

SYEP WORK READINESS_ CURRICULUM DEVELOPMENT
September 5, 2019

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SYEP WORK READINESS: CURRICULUM DEVELOPMENT
TRAINING AND SUPPORT RFP
PRE-PROPOSAL CONFERENCE
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B E F O R E:
KEITH BUNCH, DYCD Assistant Deputy Agency
Chief Contracting Officer

2 Lafayette Street
New York, New York

September 5, 2019
2:02 p.m.

TRANSCRIPT OF PROCEEDINGS

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

JULIA BREITMAN

MIGUEL BONILLA

MICHAEL DEUTSCH

ROBERT FRENZEL-BERRA

RENIS FERGUSON

DAPHNE MONTANEZ

1 Proceedings

2 MR. BUNCH: Good afternoon,
3 everyone.

4 On behalf of Commissioner Bill
5 Chong I would like to welcome you to the
6 Department of Youth and Community
7 Development's pre-proposal conference for
8 SYEP curriculum RFP officer.

9 My name is Keith Bunch, assistant
10 deputy agency chief contracting officer.

11 I just want to get you started
12 with our agenda for today. We are going
13 to have, of course, introduction; RFP
14 timeline; curriculum structure; after
15 that, technical requirements; followed by
16 technical assistance; then we'll finish up
17 with some post award requirements; and
18 then a Q and A session.

19 I would like to introduce the
20 panel for today. To my right we have a
21 great panel. We have Julia Breitman. She
22 is the senior director for youth workforce
23 development. She's going to go over
24 curriculum structure. Then we have Miguel
25 Bonilla. Miguel is the senior director

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2 for capacity building. He's going to talk
3 about technical assistance. Then we have
4 Michael Deutsch. He's the associate
5 commissioner and chief information
6 officer. He will be going over technical
7 requirements. And after that we just have
8 a few more people on the panel who will be
9 available for questions during the Q and A
10 session. Which is Robert Frenzel-Berra,
11 he is the director of research and program
12 development; Renis Ferguson, deputy agency
13 chief contracting officer; and Daphne
14 Montanez, assistant commissioner for youth
15 workforce development.

16 I want to thank everyone for
17 joining us today. Before I turn this
18 conference over to the panel I just want
19 to go over some important dates and
20 information.

21 First things first, I want to tell
22 you a little bit about our vision here at
23 DYCD. The New York City Department of
24 Youth and Community Development invests in
25 a network of community-based organizations

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and programs to alleviate the effects of poverty and provide opportunities for New Yorkers and communities to flourish.

Our vision is that DYCD strives to improve the quality of life of New Yorkers by collaborating with local organizations and investing in the talents and assets of communities to help them develop, grow, and thrive.

For the timeline, the proposal due date -- this is a very important date -- the proposal due date for this RFP is September 20, 2019 at 2:00 p.m. Again I want to note again the proposal submission due date is September 20, 2019 at 2:00 p.m. Please note that proposals submitted after this date will not be accepted. The anticipated contract term will be from November 1, 2019 to October 31, 2022, with an option to renew for up to three additional years.

If you still have questions after this pre-proposal conference you may email DYCD at RFPquestions@dycd.nyc.gov. Please

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note in order to ensure timely responses
all questions must be received no later
than September 13, 2019.

I want to bring up the first
member of the panel which is Julia
Breitman. She's going to go over the
curriculum structure.

MS. BREITMAN: Good afternoon,
everyone. Welcome.

The Summer Youth Employment
Program has been the foundational work
experience for New York City youth for
over 60 years. For six weeks each summer
youth ages 14-24 explore their career and
educational interests, gain important
workforce skills, engage in civics, and
give pack to their communities.

Through this RFP we're seeking an
organization to develop the work readiness
curriculum that will prepare youth for
these summer experiences and lifelong
success. The curriculum will be web-based
and mobile friendly. It will be housed on
a digital, web-based solution. In

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2 addition to the curriculum development,
3 the vendor will provide training to DYCD
4 staff and SYEP providers, as well as offer
5 ongoing support and continuous quality
6 improvements that will include maintaining
7 and updating the web-based solution, as
8 well as the curriculum content.

9 The developed curriculum will be
10 three parts. It will consist of lesson
11 plans for an in-person training, an online
12 assessment -- an online participant
13 assessment, and online courses of at least
14 30 hours of work readiness curriculum that
15 will support self-directed learning.

