracting Officer
8 here at DYCD.

9 I would like to first review some
10 highlights regarding the timeline, and I trust that
11 everyone has their packets. You have a PowerPoint
12 presentation and an agenda. So to begin in our
13 timeline, we want to start off with the fact that
14 the SONYC Programs Non-Public School Sites RFP was
15 released September 22nd. The proposal due date is
16 November 13th at 2:00 p.m., is the proposal
17 deadline. The first addendum to this RFP was
18 released on October 7th. We anticipate that a
19 second addendum will be released the last week of
20 October. The anticipated award announcement is
21 scheduled for the third week of December. The
22 anticipated contract term is January 1st, 2015
23 through August 31st, 2018 with options to renew for
24 up to two additional years. This additional
25 revision to the contract start date will be

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2 addressed in the second addendum to this RFP. The
3 anticipated program start date is February 2, 2015.
4 Questions regarding this RFP can be e-mailed to
5 rfpquestions@dycd.nyc.gov. These questions can be
6 submitted up until November 6, 2014. Please be
7 advised that we will allow ample time for your
8 questions. We will have a question-and-answer
9 segment and we're asking that you save all of your
10 questions until that time. We ask also that when
11 you come to the microphone to submit your questions
12 please reference the section, the page or the
13 attachment of the RFP where your question is based
14 from.

15 We have our panel here today. We're
16 going to have a brief panel presentation before the
17 question-and-answer segment. And we're going start
18 off with Jennifer Sorel. She's from our Health and
19 Human Services HHS Accelerator. And then we have
20 Denice Williams, our Assistant Commissioner for the
21 COMPASS Programs. And we also have Mike Dogan,
22 Senior Director of the COMPASS Programs.

23 So without further adieu, we're going
24 to begin with our HHS Accelerator portion. Thank
25 you so much.

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2 MS. SOREL: Hello. Good morning.
3 Thank you for coming even though it's raining out.
4 So I'm sure many of you know about HHS Accelerator
5 by now. HHS Accelerator was launched to simplify
6 and speed up the procurement process. Currently
7 there are 11 participating agencies, and all of
8 their health and human service contracts are
9 released through HHS Accelerator.

10 Pre-qualified providers are what's
11 required in order propose in the system for this
12 RFP. So how many of you accessed the RFP in the
13 system?

14 (Whereupon, attendees answer with a
15 show of hands.)

16 MS. SOREL: Great. So most of you are
17 where you need to be in order to propose. All
18 proposals must be submitted through HHS
19 Accelerator. No paper proposals will be accepted.
20 And all questions about HHS, if you're having any
21 technical issues or you're unable to do something
22 in the system, you can direct those questions to
23 info@hhsaccelerator.nyc.gov. And any
24 content-related questions about the RFP should be
25 corrected back to the agency at the previous e-mail

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2 that was listed.

3 This is what your home page looks like.
4 This is where you can see where your application
5 status is. There's a dashboard for your
6 application. So "approved" is what you want to see
7 in order to be eligible to propose. If your
8 application says "suspended," all you would need to
9 do for suspended filings is upload current CHAR500
10 documents into your document vault. And that will
11 get you out of suspended status.

12 You need to click on the green refresh
13 button to call any tasks to the front, and we
14 operate on a tab-based system. To access the
15 procurement tab, you would click where the letter E
16 is for procurements. To get into your application,
17 if you need to submit your application, you would
18 click on your application tab. This is the
19 procurement tab. And so you can filter here and
20 search by agency, so DYCD, and get to the
21 procurement that you need. We do have new system
22 functionality where you can click the (inaudible)
23 boxes on the left and add certain procurements to
24 your favorites. So then when you navigate back to
25 this page, you can display just your favorites and

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 you don't have to filter every time. This is what
3 the filtering box looks like.

4 When you are ready to propose, you
5 would click on the procurement and you would first
6 come to the procurement summary, and this is where
7 you get a summary idea about what the RFP has to
8 offer. And you could see if you're interested in
9 proposing. The second tab is services and
10 providers. So here you would see a list of
11 services and you need to be pre-qualified in just
12 one service area to be eligible to propose. And
13 the list of providers below. This would be great
14 if you wanted to subcontract with someone. You
15 could filter the list by service that you don't
16 offer or that you don't have a strong offering in
17 and you could find a provider that does offer that
18 service. And if you click on the hyperlink, you'll
19 get a list of their name, a contact and a phone
20 number so then you could reach out to someone that
21 perhaps you could submit a proposal together.

22 The next tab is the RFP documents. Any
23 addenda will be released, they will be here. So
24 this is where you would come back. That's the one
25 that will be released in the last week of October.

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2 FEMALE SPEAKER: Excuse me. I'm
3 missing pages and have duplicates in the packet I
4 picked up. I don't know if anybody else does.

5 MS. SOREL: The last tab is your
6 proposal summary. So when you're ready to propose,
7 this is where you would come to add your proposal.
8 This is what -- there's one page of text that you
9 need to fill in when you're ready to propose. The
10 one thing that will be different about this
11 proposal is the use of competition pools. There
12 are 10 competition pools for this RFP and they are
13 broken down by school site versus CBO and
14 geographic location. So be sure when you're
15 getting ready to propose that you clearly identify
16 what competition pool you need to be in. That will
17 need match your site location and your proposal.
18 So there are three components that will tie into
19 the competition pool.

20 FEMALE SPEAKER: Could you repeat that?

21 MS. SOREL: Sure. I'm going to point
22 to it on the screen too. So your proposal title
23 goes here (pointing), and then there's a drop-down
24 for your competition pool. All the details and
25 definitions of the competition pool will be

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2 detailed in the RFP, but you just need to select
3 that and that will match your site and that will
4 match your proposal. Then you enter in provider
5 contact information. And just a reminder, because
6 Accelerator's been up and running for over a year
7 now, we want to make sure that your contact is
8 current and up to date and it has the correct phone
9 number and it has the correct e-mail address so in
10 case we need to contact you about something, we
11 have accurate contact information there. You would
12 answer the questions and you would add your site.

13 The next page is where you would upload
14 each required document and any optional documents.
15 Each document slot has a 12-megabyte maximum
16 allowable limit, so that's more than enough space.
17 You just do the drop-down action "I need to," and
18 upload the document from the vault.

19 The last page is where you would
20 submit. And you would check off the boxes and
21 enter in your e-mail address and your password, and
22 that acts as your signature. And only a level 2
23 user is able to submit. So if someone has uploaded
24 everything and the submit button's not available
25 to them, it's because they're a level 1 user and

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2 they don't have the access to submit something on
3 your behalf. So just keep that in mind. If at any
4 time you want to retract a proposal, if you
5 uploaded a wrong document or you need to make an
6 edit, you can go in as a level 2 user and retract
7 the proposal. You would come to the actions
8 drop-down box "I need to," and "retract proposal."
9 And you can do that up to the due date and time, so
10 the day before, or whatever you need to do, you
11 have that flexibility. And the important thing to
12 note is when you're looking at your proposal
13 status, you can see here that it says "submitted"
14 (pointing). And that's what it needs to say. If
15 it says "draft," then nobody's reviewing it and
16 nobody's going to see it. So keep that in mind as
17 you're reviewing your status, in keeping an eye on
18 things, you want it to say "submitted."

19 This is our public facing website,
20 nyc.gov/hhsaccelerator. And here you can find
21 links to trainings if you wanted to do a webinar on
22 submitting a proposal or there's a guide on
23 submitting a proposal or there's a video on
24 submitting a proposal. So there's lots of options
25 available to you if you need any help after this

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 point.

3 Thank you.

4 MS. WHITE: Thank you, Jennifer.

5 And now we will review our program
6 expectations and proposal instructions.

7 Required documents: All proposals must
8 contain SONYC Programs Non-Public School Structured
9 Proposal Form, school partnership agreement for
10 school-based programs, activity schedule,
11 proposer's organizational chart, proposal budget
12 summary, doing business data form.

13 Evaluation criteria for this RFP is as
14 follows: 20 points for organizational experience,
15 15 points for staffing, 20 points for school
16 partnership center-based expectations, 40 points
17 for program design and 5 points for budget
18 management.

19 Subcontracting: No more than 35
20 percent of your budget should go to the
21 subcontract. So when you're planning your budgets
22 for your proposals, please make sure that you do
23 not account for more than 35 percent. You should
24 also make sure that you identify in your proposal
25 that you will be using a subcontractor. Upon

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 award, you will need to make sure that all
3 subcontractors are entered into the Payee
4 Information Portal, the PIP system. We are also
5 directing you to the fact that in the first
6 addendum, additional information has been provided
7 regarding the notice for proposals for
8 subcontractor compliance. Okay?

9 Thank you. And now we will have Denice
10 Williams, our Assistant Commissioner for COMPASS.

11 MS. WILLIAMS: Good morning. I'm sorry
12 for the weather and all of these details, but I get
13 the privilege of really bringing this back to why
14 we're doing this beyond the paper and the Payee
15 Informational Portal and all those technical
16 difficulties that you need to really pay attention
17 to. And really listen to that draft piece, because
18 I do know a provider who thought they submitted
19 four proposals and they didn't. So when we tell
20 you these things, it's from lessons learned.

21 I have the privilege of serving as
22 Assistant Commissioner for COMPASS, Comprehensive
23 After School System of New York City, formerly
24 known as OST. And we like to think of ourselves as
25 building on the best system that many of you in

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2 this room helped to build. So I want to talk a
3 little bit about the system that I hope that you'll
4 be excited about joining.

5 So we're all here because we're
6 interested in working with young people and we in
7 particular are hoping that through these 800-or-so
8 programs that we fund, we're hoping young people in
9 the city build knowledge, skills, self-confidence
10 and nurture their aspirations. I don't have this in
11 here, but I was talking to one of our providers and
12 he said, Denice, you forgot the word "joy," that we
13 bring the joy of learning in after school. So that
14 should be there as well. And we do that through
15 funding. When you become part of the COMPASS
16 family it's also about capacity-building. We
17 believe in evaluation. We funded -- historically
18 OST's had evaluations, and through this expansion,
19 we also have an evaluation firm. And we want to
20 build a sustainable network out-of-school-time
21 programs for our young people.

22 So this is actually a really excited
23 time in the City of New York. It doesn't look like
24 that outside. But having lived through about four
25 years personally of OST cuts, my very first action

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2 when I was asked to take over OST was to send a PEG
3 letter. PEG in government means budget cuts. It
4 means program to eliminate the gaps. That was my
5 very first action, and I had to do that probably
6 four or five times after that. And so to live in a
7 time in the city when we have an administration who
8 not only understands after school but believes in
9 it, has used it for his family and is one of our
10 biggest boosters really is an exciting moment for
11 my team and the rest of us at DYCD who've been
12 working on this. And we've done a lot of work.
13 He's only been in office since January but I feel
14 like it's been twelve maybe dog years because we
15 hit the ground running from the design of the
16 initial RFP, which this SONYC is based on, to
17 changing the name to talking to young people about
18 what they liked, middle-schoolers, about what they
19 like in after school, what they didn't like. If
20 you ever want to get your feelings hurt, ask a
21 bunch of middle-schoolers what they think about
22 what you're doing. And they had a lot to say about
23 what we did well and what we didn't do so well.
24 And one of the things they said was that they
25 didn't want to belong to a program that elementary

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2 school kids belong to. And that lead us down the
3 path of a competition and selecting a name. And
4 that's how you get to School's Out New York City,
5 which is the name of the middle school program.
6 But we have -- this year we're going to be putting
7 out \$247.3 million of funding in after school,
8 which is kind of amazing. And this is just in
9 COMPASS. It doesn't include all of the other great
10 things that DYCD owns like Beacon, Cornerstone.
11 And we hope to serve 85,000 young people.

12 So I've been talking to a lot of
13 providers who have been part of OST for a while and
14 I've been saying to them, "Forget everything you
15 knew about after school," because the great thing
16 about the Mayor is he likes after school. The bad
17 thing about the Mayor is he likes after school.
18 And so this is a man who actually understands when
19 you say SACC, School Age Child Care licensing, he
20 understands that. This is a man who started
21 e-mailing us in August about what our enrollment
22 numbers were for programs that were supposed to
23 start September 8th. "What's your enrollment?
24 What's your enrollment?" My deputy commissioner,
25 she sees him, he'll say, "What's my numbers?" So

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 he's very into what we're doing, which is a great
3 thing, but it means we all have to ratchet up our
4 performance.

5 So that is our name. That is specific
6 to the middle schools, so sixth, seventh and
7 eighth, whether you're serving them in a DOE
8 building, center-based program or private school.
9 All of our middle school programs that we fund are
10 referred to as SONYC, particularly when you're
11 talking to young people. They really like the
12 name, they like that it doesn't have anything to do
13 with elementary school kids. And the young man who
14 helped us pick the name through the competition --
15 we had 400 submissions -- and he is a young high
16 school student in Brooklyn. So shout-outs to him.

17 So these goals should be familiar to
18 you. They are what's listed in the RFP. They've
19 been the goals that we've had I think from the
20 solicitation in 2011. A couple of things I want to
21 highlight for you. The foster academic, social and
22 emotional competencies and physical well-being. So
23 we've heard a lot that we are too aligned with the
24 school day and we're too worried about the Common
25 Core. Yes, we are worried about the Common Core,

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 part of what we hope to help young people address.
3 But we are mostly focused on what we historically
4 have done to youth development and social and
5 emotional skills. And when we talk about
6 competencies, it can be competencies everything
7 from academic to my personal favorite, anybody here
8 who's taken their young person to the Y for
9 swimming. You go to the Y, you can be a guppy to a
10 minnow to a shark to a palpus. The Y is very clear
11 with participants and their families about what the
12 skills needed to move from one level to the next.
13 So when we talk about building competencies, yes,
14 you could think about it in terms of literacy and
15 STEM and those things that we're very interested
16 in, but also in physical activities, nutrition,
17 anything. What is it that we're hoping they
18 learned and how do we know that they're learning
19 it?

20 We want them to explore their interests
21 in creativity. We've heard from a lot of teachers,
22 frankly, that young people who get to do things in
23 a safe environment and try things out in after
24 school bring that confidence and their willingness
25 to take risks into day school. And that's what we

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2 think that we do well, exploring things that they
3 may have never tried. One of the reasons that we
4 have emphasized STEM, many of you know, that
5 children of color and girls tend not to go into
6 STEM careers, not to study STEM, with the science
7 technology, engineering and math. And we thought
8 what a great opportunity to expose especially young
9 women and people of color to things that they may
10 not have chosen themselves. And then they choose
11 them and then they're excited about it and then
12 they figure out, "I'm actually good at this. I
13 actually want to explore more of this." So that's
14 one of the reasons for STEM.

15 Build skills that support academic
16 achievement. Again, this is not about tests. This
17 is about the skills that help you do school well,
18 which may be stick-to-itiveness. Stay at a task
19 that is hard. Keep doing it over and over. The
20 same way you didn't learn how to ride the bike the
21 first time you tried it, so you may not get that
22 math the first time you tried it. But trying
23 things over and over again. Self-advocacy, being
24 able to talk up for yourself, working in groups,
25 working with folks that aren't like you. So those

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 are all the kinds of the skills that we're thinking
3 about.

4 And cultivating youth leadership and
5 community engagement, which we've kind of embedded
6 in COMPASS building on -- it was a small
7 initiative -- Teen ACTION, small but mighty, one of
8 my favorite. But they were Teen ACTION, which is
9 teens engaging in change in our neighborhoods. But
10 that initiative really helped us see that youth
11 leadership is a really great way to keep young
12 people engaged not only in our program but help
13 them see that they are important to making change
14 in issues in their communities.

15 And then finally, family engagement,
16 supporting families in being involved in all of
17 this on behalf of their young people, supporting
18 families in advocating on behalf of their young
19 people in schools or in other settings, supporting
20 families in identifying resources even beyond
21 COMPASS that might help their young people,
22 supporting families in using New York City, best
23 classroom in the world. We have lots of great
24 things going on, helping families learn more about
25 that so that they can engage their young people in

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 learning even beyond the school day and beyond what
3 we do in after school. So for those of you who are
4 private schools, Catholic school, yeshivas,
5 madrasas, things like that, and you are a CBO,
6 you'll be partnering with the school, these are
7 some things we want you to make sure that you're
8 paying attention to. I think our program started
9 September 8th, and I'm looking at the director of
10 SONYC back there. I can't tell you how much time
11 she and our team have been spending talking, kind
12 of marriage counseling, between principals and the
13 CBOs, conversations that probably should've
14 happened before the proposal was submitted, common
15 vision, common sense of discipline, common sense of
16 what the focus of the after school should be and
17 how it fits together with the school day.