16 The in-person training will take
17 place in classrooms across the city. We
18 are asking the proposed vendors to develop
19 four hours of foundational, work-readiness
20 materials that will address the four
21 content areas -- the values and importance
22 of work; work readiness such as resume,
23 cover letter, interviewing skills;
24 financial literacy; career exploration,
25 among other important foundational work

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skills.

This will be scripted lesson plans that will guide and instruct participants. And they will be prefabricated so that they can be accessed online or downloaded for hard copy access.

After completing the in-person training young people will take an online assessment. The assessment will be designed to understand participants' needs, interests, and competency levels and develop a unique and individualized pathway to work readiness. The assessment should take about 15 to 30 minutes. And this is where it can actually be really fun and engaging. We want young people to complete the assessment.

For SYEP providers the assessment will function as a data collection tool that will help guide job placement and other supports as necessary. The assessment should be online. However, hard copy access should also be possible. It should also be accessed through cell

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phones because realistically that's where young people will be accessing information and the World Wide Web.

Following the assessment youth will utilize the online portal to complete their self-directed learning. The developed curriculum will be at least 30 hours and it will be scaffolded for multiple levels of competency. It will be interactive, gamified, and modular.

Again, it will be at least 30 hours. It could definitely be more than 30 hours but it will be at least 30 hours of topics including work readiness, civic engagement, resume/cover letter templates and resources, financial literacy, career exploration, workplace ethics, as well as life skills such as managing stress and conflict. This is really where we are expecting somebody to go a lot more in depth. We keep saying that it will be scaffolded for multiple competency levels but young people will have access to all levels of learning.

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Now I'm going to ask Michael Deutsch to come up and speak about the technical requirements.

MR. DEUTSCH: This is citywide requirements. I just want to make sure everybody is fully aware of it. Any questions that you have we can always answer but the main thing is for any solution that is provided for us, it must undergo New York City cyber accreditation. This is run by New York City Cyber Command in participation with us. So anything that you're doing will be going through DYCD IT.

Some of the main factors in order to get an approved secured accreditation besides vulnerability scanning and all that wonderful stuff that goes along with security, you are required for authentication to use New York City NYC*ID. That's an authentication service provided by the city. It's free to use and it's minor configuration to set it up but it is required in order to pass

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2 security accreditation.

3 A new thing that has just come out
4 is you must be able to support
5 multi-factor authentication. If anybody
6 doesn't know what that is, that is getting
7 something like a SMS text to your phone
8 that has a couple of digits like you do to
9 sign into a bank. It must be able to
10 handle something like that.

11 It should have security controls
12 based on role-based access controls. That
13 means you have roles, you have permissions
14 against those roles. Almost all systems
15 nowadays are built that way.

16 You must undergo the security
17 accreditation. This is not a small
18 process. It is about 300 to 600 questions
19 depending on the platform and they all
20 need to be answered. There are
21 vulnerability scans that are run. So any
22 system that you have has to allow some
23 sort of penetration testing to be run
24 against it. And any high vulnerabilities
25 that are found must be remediated before

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2 it will be approved. High and low --
3 well, medium and low can -- low can get by
4 with a lot of stuff but the medium usually
5 have to be resolved within six months of
6 release. Sometimes it is three months
7 depending on what is being stored on the
8 application and also depending on the
9 criticality of the stored information. If
10 you're storing a lot of PII information on
11 this platform it will require higher
12 accreditation.

13 Any questions around that?

14 (No verbal response given.)

15 MR. DEUTSCH: I know it can be a
16 little confusing.

17 There is stuff online. I think
18 we've sent out the link to it but if not
19 you can always find it going to New York
20 City Security Accreditation or something
21 like that. We'll send it out.

22 Some of the other things. For
23 accessibility we do prefer that this be a
24 hosted solution, preferably in a cloud,
25 you already have a platform. We do

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2 suggest that if you are hosting it in a
3 cloud, that you go to a cloud that is
4 already security accredited for certain
5 things. Anybody that has (inaudible)
6 certification, that cloud is probably
7 pre-approved. You're thinking of the
8 Microsoft Azure, Amazon web services --
9 those, the cloud itself is approved. As
10 opposed to just the application you also
11 have to approve the cloud itself.