18 If you are a school that is going to
19 engage a CBO, there is an expectation that the
20 school or the principal provide in-kind
21 contributions of up to 10 percent to the program.
22 It could be something which we like to see of joint
23 professional development between the school day
24 teachers and the after-school community educators.
25 Someone asked me about trips and things like that.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 It can be a lot of things that the principal might
3 want to contribute, curriculum. So it's really up
4 to the school and the partnership to decide. The
5 contribution should be aligned with whatever the
6 model is that you want to do with the school. So
7 yes, we have some things that our core to our
8 models, to our STEM and literacy, but there is lots
9 of room within the 15 hours that should really
10 reflect what your agency's core competencies are.
11 So if you are an arts organization, we want to see
12 lots of arts in what you're doing. If you're
13 focused on STEM, then maybe you're doing more than
14 two hours of STEM. If your focus is leadership,
15 then maybe you're doing more than two hours of
16 leadership. I met with a principal in Queens
17 during the first round of SONYC and he said, "My
18 school is very good at STEM and literacy," so we
19 deliberately interviewed and sought a partner who
20 could do leadership. And so their partner, that's
21 what their skills are. So I'm just encouraging you
22 to be very strategic about that.

23 We want a plan for parent engagement,
24 how are you supporting in the school and the after
25 school going to work together around parent

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2 engagement, a plan for ongoing planning and problem
3 solving. If you're meeting together to plan the
4 RFP, it should not be the last conversation you
5 have. You should be meeting often, problem
6 solving, revising the model that you came up with
7 and maybe the kids don't like after we put it out
8 there, but it's ongoing planning so that this can
9 be successful. And then a plan for complying with
10 the SACC requirements, which a lot of schools don't
11 know that they need to do but if you're going to be
12 part of the COMPASS family, all of our programs
13 have to meet the School Age Child Care Regulations.
14 And any of those questions that will come of after
15 this, Mr. Mike is going to answer them all. I just
16 go (pointing).

17 So partnership with center-based
18 programs, the big thing that I want to mention here
19 if you're a center-based program is if you're
20 planning to draw your kids from a couple of schools
21 that you've highlighted, then you really, even
22 though you don't need a school partnership
23 agreement, you might want to have conversations
24 with those principals about what they're doing, how
25 you can support what they're doing, the transition

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 from the school to the after school. Yes, these
3 young people, we're not doing safe passage and,
4 yes, they're supposed to get there on their own,
5 but how do we know? How do we know who was in
6 school that day, who's supposed to be showing up in
7 the after school? I can tell you already we've
8 only been in business two months and I've had three
9 middle-schoolers walk away. They went to the first
10 activity and then they walked out the building.
11 They didn't sign out, nobody knew they left. And
12 this is in a building that is where their school
13 is. Just just imagine the more thought you're
14 going to have to put into getting them from
15 wherever their building is to where you are and
16 making sure that they're safe and arrive in a
17 timely fashion. So that means you probably need to
18 know when the school day ends. The school day ends
19 at 2:30 and they show up at 5:00 and it's a
20 10-minute walk, speaking about my daughter here,
21 that's a problem. So we really need to be paying
22 attention to that.

23 Again, we're going to have to be
24 compliant with SACC. And what I would say to you
25 is, it is a process. I've had folks call and say,

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 "We've never done this. I don't think I'm going to
3 apply." I would not let it stop me from applying,
4 because we've got folks here and the Department of
5 Health that will talk you through it. But it is a
6 process and that we really believe in.

7 Enrolling participants, how do we come
8 up with a number that you think you want to enroll,
9 how do we know we're going to be able to get them
10 there? And you should know that we've been meeting
11 with a lot of parent advocates. They are very
12 supportive of center-based programs because some of
13 the parents have said to me they would prefer their
14 child to come back to their neighborhood. A lot of
15 kids go to middle school outside of their
16 neighborhood, so their parents would prefer for
17 them to get back to their neighborhoods and then be
18 part of the program so that they don't have to
19 travel far when it's dark at night. So there is
20 definitely a need for what we're hoping you'll do.

21 Back to this, I'm sorry. Emergencies
22 and security. Plan for security, budgeting for
23 security, training for security, all those kinds of
24 things. The Mayor has this saying that he wants us
25 to have, "righteous paranoia." I'm going to have a

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 shirt that says that. So this one right here for
3 me (pointing), this is my exhibiting righteous
4 paranoia for our young people. We need to make
5 sure that we do all we can do to make sure that
6 they're safe.

7 As you know, most of the SONYC programs
8 started in September. And so the model is about
9 540 hours of service. Since we're going to be
10 starting up in February, about halfway through the
11 school year, we have an expectation of 270 hours of
12 service, structured and unstructured. I'll talk a
13 little bit about that. Because the hours are less,
14 the price per participant has been prorated
15 accordingly. So for the full year it will be
16 3,000, but for the February start it will be 1,500.
17 And you can see that we figured this out based on
18 kind of what we know of the DOE's schedule, the
19 typicals. So we don't know. You'll have to tell
20 us if you're operating a private school, whose
21 schedule is much different than the DOE, how you'll
22 get to the hours. We just did the math based on
23 what we know of the typical public school schedule.

24 So let me talk a little bit about
25 structured and unstructured. And one of the great

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 things for you all, in our agreement with the
3 Department of Education, we have a limit on the
4 number of holidays that we can cover for DOE-based
5 programs. We can't really do weekends. They don't
6 really like us to be in the buildings on the
7 weekends. And so our MOU is really focused around
8 the school day, five days a week primarily. But
9 for center-based and private schools, you can work
10 out that model and will tell us how you're
11 expecting to get to the 270 hours. You can tell us
12 your holidays which may not be the typical DOE
13 holidays. We're open to that. You can be open on
14 the weekends if that fits with your model and what
15 it is that you're trying to do to get to 270 hours.
16 Assuming you're awarded a contract, then you will
17 work with my team on the work scope and we'll have
18 all of that kind of concretized so that we'll know
19 when you're operating, when we're supposed to visit
20 and all those things. But the beauty of being
21 center-based is that you have much more flexibility
22 than our programs in the DOE buildings.

23 So this is what it looks like for the
24 annual year. But this one here is more important
25 to you. This will be part of the addendum because

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2 we just figured this out about a week ago. So this
3 will be in the addendum for you.

4 Just a little bit on program
5 expectations, very important, and of course you
6 know that you find room within this based on your
7 organization's competencies or on the subcontractor
8 that Zenaida mentioned. We have an expectation of
9 literacy, STEM or the arts, minimum of two hours a
10 week per participant. I will tell you that there's
11 a lot of parents, I will say our chancellor, very
12 interested in the literacy piece. When we talk
13 about literacy, it doesn't necessarily have to be
14 book clubs. You know, you tell us literacy. We've
15 seen some phenomenal literacy; one of my favorites,
16 Manhattan Youth. He's all arts-based. His
17 literacy is around plays where young people write
18 their own scripts. And I've watched a class where
19 young people were presenting a monologue and they
20 were getting critiqued by the teaching artist, and
21 she was giving them feedback that's very similar to
22 the kinds of questions they get on the ELA;
23 meaning, what is the motivation of the character,
24 what can you infer from the way they walk, this,
25 that. But if you were to ask that young woman, she

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2 would not tell you she was in ELA prep. She was in
3 drama practicing a monologue. And so we're
4 expecting and hoping for creativity.

5 STEM, you know, we started this, and my
6 colleague Daryl's not here, that was his personal
7 interest. He was very into robotics and then DYCD
8 kind of picked that up, and then of course all of
9 the literature exploded around STEM and on what we
10 need as a country and about the lack of young
11 people engaging in STEM activities. So we have
12 lots of exciting things going on besides robotics.
13 We have a partnership with the New York Academy of
14 Sciences where they place graduate students and
15 post-doctoral candidates in our programs, which you
16 would be able to make it yourself if you become
17 part of the COMPASS family. But we are really into
18 hands-on project-based learning. So even in our
19 programs in DOE buildings, the STEM activities in
20 the after school don't look like what the STEM
21 curriculum is in the day school. We have much more
22 opportunity to build things, to blow things up, to
23 go on visits to things in New York City that
24 support that; Google, for example, big headquarters
25 in New York City, to go to places that support the

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2 school-day learning. And that's what our kids look
3 forward to, how do we continue their learning in a
4 way that's more in line with what we do, with the
5 joy and the fun and the loudness of after school.

6 Academy support, optional. You can
7 provide that. If you provide that, you probably
8 want to have conversations with their schools about
9 how you do that. Personally, I gave up helping my
10 daughter with math in fifth grade. So it's not an
11 easy thing to help middle-schoolers with their
12 content. So if you're going to do it, you want to
13 be strategic about it, might be an opportunity to
14 hire school-day teachers.

15 Leadership development, I mentioned we
16 have Teen ACTION. There's curriculum, but we'd
17 like to hear from you. We don't mandate that you
18 use the Teen ACTION curriculum, but what is your
19 approach to doing that? Service learning, civic
20 engagement, community service always to engage our
21 young people. It's also a way to reinforce
22 critical thinking, problem solving, public
23 speaking, communication, those kinds of things.

24 Physical activity, keep them moving.
25 One, they like it. We have a -- I think it's

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2 different from the school day. If you don't have a
3 school that you're focused with, just think about
4 the learning standards in New York State. Don't
5 worry about the particular schools. New York State
6 has learning standards. That's good information
7 for you as well.

8 So I'm not going to focus on the
9 numbers. Let me just talk to you a little bit
10 about structured and unstructured. Structured are
11 activities where there is a curriculum. You're
12 expecting young people to participate on an ongoing
13 basis, there's probably some kind of culminating
14 event or activity or project and the end. It is
15 obviously planned but I want you to understand
16 structure could also be a basketball team. They're
17 coming, they have to play or practice a couple
18 times a week, you have some sense of how they're
19 improving their skills, then they play games, then
20 they're part of our tournament. So I want you to
21 get -- I want you to hear structured means
22 academic. Lots of types of activities can be
23 structured. Dance activities, structured. If your
24 child goes to dance class, they're supposed to be
25 learning certain things over time and then you have

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 the culminating event at the end. So dance can be
3 structured. But it really is about having learning
4 goals, appropriate staffing, it's happening over
5 time, it's not a drop-in activity for young people.
6 You have a sense and you can communicate to them,
7 you have sense of what they should be learning, you
8 can communicate that to them as well as their
9 parents.

10 Unstructured does not mean unplanned.
11 So if I come out on an unstructured day and I see a
12 hundred kids and they're just all running around
13 because it's an unstructured day, that's a no.
14 Unstructured means it could just be a drop-in. It
15 could be things that they choose to do. Maybe you
16 have -- I'm looking at Lysette (phonetic) --
17 stations. So they could choose to go and get
18 tutoring for an hour because they want to do that,
19 they could go and do quiet time reading, they could
20 be using the computer room for something. They're
21 all staffed, they have staff supporting them. But
22 it could be drop-in. It doesn't mean that there is
23 a curriculum or learning goal. It could just be
24 something that they want to do that day, that
25 Friday, and maybe they do something else the next

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 Friday. And one example I have of that is the
3 difference between being part of the basketball
4 structured activities, meaning you're coming a
5 couple times a week, you're learning, you want to
6 make the team but your skills are improving versus
7 a pickup game on Friday, basketball, whoever's
8 there and wants to drop in and play can play. Yes,
9 we have somebody there, we have staffing there, we
10 have referees there, but it's drop-in. You didn't
11 have to sign up, you don't have to come the next
12 Friday. So that's the difference.

13 And the thing to keep in mind about
14 structured for us is that your rate of
15 participation, which is how we measure success,
16 will be based on the structured hours. So rate of
17 participation, how often in total are young people
18 attending. And this is really based on we don't
19 want empty seats, so it does us no if good if we
20 enroll 100 kids and then only 30 are showing up
21 consistently. We want as many of the kids as have
22 enrolled to participate consistently. The ones on
23 top (pointing), actually, are ones the Chancellor
24 gave us in terms of what she'd like to see in terms
25 of structured and unstructured. Very into book

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 clubs, she wants a love of reading. So read what
3 they want to read, which could include plays.
4 Reading tutoring is very specific, so you'd have to
5 have skills in that, probably small-group
6 instruction type of assistance, an opportunity to
7 partner with the school to do that, mentoring.

8 And in all of these things, especially
9 with middle-schoolers, we need to give them choice.
10 So choice doesn't mean we got 30 programs. It
11 might be you have 7 things you're offering and they
12 get to choose 3 and they have to stay in those 3
13 for that semester and then they choose another 3.
14 So choice within structure. These are just
15 resources for you. Again, if you're center-based
16 and you're not connected to a school, here's an
17 opportunity to really understand the Common Core
18 and some examples and ways in which your activities
19 could align with the Common Core.

20 Really important, engagement. Because
21 they have to leave -- I'm talking about
22 center-based now, not the private schools -- they
23 have to leave a building to get to you, that means
24 they have to make an effort. It's kind of the
25 difference between exercising in your house and

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2 signing up for a gym. The gym, you got to put on
3 your clothes and you have to walk there and you got
4 to do all of these things. They are really going
5 to have to want to get there, especially when it
6 gets cold and snowy. And so we have to make it fun
7 and engaging for them, and one of the ways to do
8 that is really hands-on activities and choice.

9 These are all in your RFP. I just want
10 to highlight a couple of things. Program director
11 has to be full time if you're applying for 90
12 participants or more. The education specialist is
13 probably more critical for center-based, not in DOE
14 schools. They are probably the persons who will be
15 the ones studying the Common Core and helping you
16 pick out curriculum that will align with the Common
17 Core. And so hiring that person is often, in our
18 experience, has been a DOE teacher, doesn't have to
19 be, someone familiar with curriculum, someone who
20 can do training who can observe staff and give
21 feedback. When we look at quality programs across
22 our system and when I see site visit reports that
23 are getting excellent, I can almost guarantee they
24 have a really great education specialist. It's a
25 part-time position. Activity specialists, really

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2 an opportunity to hire folks with expertise in the
3 arts, in STEM, in literacy, in organized sports.
4 So we'll be looking for that, typically different
5 from a group leader. It might be a young person,
6 someone in college or things like that. So the
7 activity specialist is really important to that
8 engagement strategy. If you're in a school,
9 private school, school liaison, the person that the
10 principal identifies who is going to be working
11 with the after-school program director to make sure
12 the program is operating well. These are ratios,
13 1:15, for young people we're targeting for this
14 initiative.

15 Do you want to talk about the
16 partnerships?

17 MR. DOGAN: You can.

18 MS. WILLIAMS: So I'll do it quickly so
19 we could get to your questions. The Department of
20 Health and Mental Hygiene, they are the
21 representative of the Office of Children and Family
22 Services of the State. They are the regulatory
23 body for all of our programs. Some folks have said
24 if you're in a school, you don't have to have a
25 SACC license. For us, if you are a COMPASS

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 program, you have to be part of this framework. It
3 gives a comfort to parents, frankly, it gives a
4 comfort to my commissioner, it gives a comfort to
5 the Mayor, because beyond inspecting the space, it
6 is a framework for ensuring that the staff in there
7 have been fingerprinted, have background checks and
8 all of those kinds of things. So yes, that is a
9 nonnegotiable for us.