12 It has to be accessible, we
13 prefer, from any modern device. So like
14 Julia said it has to be accessible from
15 cell phones, tablets, PCs using any sort
16 of modern browser, Android, iOS devices,
17 things like that.

18 It does need to follow ADA
19 standards and compliance. If you need
20 more details on that, I'm sure we can get
21 that to you as well. There is specific
22 stuff around that that the city is
23 required to follow.

24 We do want it to have some custom
25 DYCD branding so that we should be able to

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put our look and feel on it. And we do prefer that any content that gets uploaded can be done in an industry file such as storm files or something like that.

For support we are look for some sort of help desk so you get tickets from our participants and those can be tracked so we can follow up on them as well. As well as technical issues that DYCD staff can open tickets based on some technical issues that they need done around development, bugs, those kinds of things.

That's all I got.

MR. BUNCH: Thank you, Michael.

We're going to have Miguel Bonilla. He's going to talk about technical assistance.

MR. BONILLA: Thank you, Keith.

My name is Miguel Bonilla. I'm senior director of capacity building. I'm going to take you through our expectations after the online curriculum has been developed.

After the vendor has created the

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2 functions of the curriculum, connecting
3 instructor lead learning to youth,
4 self-directed learning, monitoring youth
5 progress, and supporting youth as they
6 engage with the curriculum. Those are the
7 minimum things that we expect. There may
8 be other things. We are going to ask the
9 vendor to do a pre-service assessment and
10 you can also reference page 21 in the RFP.

11 For DYCD staff, we do expect the
12 vendor to train DYCD staff. At a minimum
13 we expect the vendor to train the staff on
14 the functions of the curriculum,
15 monitoring and supporting SYEP providers
16 on the use of the curriculum, and
17 interrupting curriculum data, and again
18 other topics as determined by the
19 pre-service assessment.

20 In order to deliver the highest
21 quality curriculum to youth participants,
22 the vendor should have an organized system
23 for capturing outcomes and participant
24 feedback as part of an integrated,
25 continuous, quality improvement process.

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The vendor is expected to monitor usage, evaluate trainings delivers, and share data with DYCD regularly.

MR. BUNCH: Thank you, Miguel.

I want to talk a little bit about subcontracting. There is 30 percent Minority Women Owned Business Enterprise (MWBE) Participation Goal. All proposers must comply with Schedule B, Attachment N of the RFP and the Payee Information Portal reporting requirements.

No more than 50 percent of the total budge may be subcontracted. Components may be provided by the lead proposing organization or through subcontracts that will be overseen by the lead proposer. All subcontractor payments must be reported using the Payee Information Portal, also known as PIP, at www.nyc.gov/pip.

I want to discuss a very important slide for our presentation today, the responsibility determination. If you're awarded the contract one of our processes

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2 is deeming you responsible. So please be
3 advised that it is a requirement to deemed
4 responsible in the post award phase. You
5 want to make sure that your charities
6 filings are current and ensure that any
7 outstanding liens or adverse information
8 that comes up during our checks, you want
9 to make sure that those issues are
10 resolved. Unresolved issues can and often
11 cause significant delays in the post award
12 process. We urge you to have that taken
13 care of as soon as possible.

14 The contractor must also
15 demonstrate that necessary insurance
16 coverage of commercial general liability
17 insurance of \$1 million per occurrence and
18 \$2 million aggregate; motor vehicle
19 liability insurance of \$1 million per
20 accident combined single limit, if
21 applicable; and workers' compensation
22 insurance, disability benefits insurance
23 and employers' liability insurance must be
24 in place from the first day of the
25 contract. An original certificate of

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insurance naming the City of New York together with its officials and employees as an additional insured is required. DYCD will not be able to proceed with processing an awarded contract until it has obtained proof of the necessary insurance coverage. DYCD also reserves the right to notify contractors of additional insurance requirements at the time of contract award.

Another important part of our presentation is proposal submission. So a couple of points here: You want to have one original and two USBs containing three PDF files. So the first thing in the proposal package is: One: Attachment A, proposal cover letter; Attachment C, proposal response form; the org chart; the resumes/job descriptions; assessment tools; site control; Attachment L, acknowledgement of addenda; and Attachment N, Schedule B, MWBE utilization plan or approved waiver application. Two: Price proposal. And three: Digital

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sample.

You want to the make sure that all these items that I just covered are hand delivered to Dana Cantelmi who is the DYCD agency chief contracting officer, Department of Youth and Community Development, 2 Lafayette Street, 14th Floor, New York, New York 10007.

Again, proposals received after the proposal due date and time, which is September 20, 2019 at 2:00 p.m., if it is not submitted by that due date it will be considered late and will not be accepted.

If you have any questions about what was discussed, please line up to me -- this microphone. You can line up right here. There are a couple of conditions. You want to make sure the questions pertain to this RFP only. So questions should pertain to, again, this RFP. You want to reference the page, if possible, that will help out our and panel and they'll be able to better answer your question. Once the Q and A question ends,

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2 the panel will not be able to take any
3 more questions. Therefore, if you want to
4 ask the panel any questions this will be
5 your opportunity to do so. Again, you
6 want to make sure it pertains to the RFP.

7 If there is anyone who would like
8 to ask a question, please feel free to
9 line up to the microphone. Please state
10 your name and organization.

11 Anyone have a question please line
12 up.

13 MS. SUMLER: Hello. My name is
14 Rahni Sumler. I am representing Digital
15 Dandelions Technical Solutions Technical
16 Writing Firm. I have a couple of
17 questions so since I'm the only one up
18 here I'll go ahead and ask them.

19 When exactly is the proof of
20 insurance expected? Is it before the
21 award -- we receive the award? Do we have
22 to include it in the proposal?

23 MS. FERGUSON: You should submit
24 your insurance at time of award.

25 MS. SUMLER: Okay. Thank you.

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2 My next question is regarding
3 consultants. So it said in the proposal
4 that consultants will be -- must be
5 approved before they can be hired.

6 So how and when will the potential
7 consultants be assessed? I'm referring to
8 the question or the item on page 4, row 3
9 of the table.

10 MS. FERGUSON: The consultants
11 will be assessed at time of award as well.

12 MS. SUMLER: My last question is
13 an open-ended question so there is not
14 really a page of anything. But who will
15 be the primary decision makers and how
16 will they be making their decision?

17 MS. FERGUSON: All the proposals
18 that are received will be evaluated and
19 scored. Then the top three, as we state
20 in the RFP, will move onto the next round
21 of selection.

22 MS. SUMLER: Is it, like, an
23 advisory board that's making --

24 MS. FERGUSON: It's made up of New
25 York City employees, mainly from DYCD.

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MS. SUMLER: Thank you very much.

MS. ADAMS: Hi. I'm Juliette Adams and I'm with Hats and Ladders.

First of all, thank you for putting together such an amazing RFP. It was pretty thorough and amazing so thank you for that. I have a couple of questions so I will now ask all of them but I will ask a few and tell me to stop when there is too many.

One overarching question is about firm requirements versus features that you would like to see developed over the course of the granted -- of the awarded contract. So more specifically for Michael, some of the technical requirements that you gave were must haves right off the bat versus ones that you would want to see solved over six months or over some period of time.

Can you give us a little bit of a better idea of which ones are the ones that we must have right off the bat versus the ones that you would be more lenient on

1 Proceedings

2 time of deliverable?

3 MR. DEUTSCH: I can't talk to the
4 specific curriculum part. From technical
5 requirements basically everything that's
6 been on this presentation is required, you
7 must have right off the bat.

8 The only one I can say that maybe
9 you have some leeway is multifactor
10 authentication.

11 MS. ADAMS: Okay.

12 MR. DEUTSCH: Only because the
13 city really hasn't really solidified a
14 solution. But if you're going to say that
15 you're not going to have it, it might be
16 -- they may not accept it at all.

17 Let me just see what else -- yeah,
18 the only other one that you may be allowed
19 to slip a little is the ADA piece. But I
20 -- I -- that's really, you know, not my
21 call on that. That's not a security
22 requirement, that's more of a citywide
23 requirement.

24 MS. ADAMS: Thank you for bringing
25 that one up because actually there's -- in

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our development we're ran into the issue of making something gamified and fun and engaging, which usually tends to use color as the sole indicator of status, which is counter to the compliance. So sometimes we've run into a little bit of and give and take in, sort of, where is that, sort of, firm or try to be as compliant as you possibly can.

MR. DEUTSCH: Basically as compliant as you possibly can.

MS. ADAMS: That's really helpful.