10 Department of Education remains a huge
11 partner for us. They're not the focus for this
12 solicitation but about 90 percent of COMPASS
13 programs are in DOE buildings, and they are very
14 important to what we're trying to get done. Child
15 and Adult Care Food Program, in terms of getting
16 snacks and food for your after-school program.
17 Rescue Social Change Group will be working with all
18 of us going forward. It is a group that helped us
19 through the process of our name change and helped
20 us get all of this feedback from young people that
21 we will continue to solicit to make sure that we
22 are targeting them. As we've heard from the head
23 of the Office of Management and Budget, he says
24 that middle-schoolers are consumers. They're going
25 to vote with their feet. Elementary school kids

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2 pretty much stay where you leave them until someone
3 older comes to get them. That's not the same with
4 middle-schoolers. So we're going to join you and
5 have kind of targeted resources including big
6 events and citywide opportunities for your
7 middle-schoolers to participate because we've heard
8 from them through RSCG that they like competitions
9 and they like to meet kids from other boroughs. So
10 we're trying to use that, and then, again,
11 technical assistance and capacity building.

12 So we have high standards but we're all
13 in this together to help you meet those standards.

14 MS. WHITE: Thank you so much, Denice.
15 (Applause.)

16 MS. WHITE: And that concludes our
17 Panel presentation. We are now at the time where
18 you can ask your questions. What we're going to
19 ask you to do if you have any questions, please
20 form a line at this microphone in the middle here.
21 When you ask your questions, please, even if you
22 come back for a second time, always state your name
23 and the agency that you're representing here today.
24 Thank you so much. We can now begin.

25 MS. CARMONA: Good morning. My name is

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 Elissa Carmona from the Renaissance Youth Center.
3 My question is just for clarity purposes. The SACC
4 license, do both parties have to have it for
5 in-school relationships? Is it the center and the
6 school?

7 MR. DOGAN: It's just the program
8 space.

9 MS. CARMONA: The space has to have a
10 SACC?

11 MR. DOGAN: Correct, the CBO who is the
12 licensee. So the not-for-profit is the person
13 who --

14 MS. CARMONA: The provider.

15 MR. DOGAN: The provider is going to be
16 the licensee and then at that particular program
17 location.

18 MS. CARMONA: And do I have to return
19 for the second question?

20 MS. WHITE: No, no. You are more than
21 free to ask your additional question.

22 MS. CARMONA: I also wanted clarity on
23 the 1,500 because you said there will be an
24 addendum coming out later this month. So our
25 proposal should reflect the 1,500, correct, and not

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 the 3,000?

3 MS. WILLIAMS: Yes.

4 MS. WHITE: And please feel to form a
5 line. That will help expedite.

6 MS. NYE: Hi. My name is Lauren. I'm
7 from University Settlement. I have a couple of
8 questions on the logistics of the February to June.
9 So are we submitting a budget for just February to
10 June or is it the whole full year?

11 MS. WILLIAMS: So I've just been
12 corrected. In the RFP, we're asking for the
13 full-year budget but you should expect that it will
14 be 1,500. So she asked whether she'll be
15 submitting a budget for 1,500 or 3,000. I've just
16 been told by the Planning Department that they want
17 a budget for the 3,000 but you will be earning
18 1,500 and expected to offer 270 hours. So in the
19 budget I guess in the RFP, it will be a budget for
20 3,000.

21 MS. NYE: So for example, if we were
22 saying 70 slots, we would only be expected to serve
23 35 slots during that time?

24 MS. WILLIAMS: You're expected to serve
25 70 slots for 270 hours as opposed to 540 hours.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 The full year of service is 540 hours. So if
3 you're starting at half the year, the number of
4 hours goes down, not the number of young people
5 you're expected to serve. So you should apply for
6 whatever you want, however many you want to serve.

7 MS. NYE: And then our space facility
8 fees are considered allowable expenses in the
9 budget for center-based?

10 MS. WILLIAMS: Rent?

11 MS. NYE: Sort of, utility space
12 facilities.

13 MS. WILLIAMS: Yes.

14 MS. DELILER: Hi. I'm Johanna Deliler.
15 I'm with Henry Street Settlement. I have a
16 question regarding Attachment G, the activity
17 schedule form. And my question is is it supposed
18 to reflect the first four weeks of full
19 after-school programming? My question is would
20 that be the first month of the school year or the
21 first month starting February?

22 MS. WILLIAMS: So the question was,
23 with the schedule, should you reflect the first
24 month of the school year or the first month of when
25 we're starting? It's the first month of when

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 you're starting, which is February.

3 MR. FOX: Good morning. My name is
4 Andrew Fox, Sunnyside Community Services. I have a
5 question about food costs. I think Denice touched
6 on this a little bit. So we would want to provide
7 a meal for participants. I'm just curious if you
8 could speak to how that would work from a budgetary
9 point of view, snacks from the DOE or things like
10 that.

11 MR. DOGAN: Hello. Good morning,
12 everyone. So the question in this case is about
13 food costs. We referenced it on a slide earlier,
14 the Child and Adult Care Food Program, the CACFP.
15 It is a federal reimbursable meals program. Most
16 of New York City is fairly eligible. There's an
17 application to participate in that. We'll be glad
18 to forward that or make that available. It is
19 reimbursable meals. There's logistics that the
20 program will operate under in terms of vendors they
21 choose or how they intend to put that together.
22 But it's a reimbursable meals program.

23 FEMALE SPEAKER: What's the agency
24 again?

25 MR. DOGAN: It's the Federal CACFP, the

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 Child and Adult Care Food Program.

3 MR. ERVIN: Good morning. I'm Kevin
4 Ervin for Vacamas Programs for Youth. And my
5 question is -- I know that there, with piece J,
6 there's an ineligible sites list. Is there going
7 to be or is there an eligible sites list, or does
8 that mean that every other site in NYCHA in part is
9 eligible?

10 MR. DOGAN: The question, we had listed
11 some sites as ineligible. And then the question is
12 does that therefore mean that every other site not
13 in a public school is eligible? The latter is
14 correct.

15 MS. KINSEY-LAMB: Hello. I'm with
16 Mind-Builders Creative Arts Center in the Bronx,
17 Madaha Kinsey-Lamb. We have a newly-renovated
18 building but on Saturdays already it's full. So
19 I'm looking at the possibility of for Saturday
20 being able to rent the gym in a nearby school.
21 There's a Catholic school nearby, there's an
22 elementary school a block away in each case. If we
23 were renting space from either one of those, could
24 it not be Catholic, does it have to be public, or
25 does that not --

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MR. DOGAN: The question is about
3 renting other spaces as a part of the overall
4 program plan for unique activities --

5 MS. KINSEY-LAMB: Yes, so a 6-day week.

6 MR. DOGAN: -- whether there's a
7 prohibition of whether it's Catholic or private or
8 public school. There's not in that case. So it
9 could be an allowable programming space. I want
10 just to speak briefly about that these are unique
11 spaces for unique events as opposed to saying we're
12 running a full School Age Child Care program at
13 that location.

14 MS. KINSEY-LAMB: No.

15 MR. DOGAN: We want, like in the way of
16 trips, an opportunity for the kids in our programs
17 to utilize spaces that are meaningful to them. So
18 it's different than saying we're going to have a
19 School Age Child Care program over here, and over
20 here for this one particular contract. But there's
21 no prohibition on the type of space.

22 MR. CUMBERBATCH: Good morning. My
23 name is --

24 MR. DOGAN: So, yes --

25 MR. GUILLEN: Just to clarify something

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 on the location. Hi. I'm Daniel Guillen. I'm
3 Deputy Director for COMPASS Programs. I just
4 wanted to point out for those locations that you're
5 going to have regular activities that would be
6 rented outside of let's say a center base, that
7 also should be included once you apply for a SACC
8 registration. So any location that you will have
9 regular programming would need to be included in
10 that. So I just wanted to point that piece out.
11 But that's -- again, that's something I don't want
12 to go too far off with.

13 MS. WILLIAMS: If you're having regular
14 programming, we don't have satellite sites. So
15 Mike's point was if you want to do something on
16 occasion on a Saturday at a different space, that's
17 very different from Monday through Friday we want
18 here and then Saturday we want there. So we try
19 not to have satellite spaces. We have a space
20 that's where the program is located. If you're
21 having a basketball tournament and you need to rent
22 a gym down there to do the tournament, that's
23 different from we're going to have classes in a
24 second or third space all the time. So the focus
25 is on a space, getting that space licensed, and

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 then if you need to use another space on occasion
3 as part of your model, like we have people who are
4 doing films and they're taking the kids places for
5 editing. That's very different from we're going to
6 have two or three spaces in order to get to the 270
7 hours. Now, assuming you did that, which we don't
8 really promote, then Daniel's point is right.
9 You're going to have to get multiple spaces
10 licensed, which is a whole different conversation.

11 MR. CUMBERBATCH: Good morning. My
12 name is Dwayne Cumberbatch. I'm from Alpha II
13 Omega Youth Services. I had two questions. First
14 was about the line budget. It's reimbursable, so
15 do we have to put the money out first and then get
16 it back? How quickly does that process go?

17 MS. WHITE: I'm going to have Inessa
18 Erenburg, our Director of Budget.

19 MS. ERENBURG: Hi. So you would have
20 to first pay for the expenses and then submit for
21 reimbursement. The budget gets approved first, it
22 needs to be registered with the comptroller's
23 office. Once it's registered, you'll receive an
24 initial advance. And then you start submitting
25 your expenses to us and we'll reimburse you based

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 on the expenses.

3 MR. CUMBERBATCH: And that starts in
4 January or February?

5 MS. WILLIAMS: So yes, our part, once
6 you start submitting program expenses, Inessa's
7 team turns it around quickly. The issue is going
8 to be that we're going to make these awards in
9 what, December? Then we're going to have to do
10 contracts development. Then those things are going
11 to have to go to the comptroller. So realistically
12 speaking, March or April before you'll start
13 getting reimbursed. I'm just being realistic. So
14 you're going to have to float. We're talking now
15 it's October, we don't get the proposals until
16 November, we make the awards in December. Then you
17 have to do a whole contracting process, which is a
18 work scope and a budget. And that's different from
19 all the licensing things. And then the comptroller
20 has 30 days to license. So, yeah. Because the
21 last award, I think we made the announcements in
22 April for a September start. And I think we hit --
23 90 percent of them were at the comptroller by
24 September. But that was three or four months. We
25 don't have three or four months this time. I just

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2 want you to be mindful of that. We do have
3 processes to try to do loans but that's also after
4 your budget and work scope's approved. So it's a
5 process.

6 MR. CUMBERBATCH: And my second
7 question was if we have school sites, we have more
8 than one school, but the other schools come to one
9 school, how does that work? Are the participants
10 of school A and school B combined?

11 MS. WILLIAMS: Sure. I mean, if you're
12 drawing enrollment for multiple places but you're
13 going to be in one building, that's fine.

14 MS. MAHONEY: Hi, everyone. Sadie
15 Mahoney from Kingsbridge Heights Community Center
16 in the Bronx. And my question is about program
17 hours, which is going to hopefully leak into a
18 budget question if I can figure out how to ask it.
19 So for our school-based SONYC, it was very focused
20 on the 3:00 to 6:00. For our center-based existing
21 tween program, which we're hoping to expand through
22 this initiative, it currently runs from 3:00 to
23 7:30. And so envisioning how I'm going to change
24 sort of the structure of activities and such, do
25 you think it's better to focus in the proposal only

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 on that 3-hour time period? And if I do, can it be
3 say 4:00 to 7:00 as opposed to 3:00 to 6:00, like
4 we were working with in the school setting?

5 MS. WILLIAMS: 4:00 to 7:00 is fine.
6 The 3:00 to 6:00 is really based on our
7 relationship and our MOU with the DOE. 4:00 to
8 7:00, if that makes sense given the travel time for
9 young people. So if it's going to take them a
10 while to get there, that makes sense. If they're
11 going to be hanging around and doing nothing and
12 may not show up, probably because they had two
13 hours between the time school ended and 4:00, you
14 may want to rethink that. But 4:00 to 7:00 is
15 fine.

16 MS. MAHONEY: Right. So our program is
17 going to continue to start at 3:00 because that's
18 our existing middle school program. But that leaks
19 into my budget question. So for the purposes of
20 the proposal, I'm just focusing on those three
21 hours. I know there's not a budgetary match
22 requirement, but would it be important to show that
23 we have other existing teen center funding that's
24 supplementing the wider program hours? Does that
25 make sense?

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. WILLIAMS: I don't think it will
3 help or hurt either way.

4 MS. CYTRON: Hi. Rachel Cytron from
5 Harlem RBI. So for our agency, we have identified
6 a proposed site for this program but we have not
7 yet signed a lease because we're not sure we're
8 going to have a contract. So at what point in this
9 stage do we need to have proof that we have a
10 lease? In other words, we don't want to start
11 paying rent until we know we're going to have the
12 program.

13 MS. WILLIAMS: By the time we make the
14 award. So the award will probably be conditional
15 upon you having control of the space. And then if
16 you don't have control of the space by the time of
17 the award, it would be reallocated to someone else.

18 MS. CYTRON: Award meaning we get the
19 letter that we're --

20 MS. WILLIAMS: Yeah. By the time we go
21 through the list and then we say, "Woo-hoo," you
22 got to come in and contract, right? And there's
23 steps to contracting and there's plenty of folks
24 who don't make it through contracting because for a
25 variety of reasons. So in this case, if you don't

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 have the space, we would give the award to someone
3 else.

4 MS. CYTRON: And then in question 19,
5 where DYCD encourages programs to collaborate with
6 other organizations, do we lose points if we're not
7 expecting to collaborate? Is that a question that
8 you guys are asking because that's a scored
9 question?

10 MS. WILLIAMS: Is that a scored
11 question? Is collaboration a scored question, Bob?

12 MS. CYTRON: Question 19.

13 MS. WHITE: We're going to hear from
14 Bob Frenzel-Berra from our Planning and Research
15 Department.

16 MR. FRENZEL-BERRA: So that question
17 really addresses what you might bring to the
18 program to support and enrich the program itself.
19 And so it would help. You know, we have that in
20 there because many groups do collaborate with other
21 organizations to add resources to their program.
22 So it is a scored item.

23 MS. WILLIAMS: It only becomes relevant
24 to the extent to which you need subcontractors or
25 collaborators to offer the model as in the RFP.

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. KINSEY-LAMB: My second question.
3 Madaha, Mind-Builders Creative Arts Center. I'm
4 wondering in terms of how the hours are calculated
5 when you have trips or if the spoken word workshop
6 is going to a competition and that kind of thing.
7 If it's 15 hours a week for each participant and
8 once a month they go on a trip, does that help if
9 there was a student who only made 12 other 10 hours
10 but they go to this trip in terms of the way the
11 attendance and the hours are calculated?

12 MS. WILLIAMS: I think the best way to
13 answer that is the hours of the kids overall
14 contribute to the ROP. So some kids might have 12
15 versus 15, someone might be doing more than that.
16 I think it's the total overall. When you calculate
17 the ROP, it's not based on one kid. It's about the
18 total number of hours you're supposed to offer and
19 the total number of hours young people have
20 attended. So that's why people in the room don't
21 get when I say people over-enroll. So you may have
22 instead of 30 or 40 kids, you might enroll 50 kids
23 and because on any days only 40 that are attending,
24 things like that.

25 MS. LYONS: Hi. Eileen Lyons, Fresh

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 Youth Initiatives. Thanks for your clear
3 presentation, everybody. But one thing I'm unclear
4 about is summer. How does that fit into, if at
5 all, ROP?

6 MS. WILLIAMS: For this solicitation,
7 there is no summer currently. This is from
8 February until June unless something happens.

9 MS. LYONS: What about the next year?

10 MS. WILLIAMS: We don't have any summer
11 funding for SONYC for this solicitation.

12 MS. WHITE: Are there any more
13 questions? This is your chance to ask questions.
14 We ask that you line up for the last chance to ask
15 your questions. Thank you.

16 MS. JENNIFER: Good evening. Jennifer,
17 with the Lower Eastside Girls Club. We had a
18 question regarding the SACC certification process,
19 the SACC certification process. What is the
20 timeline if you're in the process of getting that
21 certification versus -- I'm a little confused about
22 that. You know, if they say it takes a while to
23 actually get the certification and then you're
24 supposed to start programs February 1st, what if
25 you're in the process of getting that? And this

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 also entails the question of the program director
3 getting those credentials in before a program
4 starts. Would the money be withheld, or would you
5 not be able to get through the contracting process?