The other question is more about the training, the four-day training.

Apologizes if that was clear to everybody, but is that directly from the organization to the youth or is that to the educators that support the youth?

MS. BREITMAN: I'm sorry. Just to clarify, it's a four-hour training. It's a four-hour training and those are, kind of, prefabricated lesson plans that will downloadable from a database. So they are -- instructors are able to take these

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2 lesson plans and use them in any
3 classroom.

4 MS. ADAMS: And there is an
5 expectation that the chosen organization
6 would train the educators on how to use
7 those --

8 MS. BREITMAN: Yes. In a train
9 the trainer model.

10 MS. ADAMS: Yes. Perfect.

11 Let me see, another technical
12 question probably for Michael. The
13 analytics platform that is referenced on
14 page 18, is that something that you
15 already use and that we could, maybe, get
16 more information on? And would you rather
17 us use the analytics platform that you
18 have in place or would it be acceptable
19 for us to suggest an analytics platform
20 for specific use by this particular --

21 MR. DEUTSCH: So we, as an agency,
22 are building out our analytics platform.
23 It's expected to start in the next month
24 of two and take however long it takes. We
25 don't currently have a platform but we do

1 Proceedings

2 have a tool set that we are planing on
3 using. We do have a project plan in place
4 so we would like it to be compatible with
5 that.

6 MS. ADAMS: Great.

7 MR. DEUTSCH: But we have no issue
8 -- at least I have no issue with you
9 having a data analytics platform as long
10 as it's extractable and useable on ours as
11 well.

12 MS. ADAMS: Potentially it would
13 be ideal if we used something for the
14 first year and then plug into yours.

15 MR. DEUTSCH: Right.

16 MS. ADAMS: And then this is
17 another really detailed one. On page 17
18 there is a mention of connection to
19 LinkedIn. Do you mind clarifying what
20 that expectation is? I think it's about
21 two-thirds of the way down the page.

22 MS. BREITMAN: I think this is a
23 flexible point. But we do want resources
24 to teach young people how to use social
25 media in a professional way. I think what

1 Proceedings

2 we had in mind were templates for resumes,
3 cover letters, as well as LinkedIn
4 profiles.

5 MS. ADAMS: Got it. Got it. That
6 makes sense. Thank you.

7 Last one; is that okay?

8 The next one is about the training
9 facility requirements. It sort of links
10 back to the insurance information. Is
11 that a facility that you would expect the
12 awardee to have prior to being granted the
13 award or is it okay to have the plan of a
14 facility after the award is granted?

15 MS. FERGUSON: I think having a
16 secured space would be helpful. And at
17 time of award we would like you to have
18 that in place, if possible. So during
19 this phase you can be negotiating and
20 working through that now.

21 MS. ADAMS: Great. But it's okay
22 if that is a flexible space?

23 MR. FRENZEL-BERRA: On page 5 it's
24 part of the required submission documents
25 on site control -- proof of ownership,

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lease, letter of commitment for training facility.

MS. ADAMS: Okay. Thank you.

Okay. The -- can I --

MR. BUNCH: Ask away.

MS. ADAMS: Thank you.

Another one is, again, on page 17.

Sorry for battering that one out but you can see what my focus is on. The data retention question, can you go a little bit further and I guess that touches a little bit of the serve configuration that you would prefer.

Can you talk a little bit more about the intent of the data retention and what you're going to do with it -- not what you're doing it with it but how you would like us to preserve it over time? And what your intention is to bring it into the existing system or not?

Can you talk a little bit more about the ideal data lifecycle.

MR. DEUTSCH: First of all, all data that's there and is currently being

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used has to be available, you know, at all given times. I think the expectation is after the service is used that we need to be able to access that data for a period of time as well. And any data that's in there should be extractable by us in a format that's useable. Even, you know, once the contract or we are no longer using the system. So it shouldn't be in some custom format that we can't use. It should be in basic SQL with standard configurations so that it can be pulled out and used.

MS. ADAMS: That's great.

MS. BREITMAN: Just to add to that, all participant data is owned by DYCD. And it is accessible for the length of the contract and should the contract end, as Michael said, we would then need the data back, so to speak.

MS. ADAMS: Makes sense.

But it can reside in the same database as other users' data or does it need to be in its own server?