6 MR. DOGAN: So with that question,
7 there's actually two questions in that. The
8 question is about the timeline and expectations for
9 SACC listening, and then the director having
10 appropriate certifications and the timeline for
11 them starting. We will acknowledge that it is true
12 for our current programs now, that we're still
13 working on licensure for these programs with
14 Department of Health and OCFS. These programs are
15 operating which is essentially called single
16 service or not operating as a SACC program until
17 licensing. So there's an opportunity to begin
18 services reliably and right away. With respect to
19 you not operating a School Age Child Care program,
20 you would be operating a type of single service,
21 meaning academic enrichment as opposed to say an
22 academic enrichment and a recreation program. The
23 "and" is very important in there. So we will give
24 language to the awardees about how to appropriately
25 start up while they're in the process of applying

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 for a School Age Child Care license and working
3 through those bases. So we'll give clear direction
4 as possible about how to navigate that successful
5 startup without having that license.

6 MS. JENNIFER: So you could do like one
7 component of the academy enrichment part of it, but
8 not the activity or -- I guess --

9 MR. DOGAN: You could not do an
10 academic enrichment program and a recreation
11 program. You could choose to do a recreation
12 program or you can choose to do an academic
13 enrichment program.

14 MS. JENNIFER: Until that credentialing
15 comes through.

16 MR. DOGAN: Until the license comes
17 through, yes.

18 The second question is about the
19 credentialing. So there's language in the RFP with
20 respect to the qualifications of the program
21 director are specific, and they're including
22 language about whether they meet the basic
23 necessities of being the licensures, the person's
24 license. So I would follow directions with respect
25 to the RFP --

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. JENNIFER: In the RFP, it says that
3 they either need, like, a BA and SACC
4 credentialing, like the 10 hours of classes.

5 MR. DOGAN: Let's check on that.

6 MS. WILLIAMS: The BA is what we've
7 been looking for. We believe it connects the
8 quality programming. That's different from being
9 on the SACC license where they, you know, the State
10 has asked for particular classes and skills related
11 to that.

12 MS. JENNIFER: And my question is say
13 you're in this process trying to get it complete,
14 and those classes are not available before
15 February, there's actually not enough classes
16 available to meet those credentialing requirements.
17 So what if you're in that process, like say I've
18 taken six or seven or eight of those classes of the
19 ten. What does that look like?

20 MR. DOGAN: So to Denice's point about
21 the BA that is part of our requirement. If you
22 intend this person to be on the license and then
23 they don't have the credentials, they can't get
24 licensed. That is a big barrier. The person you
25 are hiring for the role should meet the merits of

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 that and have that expectation now. It is not
3 required -- the SACC regulations call for you have
4 to have X coursework but not everybody has to be
5 the SACC credentialing class. So I just want to
6 impose that it's not that they need to take all of
7 that credentialing course. The just have to have
8 the appropriate coursework. We listed that
9 appropriate coursework in the RFP and it's in the
10 SACC regulations so you can see the person you're
11 hiring for this position, whether they meet that
12 particular merit by the School Age Child Care
13 Regulations.

14 MS. JENNIFER: My question is if you're
15 in that process of getting that credentialing, is
16 that going to uphold everything?

17 MR. DOGAN: It would be a problem,
18 because the idea, if the coursework is such work
19 completed a year from now, we would still be in a
20 space without licensing.

21 MS. JENNIFER: What if it's completed
22 in March because the hours are available? The
23 courses are available in February and March.

24 MR. DOGAN: No. I don't --

25 MS. JENNIFER: No, because the SACC

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 license, you say have you this window.

3 MR. DOGAN: At the time of award, it
4 would be clear that the director in this position
5 has not met the basic requirements.

6 MS. JENNIFER: So the credentialing has
7 to be done by December?

8 MR. DOGAN: That's --

9 MS. WILLIAMS: By the time they submit
10 their application for SACC, right?

11 MR. DOGAN: Right. They need --

12 MS. WILLIAMS: At the time you submit
13 the application, if you want it to move, then you
14 have to have a director on there that meets the
15 State's requirements.

16 MS. MANTELLA: Hi. Dana Mantella from
17 the YMCA of Greater New York. I have two kinds of
18 clarification questions. One, I just wanted to
19 confirm the minimum number of participants per
20 center-based site is 50? That's the minimum or --

21 MR. DOGAN: Can you --

22 MS. WILLIAMS: Where is that?

23 MS. MANTELLA: Maybe I just thought
24 that because I was just hoping. I'm just
25 referencing from what I wrote down, minimum number

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 is 50. Is there a minimum you can apply for as far
3 as --

4 MS. WILLIAMS: We don't have a minimum
5 but we do believe that the staff are important. So
6 it's per pupil or participant. So if you go in for
7 ten, you only have that amount of money, how are we
8 hiring staff? So we don't have a minimum or a
9 maximum. On average our center-based programs have
10 tended to be 50 to 60 when we look at the history.

11 MS. MANTELLA: That's great, because
12 we're just thinking about capacity with our
13 branches and space and to kind of -- fantastic.

14 Okay. And then my other question, just
15 to make sure I understood correctly, for
16 center-based sites, there's not a specific weekday
17 or requirement so you could technically do a Monday
18 through Thursday plus a Saturday, or do you still
19 have to meet the minimum of 1.5 hours Monday
20 through Friday?

21 MS. WILLIAMS: Yes.

22 MS. MANTELLA: You still have to meet
23 that?

24 MR. DOGAN: Correct. You would need to
25 meet the 1.5 hours Monday through Friday, minimally

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 1.5 hours.

3 MS. MANTELLA: And this might be
4 pushing it. If you were to split kids and you were
5 still open, so if you were doing like a cohort of
6 25 kids that were on Monday, Wednesday, Saturday
7 and a cohort that were on a Tuesday, Thursday,
8 Friday, but you're still open for a certain amount
9 of hours, that would or would not be something
10 that's --

11 MS. WILLIAMS: That's the program
12 design.

13 MR. DOGAN: Right. I agree. That's a
14 program design question. You would pose that in
15 your proposal.

16 MS. CARMONA: Hello again. Elissa
17 Carmona, Renaissance Youth Center. So I just want
18 to get back to SACC licensing. I'm sorry. Our
19 current STEAM program, our SACC licensing is for 60
20 youth. We're looking to expand. Do we need to do
21 that now with the SACC licensing or can we wait?
22 Because we can basically get started in February
23 with our current licensing with 60 kids.

24 MR. DOGAN: The question is, knowing
25 that this program's currently licensed and they're

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 looking for an opportunity to expand capacity,
3 should they start moving forward with that process
4 by increasing capacity? I would -- that process
5 can take a while in terms of inspections, I would
6 anticipate. I would encourage people to pursue to
7 meet your goals.

8 MS. CARMONA: I'm glad my CEO is here,
9 so he heard that.

10 MS. NYE: Lauren, University
11 Settlement. I keep getting into an argument with
12 my program directors so I just want to have
13 100-percent clarity on this. For space costs, you
14 can put utilities but you cannot say because we
15 could've rented this out to another program or
16 something at a center base and we're losing
17 money -- like lost space rental, you can't include
18 that in your budget, correct? So only utilities?

19 MS. WILLIAMS: No.

20 MS. NYE: So for example, in a
21 center-based program, if we expand and offer this
22 program, we're losing costs because we would have
23 rented it out or offered another program and gotten
24 revenue for it. We cannot charge that to the
25 budget, correct?

1 SONYC Programs - Pre-Proposal Conference 10/22/14

2 MS. WILLIAMS: No.

3 MS. NYE: Can you put that in the
4 addendum?

5 MS. ERENBURG: Your charge is for the
6 expenses that you have incurred. This is not --

7 MS. LYONS: Hi again. Eileen Lyons,
8 Fresh Youth Initiatives. A majority of our young
9 people are English-language learners who are new
10 immigrants. They are not special ed. kids, so it
11 doesn't fit into that category. But we do need
12 amped-up staffing. Can we make an argument for an
13 increase per child rate of pay? ROP, not
14 participation.

15 MR. DOGAN: I will leave that up to you
16 if that's how you'd like to approach that as
17 special needs and such.

18 MS. LYONS: I don't want to label them
19 as -- they're not disabled because they don't speak
20 English. So I don't want to go down that alley.

21 MR. DOGAN: You should -- if you feel
22 like you'd like to make that argument, then you
23 could.

24 MS. WILLIAMS: We've had a pretty broad
25 definition. You'd have to make the case in the

1 SONYC Programs - Pre-Proposal Conference 10/22/14
2 proposal.

3 MS. LYONS: But it doesn't mean that
4 I'm arguing that they're learning-disabled.

5 MS. MAGIERA-GUY: Good morning. I'm
6 Andrea Magiera-Guy with Youth Development
7 Solutions. I just have a question. I'm sure it's
8 in the RFP but since I don't have the RFP with me,
9 I don't want to go back and see that it's not
10 there. Unstructured hours also have to happen in
11 the after-school hours?

12 MR. DOGAN: As opposed to?

13 MS. MAGIERA-GUY: Before school.

14 MR. DOGAN: Correct. So the question
15 in this case, could unstructured hours or
16 programming hours be before school or lunch periods
17 and others? They cannot. This is strictly
18 structured and unstructured on holidays or after
19 school.

20 MS. MAGIERA-GUY: So if you run an
21 extended day program within your school that goes
22 until 4:00, you would have to figure out additional
23 hours after those?

24 MR. DOGAN: You would need to figure
25 out additional hours after those.

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SONYC Programs - Pre-Proposal Conference 10/22/14

MS. WHITE: Okay. If there being no more questions, this session for the Pre-Proposal Conference is now concluded. Thank you so much.

(Time noted: 11:36 a.m.)

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

A		
a.m (2) 1:11 65:5	align (2) 35:19 36:16	available (7) 10:24 11:25 43:18 57:14,16 58:22,23
able (6) 10:23 19:24 25:9 29:16 44:20 55:5	aligned (3) 17:23 22:5 31:25	AVENUE (2) 1:22 2:22
academic (8) 17:21 18:7 19:15 32:22 55:21,22 56:10,12	All-Star (1) 31:4	average (1) 60:9
academy (3) 29:13 30:6 56:7	alley (1) 63:20	award (9) 4:20 13:2 48:21 51:14,14 51:17,18 52:2 59:3
Accelerator (7) 2:8 5:19,24 6:4,5,9 6:19	allow (1) 5:7	awarded (1) 27:16
Accelerator's (1) 10:6	allowable (3) 10:16 42:8 45:9	awardees (1) 55:24
accepted (1) 6:19	Alpha (2) 3:10 47:12	awards (2) 48:8,16
access (2) 7:14 11:2	amazing (1) 16:8	B
accessed (1) 6:12	amount (2) 60:7 61:8	B (1) 49:10
account (1) 12:23	amped-up (1) 63:12	BA (3) 57:3,6,21
accurate (1) 10:11	ample (1) 5:7	back (12) 6:25 7:24 8:24 13:13 21:10 25:14,17,21 39:22 47:16 61:18 64:9
achievement (1) 19:16	Andrea (2) 3:16 64:6	background (1) 38:7
acknowledge (1) 55:11	Andrew (2) 3:6 43:4	bad (1) 16:16
action (8) 10:17 14:25 15:5 20:7,8 30:16,18 66:14	announcement (1) 4:20	barrier (1) 57:24
actions (1) 11:7	announcements (1) 48:21	base (2) 46:6 62:16
activities (15) 18:16 29:11,19 31:9 31:14,23 32:11,22,23 34:4 35:18 36:8 45:4 46:5 49:24	annual (1) 27:24	based (10) 5:13 15:16 26:17,22 28:6 34:16,18 47:25 50:6 53:17
activity (9) 12:10 24:10 30:24 32:14 33:5 36:25 37:7 42:16 56:8	answer (4) 6:14 10:12 23:15 53:13	bases (1) 56:3
acts (1) 10:22	anticipate (2) 4:18 62:6	basic (2) 56:22 59:5
add (4) 7:23 9:7 10:12 52:21	anticipated (3) 4:20,22 5:3	basically (1) 61:22
addenda (1) 8:23	anybody (2) 9:4 18:7	basis (1) 32:13
addendum (8) 4:17,19 5:2 13:6 27:25 28:3 40:24 63:4	Applause (1) 39:15	basketball (7) 31:3,11,21 32:16 34:3,7 46:21
additional (6) 4:24,24 13:6 40:21 64:22,25	application (9) 7:4,6,8,16,17,18 43:17 59:10,13	Beacon (1) 16:10
address (3) 10:9,21 18:2	apply (4) 25:3 42:5 46:7 60:2	beauty (1) 27:20
addressed (1) 5:2	applying (3) 25:3 36:11 55:25	behalf (3) 11:3 20:17,18
addresses (1) 52:17	approach (2) 30:19 63:16	believe (5) 14:17 25:6 31:11 57:7 60:5
adieu (1) 5:23	appropriate (4) 33:4 55:10 58:8,9	believes (1) 15:8
administration (1) 15:7	appropriately (1) 55:24	belong (2) 15:25 16:2
Adult (3) 38:15 43:14 44:2	approved (3) 7:6 47:21 49:4	best (3) 13:25 20:22 53:12
advance (1) 47:24	April (2) 48:12,22	better (1) 49:25
advised (1) 5:7	area (1) 8:12	beyond (5) 13:14 20:20 21:2,2 38:5
advocates (1) 25:11	arguing (1) 64:4	big (4) 23:18 29:24 39:5 57:24
advocating (1) 20:18	argument (3) 62:11 63:12,22	biggest (1) 15:10
after-school (5) 21:24 37:11 38:16 42:19 64:11	arrive (1) 24:16	bike (1) 19:20
Age (7) 16:19 23:13 45:12,19 55:19 56:2 58:12	Art (1) 3:8	bit (6) 14:3 26:13,24 28:4 32:9 43:6
agencies (1) 6:7	artist (2) 28:20 31:18	block (1) 44:22
agency (6) 4:7 6:25 7:20 39:23 43:23 51:5	arts (7) 22:11,12 28:9 31:19 37:3 44:16 53:3	blood (1) 66:14
agency's (1) 22:10	arts-based (1) 28:16	blow (1) 29:22
agenda (1) 4:12	asked (5) 15:2 21:25 31:8 41:14 57:10	Bob (2) 52:11,14
ago (1) 28:2	asking (3) 5:9 41:12 52:8	body (1) 37:23
agree (1) 61:13	aspirations (1) 14:10	book (2) 28:14 34:25
agreement (3) 12:9 23:23 27:2	assistance (2) 35:6 39:11	boosters (1) 15:10
	Assistant (5) 2:5 4:7 5:20 13:10,22	boroughs (1) 39:9
	assuming (2) 27:16 47:7	box (2) 8:3 11:8
	attachment (2) 5:13 42:16	boxes (2) 7:23 10:20
	attendance (1) 53:11	branches (1) 60:13
	attended (1) 53:20	
	attendees (1) 6:14	
	attending (2) 34:18 53:23	
	attention (3) 13:16 21:8 24:22	
	Auditorium (1) 1:9	
	August (2) 4:23 16:21	

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>brief (1) 5:16 briefly (1) 45:10 bring (3) 14:13 18:24 52:17 bringing (1) 13:13 broad (1) 63:24 broken (1) 9:13 Bronx (2) 44:16 49:16 Brooklyn (1) 17:16 budget (21) 12:11,17,20 15:3 38:23 41:9,13,15,17,19,19 42:9 47:14,18,21 48:18 49:4,18 50:19 62:18,25 budgetary (2) 43:8 50:21 budgeting (1) 25:22 budgets (1) 12:21 build (5) 14:2,9,20 19:15 29:22 building (11) 13:25 17:8 18:13 20:6 24:10,12,15 35:23 39:11 44:18 49:13 buildings (4) 27:6,22 29:19 38:13 bunch (1) 15:21 business (2) 12:12 24:8 button (1) 7:13 button's (1) 10:24</p> <hr/> <p align="center">C</p> <p>C (3) 2:3 66:2,2 CACFP (2) 43:14,25 calculate (1) 53:16 calculated (2) 53:4,11 call (3) 7:13 24:25 58:3 called (1) 55:15 candidates (1) 29:15 capacity (4) 39:11 60:12 62:2,4 capacity-building (1) 14:16 Care (10) 16:19 23:13 38:15 43:14 44:2 45:12,19 55:19 56:2 58:12 careers (1) 19:6 Carmona (10) 3:3 39:25 40:2,9,14 40:18,22 61:16,17 62:8 case (7) 10:10 43:12 44:22 45:8 51:25 63:25 64:15 category (1) 63:11 Catholic (4) 21:4 44:21,24 45:7 Cavanagh (3) 1:19 66:7,20 CBO (4) 9:13 21:5,19 40:11 CBOs (1) 21:13 center (12) 3:3,9,11 40:2,5 44:16 46:6 49:15 50:23 53:3 61:17 62:16 center-based (16) 12:16 17:8 23:17,19 25:12 27:9,21 35:15,22 36:13 42:9 49:20 59:20 60:9,16 62:21</p>	<p>CEO (1) 62:8 certain (3) 7:23 32:25 61:8 certification (4) 54:18,19,21,23 certifications (1) 55:10 certify (2) 66:9,13 chance (2) 54:13,14 chancellor (2) 28:11 34:23 change (5) 20:9,13 38:17,19 49:23 changing (1) 15:17 CHAR500 (1) 7:9 character (1) 28:23 charge (2) 62:24 63:5 chart (1) 12:11 check (2) 10:20 57:5 checks (1) 38:7 Chief (1) 4:7 child (13) 16:19 23:13 25:14 32:24 38:14 43:14 44:2 45:12,19 55:19 56:2 58:12 63:13 children (2) 19:5 37:21 choice (4) 35:9,10,14 36:8 choose (8) 19:10 33:15,17 35:12 35:13 43:21 56:11,12 chosen (1) 19:10 city (10) 1:4 13:23 14:9,23 15:7 16:4 20:22 29:23,25 43:16 citywide (1) 39:6 civic (1) 30:19 clarification (1) 59:18 clarify (1) 45:25 clarity (3) 40:3,22 62:13 class (3) 28:18 32:24 58:5 classes (6) 46:23 57:4,10,14,15,18 classroom (1) 20:23 clear (4) 18:10 54:2 56:3 59:4 clearly (1) 9:15 click (6) 7:12,15,18,22 8:5,18 clothes (1) 36:3 clothing (1) 31:10 Club (2) 3:14 54:17 clubs (2) 28:14 35:2 coach (1) 31:22 cohort (2) 61:5,7 cold (1) 36:6 collaborate (3) 52:5,7,20 collaboration (2) 31:3 52:11 collaborators (1) 52:25 colleague (1) 29:6 college (1) 37:6 color (2) 19:5,9 combined (1) 49:10 come (13) 5:11 8:6,24 9:7 11:7 23:14 25:7,14 33:11 34:11 39:22 49:8 51:22</p>	<p>comes (3) 39:3 56:15,16 comfort (3) 38:3,4,4 coming (4) 6:3 32:17 34:4 40:24 commissioner (6) 2:5 5:20 13:10 13:22 16:24 38:4 common (9) 17:24,25 21:14,15,15 35:17,19 36:15,16 communicate (2) 33:6,8 communication (1) 30:23 communities (1) 20:14 community (8) 1:4 3:6,11 20:5 21:24 30:20 43:4 49:15 COMPASS (15) 2:5,7 5:21,22 13:10,22 14:15 16:9 20:6,21 23:12 29:17 37:25 38:12 46:3 competencies (6) 17:22 18:6,6,13 22:10 28:7 competition (9) 9:11,12,16,19,24 9:25 16:3 17:14 53:6 competitions (1) 39:8 complete (1) 57:13 completed (2) 58:19,21 compliance (1) 13:8 compliant (1) 24:24 complying (1) 23:9 component (1) 56:7 components (1) 9:18 Comprehensive (1) 13:22 comptroller (3) 48:11,19,23 comptroller's (1) 47:22 computer (1) 33:20 concluded (1) 65:4 concludes (1) 39:16 concretized (1) 27:18 conditional (1) 51:14 Conference (66) 1:6 4:1,3,6 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1,4 confidence (1) 18:24 confirm (1) 59:19 confused (1) 54:21 connected (1) 35:16 connects (1) 57:7 considered (1) 42:8 consistently (2) 34:21,22 consumers (1) 38:24</p>
---	--	---

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>contact (5) 8:19 10:5,7,10,11 contain (1) 12:8 content (1) 30:12 content-related (1) 6:24 continue (3) 30:3 38:21 50:17 contract (6) 4:22,25 27:16 45:20 51:8,22 contracting (5) 4:7 48:17 51:23,24 55:5 contracts (2) 6:8 48:10 contribute (2) 22:3 53:14 contribution (1) 22:5 contributions (1) 21:21 control (2) 51:15,16 conversation (2) 23:4 47:10 conversations (3) 21:13 23:23 30:8 cooking (1) 31:9 core (8) 17:25,25 22:7,10 35:17,19 36:15,17 Cornerstone (1) 16:10 correct (9) 10:8,9 40:11,25 44:14 60:24 62:18,25 64:14 corrected (2) 6:25 41:12 correctly (1) 60:15 costs (4) 43:5,13 62:13,22 could've (1) 62:15 counseling (1) 21:12 country (1) 29:10 COUNTY (1) 66:5 couple (6) 17:20 23:20 32:17 34:5 36:10 41:7 course (3) 28:5 29:8 58:7 courses (1) 58:23 coursework (4) 58:4,8,9,18 cover (1) 27:4 Creative (3) 3:8 44:16 53:3 creativity (2) 18:21 29:4 credentialing (8) 56:14,19 57:4,16 58:5,7,15 59:6 credentials (2) 55:3 57:23 criteria (1) 12:13 critical (2) 30:22 36:13 critiqued (1) 28:20 culminating (2) 32:13 33:2 cultivating (1) 20:4 Cumberbatch (6) 3:10 45:22 47:11 47:12 48:3 49:6 curious (1) 43:7 current (5) 7:9 10:8 55:12 61:19,23 currently (4) 6:6 49:22 54:7 61:25 curriculum (8) 22:3 29:21 30:16 30:18 32:11 33:23 36:16,19 cuts (2) 14:25 15:3</p>	<p>Cytron (6) 3:12 51:4,4,18 52:4,12</p> <hr/> <p align="center">D</p> <hr/> <p>Dana (2) 3:15 59:16 dance (5) 31:9,17 32:23,24 33:2 Daniel (2) 2:16 46:2 Daniel's (1) 47:8 Danielle (3) 1:19 66:7,20 dark (1) 25:19 Daryl's (1) 29:6 dashboard (1) 7:5 data (1) 12:12 date (5) 4:15,25 5:3 10:8 11:9 daughter (2) 24:20 30:10 day (17) 11:10 17:24 18:25 21:2,17 21:23 24:6,18,18 27:8 29:21 32:2 33:11,13,24 64:21 66:18 days (3) 27:8 48:20 53:23 deadline (1) 4:17 December (4) 4:21 48:9,16 59:7 decide (1) 22:4 definitely (1) 25:20 definition (1) 63:25 definitions (1) 9:25 deliberately (1) 22:19 Deliler (3) 3:5 42:14,14 Denice (6) 2:5 5:20 13:9 14:12 39:14 43:5 Denice's (1) 57:20 Department (8) 1:4 25:4 27:3 37:19 38:10 41:16 52:15 55:14 deputy (3) 4:7 16:24 46:3 design (7) 12:17 15:15 31:9,10,10 61:12,14 detailed (1) 10:2 details (2) 9:24 13:12 development (7) 1:4 3:16 18:4 21:23 30:15 48:10 64:6 difference (3) 34:3,12 35:25 different (12) 9:10 26:21 32:2 37:4 45:18 46:16,17,23 47:5,10 48:18 57:8 difficulties (1) 13:16 direct (1) 6:22 directing (1) 13:5 direction (1) 56:3 directions (1) 56:24 director (12) 2:6 5:22 21:9 36:10 37:11 46:3 47:18 55:2,9 56:21 59:4,14 directors (1) 62:12 disabled (1) 63:19 discipline (1) 21:15 display (1) 7:25</p>	<p>document (5) 7:10 10:14,15,18 11:5 documents (4) 7:10 8:22 10:14 12:7 DOE (10) 17:7 26:21 27:12,22 29:19 36:13,18 38:13 43:9 50:7 DOE's (1) 26:18 DOE-based (1) 27:4 dog (1) 15:14 Dogan (32) 2:6 5:21 37:17 40:7,11 40:15 43:11,25 44:10 45:2,6,15 45:24 55:6 56:9,16 57:5,20 58:17 58:24 59:3,8,11,21 60:24 61:13 61:24 63:15,21 64:12,14,24 doing (16) 12:12 13:14 15:22 17:2 19:19 22:12,13,15 23:24,25 24:3 30:19 47:4 50:11 53:15 61:5 draft (2) 11:15 13:17 drama (1) 29:3 draw (1) 23:20 drawing (1) 49:12 drop (1) 34:8 drop-down (3) 9:23 10:17 11:8 drop-in (4) 33:5,14,22 34:10 due (2) 4:15 11:9 duplicates (1) 9:3 Dwayne (2) 3:10 47:12 DYCD (6) 4:8 7:20 15:11 16:10 29:7 52:5</p> <hr/> <p align="center">E</p> <hr/> <p>E (7) 2:3,3 3:2,2 7:15 66:2,2 e-mail (3) 6:25 10:9,21 e-mailed (1) 5:4 e-mailing (1) 16:21 earlier (1) 43:13 earning (1) 41:17 Eastside (2) 3:14 54:17 easy (1) 30:11 ed (1) 63:10 edit (1) 11:6 editing (1) 47:5 education (4) 27:3 36:12,24 38:10 educators (1) 21:24 effort (1) 35:24 eight (1) 57:18 eighth (1) 17:7 Eileen (3) 3:13 53:25 63:7 either (3) 44:23 51:3 57:3 ELA (2) 28:22 29:2 elementary (4) 15:25 17:13 38:25 44:22 eligible (6) 7:7 8:12 43:16 44:7,9 44:13</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>eliminate (1) 15:4 Elissa (3) 3:3 40:2 61:16 EMAIL (2) 1:24 2:24 embedded (1) 20:5 Emergencies (1) 25:21 emotional (2) 17:22 18:5 emphasized (1) 19:4 empty (1) 34:19 encourage (1) 62:6 encourages (1) 52:5 encouraging (1) 22:21 ended (1) 50:13 ends (2) 24:18,18 engage (3) 20:25 21:19 30:20 engaged (1) 20:12 engagement (7) 20:5,15 22:23 23:2 30:20 35:20 37:8 engaging (3) 20:9 29:11 36:7 engineering (1) 19:7 English (1) 63:20 English-language (1) 63:9 enrich (1) 52:18 enrichment (5) 55:21,22 56:7,10 56:13 enroll (3) 25:8 34:20 53:22 enrolled (1) 34:22 Enrolling (1) 25:7 enrollment (4) 16:21,23,24 49:12 ensuring (1) 38:6 entails (1) 55:2 enter (2) 10:4,21 entered (1) 13:3 environment (1) 18:23 envisioning (1) 49:23 Erenburg (4) 2:15 47:18,19 63:5 Ervin (3) 3:7 44:3,4 especially (3) 19:8 35:8 36:5 essentially (1) 55:15 evaluation (3) 12:13 14:17,19 evaluations (1) 14:18 evening (1) 54:16 event (2) 32:14 33:2 events (2) 39:6 45:11 everybody (2) 54:3 58:4 example (4) 29:24 34:2 41:21 62:20 examples (1) 35:18 excellent (1) 36:23 excited (3) 14:4,22 19:11 exciting (2) 15:10 29:12 Excuse (1) 9:2 exercising (1) 35:25 exhibiting (1) 26:3 existing (3) 49:20 50:18,23</p>	<p>expand (4) 49:21 61:20 62:2,21 expansion (1) 14:18 expect (1) 41:13 expectation (4) 21:19 26:11 28:8 58:2 expectations (4) 12:6,16 28:5 55:8 expected (4) 41:18,22,24 42:5 expecting (4) 27:11 29:4 32:12 52:7 expedite (1) 41:5 expenses (6) 42:8 47:20,25 48:2,6 63:6 experience (2) 12:14 36:18 expertise (1) 37:2 exploded (1) 29:9 explore (2) 18:20 19:13 exploring (1) 19:2 expose (1) 19:8 extended (1) 64:21 extent (1) 52:24 eye (1) 11:17</p> <hr/> <p align="center">F</p> <hr/> <p>F (1) 66:2 facilities (1) 42:12 facility (1) 42:7 facing (1) 11:19 FACSIMILE (2) 1:24 2:24 fact (2) 4:13 13:5 fairly (1) 43:16 familiar (2) 17:17 36:19 families (6) 18:11 20:16,18,20,22 20:24 family (6) 14:16 15:9 20:15 23:12 29:17 37:21 fantastic (1) 60:13 far (3) 25:19 46:12 60:2 fashion (1) 24:17 favorite (2) 18:7 20:8 favorites (3) 7:24,25 28:15 February (15) 5:3 26:10,16 31:2,4 41:8,9 42:21 43:2 48:4 54:8,24 57:15 58:23 61:22 federal (2) 43:15,25 feedback (3) 28:21 36:21 38:20 feel (3) 15:13 41:4 63:21 feelings (1) 15:20 fees (1) 42:8 feet (1) 38:25 FEMALE (3) 9:2,20 43:23 fencing (1) 31:10 fifth (1) 30:10 figure (4) 19:12 49:18 64:22,24 figured (2) 26:17 28:2</p>	<p>filings (1) 7:9 fill (1) 9:9 films (1) 47:4 filter (3) 7:19 8:2,15 filtering (1) 8:3 finally (1) 20:15 find (3) 8:17 11:20 28:6 fine (3) 49:13 50:5,15 fingerprinted (1) 38:7 firm (1) 14:19 first (20) 4:9,17 8:5 13:5 14:25 15:5 19:21,22 22:17 24:9 42:18 42:20,21,23,24,25 47:13,15,20 47:21 fit (2) 54:4 63:11 fits (2) 21:17 27:14 five (2) 15:6 27:8 flexibility (2) 11:11 27:21 float (1) 48:14 focus (6) 21:16 22:14 32:8 38:11 46:24 49:25 focused (5) 18:3 22:13 27:7 32:3 49:19 focusing (1) 50:20 folks (6) 19:25 24:25 25:4 37:2,23 51:23 follow (1) 56:24 follows (1) 12:14 food (6) 38:15,16 43:5,13,14 44:2 Forget (1) 16:14 forgot (1) 14:12 form (5) 12:9,12 39:20 41:4 42:17 formerly (1) 13:23 forward (4) 30:3 38:18 43:18 62:3 foster (1) 17:21 four (6) 13:19 14:24 15:6 42:18 48:24,25 Fox (3) 3:6 43:3,4 framework (2) 38:2,6 frankly (2) 18:22 38:3 free (1) 40:21 Frenzel-Berra (3) 2:14 52:14,16 Fresh (3) 3:13 53:25 63:8 Friday (8) 33:25 34:2,7,12 46:17 60:20,25 61:8 friends (1) 31:21 front (2) 7:13 31:16 full (7) 26:15 36:11 41:10 42:2,18 44:18 45:12 full-year (1) 41:13 fun (2) 30:5 36:6 functionality (1) 7:22 fund (2) 14:8 17:9 funded (1) 14:17</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>funding (4) 14:15 16:7 50:23 54:11 further (2) 5:23 66:13</p>	<p>guys (1) 52:8 gym (4) 36:2,2 44:20 46:22</p>	<p>hour (1) 33:18 hours (40) 22:9,14,15 26:9,11,13 26:22 27:11,15 28:9 34:16 41:18 41:25,25 42:2,4 47:7 49:17 50:13 50:21,24 53:4,7,9,11,13,18,19 57:4 58:22 60:19,25 61:2,9 64:10 64:11,15,16,23,25</p>
G	H	I
<p>G (1) 42:16 game (3) 31:4,22 34:7 games (1) 32:19 gaps (1) 15:4 geographic (1) 9:14 getting (12) 9:15 24:14 28:20 36:23 38:15 46:25 48:13 54:20 54:25 55:3 58:15 62:11 girls (3) 3:14 19:5 54:17 give (5) 35:9 36:20 52:2 55:23 56:3 given (1) 50:8 gives (3) 38:3,3,4 giving (1) 28:21 glad (2) 43:17 62:8 go (19) 11:6 12:20 18:9 19:5 23:16 25:15 29:23,25 33:17,19 46:12 47:16 48:11 51:20 53:8,10 60:6 63:20 64:9 goal (1) 33:23 goals (5) 17:17,19 31:25 33:4 62:7 goes (4) 9:23 32:24 42:4 64:21 going (54) 5:16,17,23 9:21 11:16 16:6 20:24 21:18 22:25 23:11,15 24:14,23 25:2,9,25 26:9 29:12 30:12 31:2,13,16,21 32:8 36:4 37:10 38:18,24 39:4,18 40:15 44:6 45:18 46:5,23 47:5,9,17 48:7,8,9,10,14 49:13,17,23 50:9 50:11,17 51:8,11 52:13 53:6 58:16 good (16) 4:2,3 6:2 13:11 19:12 22:18 32:6 34:19 39:25 43:3,11 44:3 45:22 47:11 54:16 64:5 Google (1) 29:24 gotten (1) 62:23 government (1) 15:3 grade (1) 30:10 graduate (1) 29:14 great (11) 6:16 8:13 16:9,15 17:2 19:8 20:11,23 26:25 36:24 60:11 Greater (2) 3:15 59:17 green (1) 7:12 ground (1) 15:15 group (3) 37:5 38:17,18 groups (2) 19:24 52:20 guarantee (1) 36:23 guess (2) 41:19 56:8 guide (1) 11:22 Guillen (3) 2:16 45:25 46:2 guppy (1) 18:9</p>	<p>half (1) 42:3 halfway (1) 26:10 hand (1) 66:18 hands (1) 6:15 hands-on (2) 29:18 36:8 hang (1) 31:20 hanging (1) 50:11 happen (1) 64:10 happened (1) 21:14 happening (3) 31:2,4 33:4 happens (1) 54:8 hard (1) 19:19 Harlem (2) 3:12 51:5 he'll (1) 16:25 head (1) 38:22 headquarters (1) 29:24 health (5) 5:18 6:8 25:5 37:20 55:14 hear (3) 30:17 32:21 52:13 heard (6) 17:23 18:21 31:7 38:22 39:7 62:9 Heights (2) 3:11 49:15 Hello (4) 6:2 43:11 44:15 61:16 help (11) 11:25 18:2 19:17 20:12 20:21 30:11 39:13 41:5 51:3 52:19 53:8 helped (5) 14:2 17:14 20:10 38:18 38:19 helping (3) 20:24 30:9 36:15 Henry (2) 3:5 42:15 hereunto (1) 66:17 HHS (8) 2:8 5:19,24 6:4,5,9,18,20 Hi (9) 41:6 42:14 46:2 47:19 49:14 51:4 53:25 59:16 63:7 high (2) 17:15 39:12 highest-rated (1) 31:9 highlight (2) 17:21 36:10 highlighted (1) 23:21 highlights (1) 4:10 hire (2) 30:14 37:2 hiring (4) 36:17 57:25 58:11 60:8 historically (2) 14:17 18:3 history (1) 60:10 hit (2) 15:15 48:22 holidays (4) 27:4,12,13 64:18 home (2) 7:3 31:20 hope (3) 14:3 16:11 18:2 hopefully (1) 49:17 hoping (7) 14:7,8 18:17 25:20 29:4 49:21 59:24</p>	<p>house (1) 35:25 huge (1) 38:10 human (2) 5:19 6:8 hundred (1) 33:12 hurt (2) 15:20 51:3 Hygiene (1) 37:20 hyperlink (1) 8:18</p> <hr/> <p>idea (2) 8:7 58:18 identified (1) 51:5 identifies (1) 37:10 identify (2) 9:15 12:24 identifying (1) 20:20 II (2) 3:10 47:12 imagine (1) 24:13 immigrants (1) 63:10 important (10) 11:11 20:13 27:24 28:5 35:20 37:7 38:14 50:22 55:23 60:5 impose (1) 58:6 improve (2) 31:15,22 improving (2) 32:19 34:6 in-kind (1) 21:20 in-school (1) 40:5 inaudible (1) 7:22 include (3) 16:9 35:3 62:17 included (2) 46:7,9 including (2) 39:5 56:21 increase (1) 63:13 increasing (1) 62:4 incurred (1) 63:6 ineligible (2) 44:6,11 Inessa (2) 2:15 47:17 Inessa's (1) 48:6 infer (1) 28:24 info@hhsaccelerator.nyc.gov (1) 6:23 information (5) 10:5,11 13:4,6 32:6 Informational (1) 13:15 initial (2) 15:16 47:24 initiative (4) 20:7,10 37:14 49:22 Initiatives (3) 3:13 54:2 63:8 inspecting (1) 38:5 inspections (1) 62:5 instruction (1) 35:6</p>

<p>instructions (1) 12:6 intend (2) 43:21 57:22 interest (1) 29:7 interested (5) 8:8 14:6 18:15 28:12 66:15 interests (1) 18:20 interviewed (1) 22:19 involved (1) 20:16 issue (1) 48:7 issues (2) 6:21 20:14 item (1) 52:22</p> <hr/> <p align="center">J</p> <hr/> <p>J (1) 44:5 January (3) 4:22 15:13 48:4 Jennifer (14) 2:8 3:14 5:18 12:4 54:16,16 56:6,14 57:2,12 58:14 58:21,25 59:6 Johanna (2) 3:5 42:14 join (1) 39:4 joining (1) 14:4 joint (1) 21:22 joy (3) 14:12,13 30:5 June (3) 41:8,10 54:8</p> <hr/> <p align="center">K</p> <hr/> <p>K (1) 3:2 keep (7) 11:3,16 19:19 20:11 30:24 34:13 62:11 keeping (1) 11:17 Kevin (2) 3:7 44:3 kick (2) 31:2,5 kid (1) 53:17 kids (21) 16:2 17:13 23:7,20 25:15 30:2 33:12 34:20,21 38:25 39:9 45:16 47:4 53:13,14,22,22 61:4,6 61:23 63:10 kind (11) 16:8 20:5 21:11 26:18 27:18 29:8 32:13 35:24 39:5 53:6 60:13 kinds (6) 20:2 25:23 28:22 30:23 38:8 59:17 Kingsbridge (2) 3:11 49:15 Kinsey-Lamb (6) 3:8 44:15,17 45:5 45:14 53:2 knew (2) 16:15 24:11 know (26) 6:4 9:4 13:18 18:18 19:4 23:11 24:5,5,18 25:9,10 26:7,18 26:19,23 27:18 28:6,14 29:5 31:25 44:5 50:21 51:11 52:19 54:22 57:9 knowing (1) 61:24 knowledge (1) 14:9 known (1) 13:24</p>	<p align="center">L</p> <hr/> <p>label (1) 63:18 lack (1) 29:10 language (3) 55:24 56:19,22 launched (1) 6:5 Lauren (3) 3:4 41:6 62:10 lead (1) 16:2 leader (1) 37:5 leadership (7) 20:4,11 22:14,16,20 30:15 31:24 league (2) 31:3,5 leak (1) 49:17 leaks (1) 50:18 learn (2) 19:20 20:24 learned (2) 13:20 18:18 learners (1) 63:9 learning (15) 14:13 18:18 21:2 29:18 30:2,3,19 31:25 32:4,6,25 33:3,7,23 34:5 learning-disabled (1) 64:4 lease (2) 51:7,10 leave (4) 35:21,23 39:2 63:15 left (2) 7:23 24:11 lessons (1) 13:20 let's (2) 46:6 57:5 letter (3) 7:15 15:3 51:19 level (4) 10:22,25 11:6 18:12 liaison (1) 37:9 license (10) 37:25 40:4 48:20 56:2 56:5,16,24 57:9,22 59:2 licensed (4) 46:25 47:10 57:24 61:25 licensee (2) 40:12,16 licensing (8) 16:19 48:19 55:17 58:20 61:18,19,21,23 licensure (1) 55:13 licensures (1) 56:23 liked (1) 15:18 likes (2) 16:16,17 limit (2) 10:16 27:3 line (5) 30:4 39:20 41:5 47:14 54:14 links (1) 11:21 list (7) 8:10,13,15,19 44:6,7 51:21 listed (4) 7:2 17:18 44:10 58:8 listen (1) 13:17 listening (1) 55:9 literacy (11) 18:14 22:8,18 28:9,12 28:13,14,15,17 31:24 37:3 literature (1) 29:9 little (7) 14:3 26:13,24 28:4 32:9 43:6 54:21 live (1) 15:6 lived (1) 14:24</p>	<p>loans (1) 49:3 locally (1) 31:7 located (1) 46:20 location (6) 9:14,17 40:17 45:13 46:2,8 locations (1) 46:4 logistics (2) 41:8 43:19 look (6) 14:23 29:20 30:2 36:21 57:19 60:10 looking (8) 11:12 21:9 33:16 37:4 44:19 57:7 61:20 62:2 looks (3) 7:3 8:3 27:23 lose (1) 52:6 losing (2) 62:16,22 lost (1) 62:17 lot (10) 15:12,22 16:12 17:23 18:21 22:2 23:10 25:11,14 28:11 lots (6) 11:24 20:23 22:8,12 29:12 32:22 loudness (1) 30:5 love (1) 35:2 Lower (2) 3:14 54:17 lunch (1) 64:16 Lyons (8) 3:13 53:25,25 54:9 63:7 63:7,18 64:3 Lysette (1) 33:16</p> <hr/> <p align="center">M</p> <hr/> <p>Madaha (3) 3:8 44:17 53:3 madrases (1) 21:5 Magiera-Guy (5) 3:16 64:5,6,13,20 Mahoney (4) 3:11 49:14,15 50:16 majority (1) 63:8 making (2) 20:13 24:16 MAMARONECK (4) 1:22,23 2:22 2:23 man (3) 16:18,20 17:13 management (2) 12:18 38:23 mandate (1) 30:17 Manhattan (1) 28:16 Mantella (7) 3:15 59:16,16,23 60:11,22 61:3 March (3) 48:12 58:22,23 marriage (2) 21:12 66:15 martial (1) 31:19 match (4) 9:17 10:3,4 50:21 math (4) 19:7,22 26:22 30:10 matter (2) 66:11,16 maximum (2) 10:15 60:9 Mayor (4) 16:16,17 25:24 38:5 Mayor's (1) 2:8 meal (1) 43:7 meals (3) 43:15,19,22 mean (7) 33:10,22 35:10 44:8,12</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>49:11 64:3 meaning (4) 28:23 34:4 51:18 55:21 meaningful (1) 45:17 means (7) 15:3,4 17:3 24:17 32:21 33:14 35:23 measure (1) 34:15 meet (11) 23:13 39:9,13 56:22 57:16,25 58:11 60:19,22,25 62:7 meeting (3) 23:3,5 25:10 meets (1) 59:14 Mental (1) 37:20 mention (1) 23:18 mentioned (2) 28:8 30:15 mentoring (1) 35:7 merit (1) 58:12 merits (1) 57:25 met (2) 22:16 59:5 microphone (2) 5:11 39:20 middle (6) 16:5 17:6,9 25:15 39:20 50:18 middle-schoolers (8) 15:18,21 24:9 30:11 35:9 38:24 39:4,7 mighty (1) 20:7 Mike (3) 2:6 5:21 23:15 Mike's (1) 46:15 million (1) 16:7 mind (3) 11:3,16 34:13 Mind-Builders (3) 3:8 44:16 53:3 mindful (1) 49:2 minimally (1) 60:25 minimum (8) 28:9 59:19,20,25 60:2,4,8,19 minnow (1) 18:10 missing (1) 9:3 model (7) 22:6 23:6 26:8 27:10,14 47:3 52:25 models (1) 22:8 moment (1) 15:10 Monday (5) 46:17 60:17,19,25 61:6 money (4) 47:15 55:4 60:7 62:17 monologue (2) 28:19 29:3 month (7) 40:24 42:20,21,24,24,25 53:8 months (3) 24:8 48:24,25 morning (11) 4:2,4 6:2 13:11 39:25 43:3,11 44:3 45:22 47:11 64:5 motivation (1) 28:23 MOU (2) 27:7 50:7 move (2) 18:12 59:13 moving (2) 30:24 62:3 multiple (2) 47:9 49:12</p> <hr/> <p align="center">N</p> <hr/>	<p>N (1) 2:3 name (16) 3:14 4:6 8:19 15:17 16:3 16:5 17:5,12,14 38:19 39:22,25 41:6 43:3 45:23 47:12 navigate (2) 7:24 56:4 NBA's (1) 31:4 nearby (2) 44:20,21 necessarily (1) 28:13 necessities (1) 56:23 need (38) 6:17 7:8,12,17,21 8:11 9:9,16,17 10:2,10,17 11:5,8,10 11:25 13:2,16 23:11,22 24:17,21 25:20 26:4 29:10 35:9 46:9,21 47:2 51:9 52:24 57:3 58:6 59:11 60:24 61:20 63:11 64:24 needed (1) 18:12 needs (3) 11:14 47:22 63:17 neighborhood (2) 25:14,16 neighborhoods (2) 20:9 25:17 network (1) 14:20 never (2) 19:3 25:2 new (22) 1:4,10,10,23 2:23 3:15 7:21 13:23 14:23 16:4 20:22 29:13,23,25 31:5 32:4,5 43:16 59:17 63:9 66:4,8 newly-renovated (1) 44:17 night (1) 25:19 nobody's (2) 11:15,16 Non-Public (4) 1:6 4:5,14 12:8 nonnegotiable (1) 38:9 not-for-profit (1) 40:12 Notary (1) 66:7 note (1) 11:12 noted (1) 65:5 notice (1) 13:7 November (4) 4:16 5:6 48:16 66:18 number (10) 8:20 10:9 25:8 27:4 42:3,4 53:18,19 59:19,25 numbers (3) 16:22,25 32:9 nurture (1) 14:10 nutrition (1) 18:16 nyc.gov/hhsaccelerator (1) 11:20 NYCHA (1) 44:8 Nye (8) 3:4 41:6,21 42:7,11 62:10 62:20 63:3</p> <hr/> <p align="center">O</p> <hr/> <p>observe (1) 36:20 obviously (2) 31:11 32:15 occasion (2) 46:16 47:2 OCFS (1) 55:14 October (5) 1:11 4:18,20 8:25 48:15</p>	<p>offer (7) 8:8,16,17 41:18 52:25 53:18 62:21 offered (1) 62:23 offering (3) 8:16 31:7 35:11 office (5) 2:8 15:13 37:21 38:23 47:23 Officer (1) 4:7 Okay (4) 13:8 31:17 60:14 65:2 older (1) 39:3 Omega (2) 3:10 47:13 once (4) 46:7 47:23 48:5 53:8 ones (3) 34:22,23 36:15 ongoing (3) 23:2,8 32:12 open (4) 27:13,13 61:5,8 operate (2) 7:14 43:20 operating (7) 26:20 27:19 37:12 55:15,16,19,20 Operations (2) 2:6,8 opportunities (1) 39:6 opportunity (9) 19:8 29:22 30:13 35:6,17 37:2 45:16 55:17 62:2 opposed (5) 41:25 45:11 50:3 55:21 64:12 optional (2) 10:14 30:6 options (2) 4:23 11:24 order (4) 6:11,17 7:7 47:6 organization (1) 22:11 organization's (1) 28:7 organizational (2) 12:11,14 organizations (2) 52:6,21 organized (1) 37:3 OST (4) 13:24 14:25 15:2 16:13 OST's (1) 14:18 out-of-school-time (1) 14:20 outcome (1) 66:16 outside (3) 14:24 25:15 46:6 over-enroll (1) 53:21 overall (3) 45:3 53:13,16 owns (1) 16:10</p> <hr/> <p align="center">P</p> <hr/> <p>P (3) 2:3,3 3:2 p.m (1) 4:16 packet (1) 9:3 packets (1) 4:11 page (6) 5:12 7:3,25 9:8 10:13,19 pages (1) 9:3 palpus (1) 18:10 panel (3) 5:15,16 39:17 paper (2) 6:19 13:14 paranoia (2) 25:25 26:4 parent (3) 22:23,25 25:11 parents (5) 25:13,16 28:11 33:9 38:3</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>part (16) 14:15 16:13 18:2 23:12 25:18 27:25 29:17 32:20 34:3 38:2 44:8 45:3 47:3 48:5 56:7 57:21 part-time (1) 36:25 participant (4) 26:14 28:10 53:7 60:6 participants (6) 18:11 25:7 36:12 43:7 49:9 59:19 participate (4) 32:12 34:22 39:7 43:17 participating (1) 6:7 participation (3) 34:15,17 63:14 particular (6) 14:7 32:5 40:16 45:20 57:10 58:12 particularly (1) 17:10 parties (2) 40:4 66:14 partner (4) 22:19,20 35:7 38:11 partnering (1) 21:6 partnership (6) 12:9,16 22:4 23:17 23:22 29:13 partnerships (1) 37:16 passage (1) 24:3 password (1) 10:21 path (1) 16:3 pay (3) 13:16 47:20 63:13 Payee (2) 13:3,14 paying (3) 21:8 24:21 51:11 PEG (2) 15:2,3 people (34) 14:6,8,21 15:17 16:11 17:11 18:2,22 19:9 20:12,17,19 20:21,25 24:3 26:4 28:17,19 29:11 30:21 31:8 32:12 33:5 34:17 37:13 38:20 42:4 47:3 50:9 53:19,20,21 62:6 63:9 percent (5) 12:20,23 21:21 38:12 48:23 performance (1) 17:4 period (1) 50:2 periods (1) 64:16 person (8) 18:8 36:17 37:5,9 40:12 57:22,24 58:10 person's (1) 56:23 personal (2) 18:7 29:6 personally (2) 14:25 30:9 persons (1) 36:14 phenomenal (1) 28:15 phone (2) 8:19 10:8 phonetic (1) 33:16 physical (4) 17:22 18:16 30:24 31:24 pick (2) 17:14 36:16 picked (2) 9:4 29:8 pick-up (1) 34:7</p>	<p>piece (4) 13:17 28:12 44:5 46:10 PIP (1) 13:4 place (1) 29:14 places (3) 29:25 47:4 49:12 plan (6) 22:23 23:2,3,9 25:22 45:4 planned (1) 32:15 planning (6) 12:21 23:2,8,20 41:16 52:14 play (4) 32:17,19 34:8,8 plays (2) 28:17 35:3 please (6) 5:6,12 12:22 39:19,21 41:4 plenty (1) 51:23 plus (1) 60:18 point (10) 9:21 12:2 31:19 43:9 46:4,10,15 47:8 51:8 57:20 pointing (5) 9:23 11:14 23:16 26:3 34:23 points (6) 12:14,15,15,16,17 52:6 pool (4) 9:16,19,24,25 pools (2) 9:11,12 Portal (2) 13:4,15 portion (1) 5:24 pose (1) 61:14 position (3) 36:25 58:11 59:4 possibility (1) 44:19 possible (1) 56:4 post-doctoral (1) 29:15 PowerPoint (1) 4:11 practice (1) 32:17 practicing (1) 29:3 Pre-Proposal (66) 1:6 4:1,3,5 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1,3 pre-qualified (2) 6:10 8:11 prefer (2) 25:13,16 prep (1) 29:2 Present (1) 2:12 presentation (4) 4:12 5:16 39:17 54:3 presenting (1) 28:19 pretty (2) 39:2 63:24 previous (1) 6:25 price (1) 26:14 primarily (1) 27:8 principal (4) 21:20 22:2,16 37:10</p>	<p>principals (2) 21:12 23:24 private (7) 17:8 21:4 26:20 27:9 35:22 37:9 45:7 privilege (2) 13:13,21 probably (10) 15:5 21:13 24:17 30:7 32:13 35:5 36:13,14 50:12 51:14 problem (5) 23:2,5 24:21 30:22 58:17 proceedings (2) 66:10,12 process (18) 6:6 24:25 25:6 38:19 47:16 48:17 49:5 54:18,19,20,25 55:5,25 57:13,17 58:15 62:3,4 processes (1) 49:3 procurement (6) 6:6 7:15,19,21 8:5,6 procurements (2) 7:16,23 professional (1) 21:23 program (60) 5:3 12:5,17 15:4,25 16:5 17:8 20:12 21:8,21 23:19 25:18 28:4 36:10 37:11,12 38:2 38:15,16 40:7,16 43:14,15,20,22 44:2 45:4,12,19 46:20 48:6 49:16 49:21 50:16,18,24 51:6,12 52:18 52:18,21 55:2,3,16,19,22 56:10 56:11,12,13,20 61:11,14,19 62:12,15,21,22,23 64:21 program's (1) 61:25 programming (6) 42:19 45:9 46:9 46:14 57:8 64:16 programs (97) 1:6 2:5,7 3:7 4:1,5 4:14 5:1,21,22 6:1 7:1 8:1 9:1 10:1 11:1 12:1,8,10 13:1 14:1,8 14:21 15:1 16:1,22 17:1,9 18:1 19:1 20:1 21:1 22:1 23:1,12,18 24:1 25:1,12 26:1,7 27:1,5,22 28:1 29:1,15,19 30:1 31:1 32:1 33:1 34:1 35:1,10 36:1,21 37:1 37:23 38:1,13 39:1 40:1 41:1 42:1 43:1 44:1,4 45:1,16 46:1,3 47:1 48:1 49:1 50:1 51:1 52:1,5 53:1 54:1,24 55:1,12,13,14 56:1 57:1 58:1 59:1 60:1,9 61:1 62:1 63:1 64:1 65:1 prohibition (2) 45:7,21 project (1) 32:14 project-based (1) 29:18 promote (1) 47:8 proof (1) 51:9 proposal (26) 4:15,16 8:21 9:6,7 9:11,17,22 10:4 11:4,7,8,12,22 11:23,24 12:6,9,11,24 21:14 40:25 49:25 50:20 61:15 64:2 proposals (7) 6:18,19 12:7,22 13:7</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>13:19 48:15 propose (8) 6:11,17 7:7 8:4,12 9:6 9:9,15 proposed (1) 51:6 proposer's (1) 12:11 proposing (1) 8:9 prorated (1) 26:14 provide (4) 21:20 30:7,7 43:6 provided (1) 13:6 provider (5) 8:17 10:4 13:18 40:14 40:15 providers (5) 6:10 8:10,13 14:11 16:13 public (7) 11:19 26:23 30:22 44:13 44:24 45:8 66:7 pupil (1) 60:6 purposes (2) 40:3 50:19 pursue (1) 62:6 pushing (1) 61:4 put (8) 23:7 24:14 31:16 36:2 43:21 47:15 62:14 63:3 putting (1) 16:6</p> <hr/> <p align="center">Q</p> <hr/> <p>qualifications (1) 56:20 quality (2) 36:21 57:8 Queens (1) 22:16 question (38) 5:13 40:3,19,21 42:16,17,19,22 43:5,12 44:5,10 44:11 45:2 49:7,16,18 50:19 52:4 52:7,9,11,11,12,16 53:2 54:18 55:2,6,8 56:18 57:12 58:14 60:14 61:14,24 64:7,14 question-and-answer (2) 5:8,17 questions (23) 5:4,5,8,10,11 6:20 6:22,24 10:12 23:14 28:22 37:19 39:18,19,21 41:8 47:13 54:13,13 54:15 55:7 59:18 65:3 quickly (3) 37:18 47:16 48:7 quiet (1) 33:19</p> <hr/> <p align="center">R</p> <hr/> <p>R (3) 2:3 3:2 66:2 Rachel (2) 3:12 51:4 racket (1) 17:3 raining (1) 6:3 rate (3) 34:14,16 63:13 ratios (1) 37:12 RBI (2) 3:12 51:5 reach (1) 8:20 read (2) 35:2,3 reading (3) 33:19 35:2,4 ready (4) 8:4 9:6,9,15 realistic (1) 48:13</p>	<p>realistically (1) 48:11 reallocated (1) 51:17 really (30) 13:13,16,17 14:22 15:10 17:11 20:10,11 22:3,9 23:21 24:21 25:6 27:5,6,7 29:17 31:17 33:3 34:18 35:17,20 36:4,8,24,25 37:7 47:8 50:6 52:17 reasons (3) 19:3,14 51:25 receive (1) 47:23 record (1) 66:12 recreation (3) 55:22 56:10,11 referees (1) 34:10 reference (1) 5:12 referenced (1) 43:13 referencing (1) 59:25 referred (1) 17:10 reflect (4) 22:10 40:25 42:18,23 refresh (1) 7:12 regarding (5) 4:10 5:4 13:7 42:16 54:18 registered (2) 47:22,23 registration (1) 46:8 regular (3) 46:5,9,13 regulations (4) 23:13 58:3,10,13 regulatory (1) 37:22 reimbursable (4) 43:15,19,22 47:14 reimburse (1) 47:25 reimbursed (1) 48:13 reimbursement (1) 47:21 reinforce (1) 30:21 related (2) 57:10 66:13 relationship (1) 50:7 relationships (1) 40:5 released (6) 4:15,18,19 6:9 8:23 8:25 relevant (1) 52:23 reliably (1) 55:18 remains (1) 38:10 reminder (1) 10:5 Renaissance (3) 3:3 40:2 61:17 renew (1) 4:23 rent (4) 42:10 44:20 46:21 51:11 rental (1) 62:17 rented (3) 46:6 62:15,23 renting (2) 44:23 45:3 repeat (1) 9:20 reported (2) 1:19 66:10 REPORTING (2) 1:22 2:22 reports (1) 36:22 representative (1) 37:21 representing (1) 39:23 required (4) 6:11 10:14 12:7 58:3 requirement (3) 50:22 57:21 60:17</p>	<p>requirements (4) 23:10 57:16 59:5 59:15 Rescue (1) 38:17 Research (1) 52:14 resources (4) 20:20 35:15 39:5 52:21 respect (3) 55:18 56:20,24 rest (1) 15:11 rethink (1) 50:14 retract (3) 11:4,6,8 return (1) 40:18 revenue (1) 62:24 review (2) 4:9 12:5 reviewing (2) 11:15,17 revising (1) 23:6 revision (1) 4:25 RFP (27) 1:6 4:14,17 5:2,4,13 6:12 6:12,24 8:7,22 9:12 10:2 12:13 15:16 17:18 23:4 36:9 41:12,19 52:25 56:19,25 57:2 58:9 64:8,8 rfpquestions@dycd.nyc.gov (1) 5:5 RICHMOND (1) 66:5 ride (1) 19:20 right (8) 26:2 47:8 50:16 51:22 55:18 59:10,11 61:13 righteous (2) 25:25 26:3 risks (1) 18:25 Robert (1) 2:14 robotics (2) 29:7,12 role (1) 57:25 room (5) 14:2 22:9 28:6 33:20 53:20 ROP (4) 53:14,17 54:5 63:13 round (1) 22:17 RSCG (1) 39:8 run (1) 64:20 running (4) 10:6 15:15 33:12 45:12 runs (1) 49:22</p> <hr/> <p align="center">S</p> <hr/> <p>S (3) 2:3 3:2,2 SACC (21) 16:19 23:10 24:24 37:25 40:3,10 46:7 54:18,19 55:9 55:16 57:3,9 58:3,5,10,25 59:10 61:18,19,21 Sadie (2) 3:11 49:14 safe (4) 18:23 24:3,16 26:6 satellite (2) 46:14,19 Saturday (5) 44:19 46:16,18 60:18 61:6 Saturdays (1) 44:18 save (1) 5:9 saying (5) 16:14 25:24 41:22 45:11</p>
--	---	--

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>45:18 says (7) 7:8 11:13,15 26:2 31:25 38:23 57:2 schedule (6) 12:10 26:18,21,23 42:17,23 scheduled (1) 4:21 school (91) 1:6 4:5,14 9:13 12:8,9 12:15 13:23 14:13 15:8,19 16:2,5 16:7,15,16,17,19 17:8,9,13,16,24 18:24,25 19:17 21:2,3,4,6,16,17 21:18,20,23 22:4,6,18,24,25 23:13,22 24:2,2,6,7,12,18,18 25:15 26:11,20,23 27:8 29:20,21 30:5 32:2,3 35:7,16 37:8,9,9,24 38:25 40:6 42:20,24 44:13,20,21 44:22 45:8,12,19 49:7,8,9,10,10 50:4,13,18 55:19 56:2 58:12 64:13,16,19,21 School's (1) 16:4 school-based (2) 12:10 49:19 school-day (2) 30:2,14 schools (11) 17:6 20:19 21:4 23:10 23:20 27:9 30:8 32:5 35:22 36:14 49:8 science (1) 19:6 Sciences (1) 29:14 scope (2) 27:17 48:18 scope's (1) 49:4 scored (4) 52:8,10,11,22 screen (1) 9:22 scripts (1) 28:18 search (1) 7:20 seats (1) 34:19 second (9) 4:19 5:2 8:9 39:22 40:19 46:24 49:6 53:2 56:18 section (1) 5:12 security (4) 25:22,22,23,23 see (16) 7:4,6 8:8,10 11:13,16 20:10,13 21:22 22:11 26:17 33:11 34:24 36:22 58:10 64:9 seen (1) 28:15 sees (1) 16:25 segment (2) 5:9,17 select (1) 10:2 selecting (1) 16:3 Self-advocacy (1) 19:23 self-confidence (1) 14:9 semester (1) 35:13 send (1) 15:2 Senior (2) 2:6 5:22 sense (8) 21:15,15 32:18 33:6,7 50:8,10,25 September (6) 4:15 16:23 21:9 26:8 48:22,24</p>	<p>serve (5) 16:11 41:22,24 42:5,6 service (11) 6:8 8:12,15,18 26:9,12 30:19,20 42:2 55:16,20 services (11) 1:22 2:22 3:6,10 5:19 8:9,11 37:22 43:4 47:13 55:18 serving (2) 13:21 17:7 session (1) 65:3 set (1) 66:17 setting (1) 50:4 settings (1) 20:19 Settlement (5) 3:4,5 41:7 42:15 62:11 seven (1) 57:18 seventh (1) 17:6 shark (1) 18:10 she'd (1) 34:24 she'll (1) 41:14 shirt (1) 26:2 should've (1) 21:13 shout-outs (1) 17:16 show (4) 6:15 24:19 50:12,22 showing (2) 24:6 34:20 sign (2) 24:11 34:11 signature (1) 10:22 signed (1) 51:7 signing (1) 36:2 similar (1) 28:21 simplify (1) 6:5 single (2) 55:15,20 site (9) 9:13,17 10:3,12 36:22 44:8 44:12 51:6 59:20 sites (9) 1:6 4:5,14 44:6,7,11 46:14 49:7 60:16 six (1) 57:18 sixth (1) 17:6 skilled (1) 31:18 skills (12) 14:9 18:5,12 19:15,17 20:2 22:21 31:15 32:19 34:6 35:5 57:10 slide (1) 43:13 slot (1) 10:15 slots (3) 41:22,23,25 small (2) 20:6,7 small-group (1) 35:5 snacks (2) 38:16 43:9 sneaker (1) 31:10 snowy (1) 36:6 social (3) 17:21 18:4 38:17 solicit (1) 38:21 solicitation (4) 17:20 38:12 54:6 54:11 Solutions (2) 3:16 64:7 solving (3) 23:3,6 30:22 somebody (2) 31:15 34:9</p>	<p>SONYC (73) 1:6 4:1,4,14 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1,8 13:1 14:1 15:1,16 16:1 17:1,10 18:1 19:1 20:1 21:1,10 22:1,17 23:1 24:1 25:1 26:1,7 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1,19 50:1 51:1 52:1 53:1 54:1,11 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 Sorel (6) 2:8 5:18 6:2,16 9:5,21 sorry (3) 13:11 25:21 61:18 sort (2) 42:11 49:24 sought (1) 22:19 space (22) 10:16 38:5 40:8,9 42:7 42:11 44:23 45:9,21 46:16,19,24 46:25,25 47:2 51:15,16 52:2 58:20 60:13 62:13,17 spaces (6) 45:3,11,17 46:19 47:6,9 speak (3) 43:8 45:10 63:19 SPEAKER (3) 9:2,20 43:23 speaking (3) 24:20 30:23 48:12 special (2) 63:10,17 specialist (3) 36:12,24 37:7 specialists (1) 36:25 specific (4) 17:5 35:4 56:21 60:16 speed (1) 6:6 spending (1) 21:11 split (1) 61:4 spoken (1) 53:5 sports (1) 37:3 ss (1) 66:4 staff (6) 2:17 33:21 36:20 38:6 60:5 60:8 staffed (1) 33:21 staffing (4) 12:15 33:4 34:9 63:12 stage (1) 51:9 standards (4) 32:4,6 39:12,13 start (15) 4:13,25 5:3,17 16:23 26:16 47:24 48:6,12,22 50:17 51:10 54:24 55:25 62:3 started (5) 16:20 21:8 26:8 29:5 61:22 starting (6) 26:10 42:3,21,25 43:2 55:11 starts (2) 48:3 55:4 startup (1) 56:5 state (7) 32:4,5 37:22 39:22 57:9 66:4,8 State's (1) 59:15 stations (1) 33:17 status (4) 7:5,11 11:13,17 stay (4) 19:18 31:20 35:12 39:2</p>
--	---	--

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>STEAM (1) 61:19 STEM (17) 18:15 19:4,6,6,14 22:8 22:13,14,18 28:9 29:5,9,11,19,20 31:24 37:3 STENO-KATH (2) 1:22 2:22 stenokath@verizon.net (2) 1:24 2:24 steps (1) 51:23 stick-to-itiveness (1) 19:18 stop (1) 25:3 strategic (2) 22:22 30:13 strategy (1) 37:8 street (4) 1:9 3:5 31:16 42:15 strictly (1) 64:17 strong (1) 8:16 structure (3) 32:16 35:14 49:24 structured (14) 12:8 26:12,25 32:10,10,21,23,23 33:3 34:4,14 34:16,25 64:18 student (2) 17:16 53:9 students (1) 29:14 study (1) 19:6 studying (1) 36:15 subcontract (2) 8:14 12:21 Subcontracting (1) 12:19 subcontractor (3) 12:25 13:8 28:7 subcontractors (2) 13:3 52:24 submissions (1) 17:15 submit (10) 5:11 7:17 8:21 10:20 10:23,24 11:2 47:20 59:9,12 submitted (6) 5:6 6:18 11:13,18 13:18 21:14 submitting (7) 11:22,23,24 41:9,15 47:24 48:6 success (1) 34:15 successful (2) 23:9 56:4 summary (4) 8:6,7 9:6 12:12 summer (3) 54:4,7,10 Sunnyside (2) 3:6 43:4 supplementing (1) 50:24 support (7) 19:15 23:25 29:24,25 30:6 31:6 52:18 supporting (6) 20:16,17,19,22 22:24 33:21 supportive (1) 25:12 supposed (8) 16:22 24:4,6 27:19 32:24 42:17 53:18 54:24 sure (18) 6:4 9:14,21 10:7 12:22 12:24 13:2 21:7 24:16 26:5,5 31:14 37:11 38:21 49:11 51:7 60:15 64:7 suspended (3) 7:8,9,11 sustainable (1) 14:20 swimming (1) 18:9</p>	<p>system (10) 6:11,13,22 7:14,21 13:4,23,25 14:3 36:22</p> <hr/> <p align="center">T</p> <hr/> <p>T (2) 66:2,2 tab (6) 7:15,18,19 8:9,22 9:5 tab-based (1) 7:14 take (5) 15:2 18:25 50:9 58:6 62:5 taken (2) 18:8 57:18 takes (1) 54:22 talk (10) 14:2 18:5,13 19:24 25:5 26:12,24 28:12 32:9 37:15 talking (7) 14:11 15:17 16:12 17:11 21:11 35:21 48:14 targeted (1) 39:5 targeting (2) 37:13 38:22 task (1) 19:18 tasks (1) 7:13 teach (1) 31:17 teacher (1) 36:18 teachers (3) 18:21 21:24 30:14 teaching (2) 28:20 31:18 team (6) 15:11 21:11 27:17 32:16 34:6 48:7 technical (3) 6:21 13:15 39:11 technically (1) 60:17 technology (1) 19:7 teen (5) 20:7,8 30:16,18 50:23 teens (1) 20:9 tell (10) 13:19 21:10 24:7 26:19 27:10,11 28:10,14 29:2 31:8 ten (2) 57:19 60:7 tend (1) 19:5 tended (1) 60:10 term (1) 4:22 terms (8) 18:14 34:24,24 38:15 43:20 53:4,10 62:5 tests (1) 19:16 text (1) 9:8 Thank (9) 5:24 6:3 12:3,4 13:9 39:14,24 54:15 65:4 Thanks (1) 54:2 thing (10) 9:10 11:11 16:15,17 17:3 23:18 30:11 34:13 53:6 54:3 things (41) 11:18 13:20 15:24 16:10 17:20 18:15,22,23 19:2,9 19:23 20:24 21:5,7,25 22:2,7 25:24 27:2,20 29:12,22,22,23 30:23 31:6,12,12,12 32:25 33:15 35:8,11 36:4,10 37:6 38:8 43:9 48:10,19 53:24 think (17) 13:24 15:21 17:19 18:14 19:2 21:8 25:2,8 30:25 32:3 43:5 48:21,22 49:25 51:2 53:12,16</p>	<p>thinking (3) 20:2 30:22 60:12 third (2) 4:21 46:24 thought (4) 13:18 19:7 24:13 59:23 three (6) 9:18 24:8 47:6 48:24,25 50:20 Thursday (2) 60:18 61:7 tie (1) 9:18 time (29) 5:7,10 8:2 11:4,9 14:23 15:7 19:21,22 21:10 32:25 33:5 33:19 36:11 39:17,22 41:23 46:24 48:25 50:2,8,13 51:13,16 51:20 59:3,9,12 65:5 timeline (5) 4:10,13 54:20 55:8,10 timely (1) 24:17 times (3) 15:6 32:18 34:5 title (1) 9:22 today (2) 5:15 39:23 told (1) 41:16 top (1) 34:23 total (4) 34:17 53:16,18,19 touched (1) 43:5 tournament (3) 32:20 46:21,22 training (2) 25:23 36:20 trainings (1) 11:21 transcript (1) 66:12 transition (1) 23:25 travel (2) 25:19 50:8 tried (3) 19:3,21,22 trip (2) 53:8,10 trips (3) 21:25 45:16 53:5 true (2) 55:11 66:12 trust (1) 4:10 try (3) 18:23 46:18 49:3 trying (5) 19:22 27:15 38:14 39:10 57:13 Tuesday (1) 61:7 turns (1) 48:7 tutoring (2) 33:18 35:4 tween (1) 49:21 twelve (1) 15:14 two (10) 4:24 22:14,15 24:8 28:9 47:6,13 50:12 55:7 59:17 type (4) 31:14 35:6 45:21 55:20 types (1) 32:22 typical (2) 26:23 27:12 typically (1) 37:4 typicals (1) 26:19</p> <hr/> <p align="center">U</p> <hr/> <p>unable (1) 6:21 unclear (1) 54:3 understand (2) 32:15 35:17 understands (3) 15:8 16:18,20 understood (1) 60:15</p>
---	--	--

**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>unique (3) 45:4,10,11 University (3) 3:4 41:7 62:10 unplanned (1) 33:10 unstructured (11) 26:12,25 32:10 33:10,11,13,14 34:25 64:10,15 64:18 uphold (1) 58:16 upload (3) 7:9 10:13,18 uploaded (2) 10:23 11:5 use (4) 9:11 30:18 39:10 47:2 user (3) 10:23,25 11:6 utilities (2) 62:14,18 utility (1) 42:11 utilize (1) 45:17</p> <hr/> <p align="center">V</p> <hr/> <p>Vacamas (2) 3:7 44:4 variety (1) 51:25 vault (2) 7:10 10:18 vendors (1) 43:20 versus (4) 9:13 34:6 53:15 54:21 video (1) 11:23 view (1) 43:9 vision (1) 21:15 visit (2) 27:19 36:22 visits (1) 29:23 vote (2) 31:8 38:25</p> <hr/> <p align="center">W</p> <hr/> <p>wait (1) 61:21 walk (4) 24:9,20 28:24 36:3 walked (1) 24:10 walking (1) 31:15 want (55) 4:13 7:6 10:7 11:4,18 14:2,19 15:20,25 17:20 18:20 19:13 21:7 22:3,6,11,23 23:18,23 25:8 30:8,12 31:22 32:15,20,21 33:18,24 34:5,19,21 35:3 36:5,9 37:15 41:16 42:6,6 43:6 45:9,15 46:11,15,17,18 49:2 50:14 51:10 58:5 59:13 61:17 62:12 63:18,20 64:9 wanted (6) 8:14 11:21 40:22 46:4 46:10 59:18 wants (3) 25:24 34:8 35:2 watched (1) 28:18 way (10) 19:20 20:11 28:24 30:4 30:21 45:15 51:3 53:10,12 66:15 ways (2) 35:18 36:7 we'll (6) 27:17,18 37:4 43:17 47:25 56:3 we're (51) 4:2 5:9,15,17,23 13:14 14:5,5,8 16:6 17:2,24 18:15,17 20:2 24:3,23 25:9,20 26:9 27:13</p>	<p>27:19 29:3 31:2 37:13 38:14 39:4 39:10,12,18 41:12 42:25 45:11 45:18 46:23 47:5 48:8,9,14 49:21 51:7,7,11,19 52:6,13 55:12 60:12 61:20 62:16,22 we've (15) 15:12 17:19,23 18:21 20:5 24:7 25:2,4,10 28:14 31:7 38:22 39:7 57:6 63:24 weather (1) 13:12 webinar (1) 11:21 website (1) 11:19 Wednesday (1) 61:6 week (10) 4:19,21 8:25 27:8 28:2 28:10 32:18 34:5 45:5 53:7 weekday (1) 60:16 weekends (3) 27:5,7,14 weeks (1) 42:18 welcome (2) 4:4,4 well-being (1) 17:22 went (1) 24:9 WHEREOF (1) 66:17 White (12) 2:13 4:2,6 12:4 39:14 39:16 40:20 41:4 47:17 52:13 54:12 65:2 who've (1) 15:11 whoever's (1) 34:7 wider (1) 50:24 William (1) 1:9 Williams (33) 2:5 5:20 13:10,11 37:18 41:3,11,24 42:10,13,22 46:13 48:5 49:11 50:5 51:2,13,20 52:10,23 53:12 54:6,10 57:6 59:9 59:12,22 60:4,21 61:11 62:19 63:2,24 willingness (1) 18:24 window (1) 59:2 withheld (1) 55:4 within-entitled (1) 66:11 WITNESS (1) 66:17 woman (1) 28:25 women (1) 19:9 wondering (1) 53:4 Woo-hoo (1) 51:21 word (2) 14:12 53:5 words (1) 51:10 work (10) 15:12 22:25 27:9,17,17 43:8 48:18 49:4,9 58:18 working (9) 14:6 15:12 19:24,25 37:10 38:17 50:4 55:13 56:2 workshop (1) 53:5 world (1) 20:23 worried (2) 17:24,25 worry (1) 32:5 write (1) 28:17</p>	<p>wrong (1) 11:5 wrote (1) 59:25</p> <hr/> <p align="center">X</p> <hr/> <p>X (1) 58:4</p> <hr/> <p align="center">Y</p> <hr/> <p>Y (3) 18:8,9,10 yeah (2) 48:20 51:20 year (12) 10:6 16:6 26:11,15 27:24 41:10 42:2,3,20,24 54:9 58:19 years (3) 4:24 14:25 15:14 yeshivas (1) 21:4 YMCA (2) 3:15 59:17 York (20) 1:4,10,10,23 2:23 3:15 13:23 14:23 16:4 20:22 29:13,23 29:25 31:5 32:4,5 43:16 59:17 66:4,8 young (35) 14:6,8,21 15:17 16:11 17:11,13,15 18:2,8,22 19:8 20:11 20:17,18,21,25 24:3 26:4 28:17 28:19,25 29:10 30:21 31:7 32:12 33:5 34:17 37:5,13 38:20 42:4 50:9 53:19 63:8 youth (18) 1:4 3:3,7,10,13,16 18:4 20:4,10 28:16 40:2 44:4 47:13 54:2 61:17,20 63:8 64:6</p> <hr/> <p align="center">Z</p> <hr/> <p>Zenaida (3) 2:13 4:6 28:8</p> <hr/> <p align="center">0</p> <hr/> <p align="center">1</p> <hr/> <p>1 (1) 10:25 1,500 (6) 26:16 40:23,25 41:14,15 41:18 1.5 (3) 60:19,25 61:2 1:15 (1) 37:13 10 (4) 9:12 21:21 53:9 57:4 10-minute (1) 24:20 10/22/14 (62) 4:1 5:1 6:1 7:1 8:1 9:1 10:1 11:1 12:1 13:1 14:1 15:1 16:1 17:1 18:1 19:1 20:1 21:1 22:1 23:1 24:1 25:1 26:1 27:1 28:1 29:1 30:1 31:1 32:1 33:1 34:1 35:1 36:1 37:1 38:1 39:1 40:1 41:1 42:1 43:1 44:1 45:1 46:1 47:1 48:1 49:1 50:1 51:1 52:1 53:1 54:1 55:1 56:1 57:1 58:1 59:1 60:1 61:1 62:1 63:1 64:1 65:1 10:16 (1) 1:11 100 (1) 34:20</p>
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**SONYC PROGRAMS - NON-PUBLIC SCHOOL SITES RFP - Pre-Proposal Conference
October 22, 2014**

<p>100-percent (1) 62:13 10038 (1) 1:10 10543 (2) 1:23 2:23 11 (1) 6:7 11:36 (1) 65:5 12 (2) 53:9,14 12-megabyte (1) 10:15 139 (2) 1:22 2:22 13th (1) 4:16 15 (4) 12:15 22:9 53:7,15 156 (1) 1:9 19 (2) 52:4,12 1st (2) 4:22 54:24</p> <hr/> <p align="center">2</p> <hr/> <p>2 (3) 5:3 10:22 11:6 2:00 (1) 4:16 2:30 (1) 24:19 20 (2) 12:14,15 2011 (1) 17:20 2014 (3) 1:11 5:6 66:18 2015 (2) 4:22 5:3 2018 (1) 4:23 212.95.DEPOS (2) 1:23 2:23 22 (1) 1:11 22nd (1) 4:15 247.3 (1) 16:7 25 (1) 61:6 270 (6) 26:11 27:11,15 41:18,25 47:6</p> <hr/> <p align="center">3</p> <hr/> <p>3 (3) 35:12,12,13 3-hour (1) 50:2 3,000 (5) 26:16 41:2,15,17,20 3:00 (5) 49:20,22 50:3,6,17 30 (4) 34:20 35:10 48:20 53:22 31st (1) 4:23 35 (3) 12:19,23 41:23</p> <hr/> <p align="center">4</p> <hr/> <p>4:00 (6) 50:3,5,7,13,14 64:22 40 (3) 12:16 53:22,23 400 (1) 17:15</p> <hr/> <p align="center">5</p> <hr/> <p>5 (1) 12:17 5:00 (1) 24:19 50 (4) 53:22 59:20 60:2,10 540 (3) 26:9 41:25 42:2</p> <hr/> <p align="center">6</p> <hr/> <p>6 (1) 5:6 6-day (1) 45:5</p>	<p>6:00 (3) 49:20 50:3,6 60 (3) 60:10 61:19,23</p> <hr/> <p align="center">7</p> <hr/> <p>7 (1) 35:11 7:00 (4) 50:3,5,8,14 7:30 (1) 49:23 70 (2) 41:22,25 7th (2) 4:18 66:18</p> <hr/> <p align="center">8</p> <hr/> <p>800-or-so (1) 14:7 85,000 (1) 16:11 8th (2) 16:23 21:9</p> <hr/> <p align="center">9</p> <hr/> <p>90 (3) 36:11 38:12 48:23 914.381.2061 (2) 1:23 2:23 914.722.0816 (2) 1:24 2:24 953.3767 (2) 1:23 2:23</p>	
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