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MR. DEUTSCH: That's going to an answer security accreditation will look over. It will probably need to be in its own dedicated tables. Not necessarily its own serve per se.

MS. ADAMS: Great.

MR. DEUTSCH: But as part of security accreditation that will be gone over. I don't know the answer offhand.

MS. ADAMS: That's great.

MR. DEUTSCH: But it it's in its own server and its own database, it's much easier than if it is mixed with everybody else.

MS. ADAMS: Own table would be acceptable?

MR. DEUTSCH: Probably would be acceptable.

MS. ADAMS: The pre-service assessment, is that something that you expect to be person led or is that something that you expect a fixed rubric and potentially a piece of technology to see a report on or would a written report

1 Proceedings

2 be acceptable?

3 MR. BONILLA: I think a written
4 report is acceptable. It's really
5 intended to inform the capacity of trainer
6 -- the trainer that we spoke about
7 earlier. You want to know what the
8 capacity -- you know, what are the
9 professional development needs of people
10 that are going to be using the system.

11 MS. ADAMS: You've answered many
12 of these. I think that's it. Thank you
13 so much.

14 MS. SEWELL: Good afternoon.
15 Sharon Sewell with Workforce Professionals
16 Training Institute.

17 My questions resolve more around
18 timeline and design. So this RFP talks
19 about two parts, right, there is the
20 curriculum development itself, right, and
21 then there is the online adaptation piece.

22 Now, given the timeline and, I
23 think, Miguel I heard you say that, I
24 think, users have to be trained by
25 February.

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2 MR. BONILLA: March, starting in
3 March.

4 MS. SEWELL: Starting in March.
5 But is that realistic?

6 I think curriculum development
7 takes a lot and a lot of back and forth
8 based on my experience. Secondly, given
9 that the target is at least 80 thousand
10 individuals, the technical aspects of that
11 conversion and then the usage and the
12 trial and error. Is that realistic in
13 terms of the tight timeline in terms of
14 development and then the online portion of
15 that and working out the kinks given the
16 amount of users that will using it once
17 it's up and running?

18 I guess my question is: Given the
19 timeline is that realistic or is the
20 vendor being then setup to really turn
21 that around and then have the bugs worked
22 out later?

23 MS. MONTANEZ: I'll begin. We
24 recognize that this is an ambitious
25 timeline. We also recognize the fact that

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2 there are some groups who may have an
3 existing platform that they would be able
4 to adopt that platform to meet our needs.
5 There are others who will have to develop
6 a great deal of content and curriculum and
7 that should be something that groups that
8 are considering this RFP should really
9 take into account.

10 In terms of the timeline, for SYEP
11 our anticipated timeline in terms of
12 training for the bulk of our participants
13 begins in April and runs through June,
14 right up to the time of placement. With
15 the majority, I would say, beginning
16 training, maybe, end of April, with May
17 and June being the timeframe by which you
18 have the bulk of people who are
19 participants who would in the platform.

20 We are going to be working with
21 whomever is selected to help build the
22 pieces and the components. We recognize
23 that for the first year it may not include
24 all of the items that we want but we
25 definitely have laid out what the

1 Proceedings

2 requirements would be in terms of content,
3 topic areas, and it is our hope that we
4 would be able to continue to work with the
5 vendor on adding on additional components
6 as we continue to learn about our
7 participants, how they're using the tool,
8 and other gaps along the way.

9 All to say, we recognize the tight
10 timeframe. It is one that we are
11 concerned about as well. But, again, we
12 feel that this is a very important way of
13 moving the work forward, to really prepare
14 our young people in this new way with the
15 topics that we are introducing here and in
16 a way that really helps prepare young
17 people for the world of work, helping our
18 providers to better prepare our young
19 people. We need to move forward in this
20 direction and so the time -- the timeline
21 is brief but we're confident that we can
22 make it happen.

23 MS. SEWELL: Thanks, Daphne.

24 Another quick question around
25 design and content. That is: Given the

1 Proceedings

2 timeline as well is there -- and given the
3 30 hours in terms of the online component,
4 is this a foundation -- are there topics
5 that are more foundational that are
6 upfront for all age levels then versus,
7 let's say, electives that they can do at
8 their own pace? How do you envision that
9 working?

10 MS. MONTANEZ: So I want to the
11 find that chart here, yes. So I would
12 direct you to page 14 where we have laid
13 out the three different components. With
14 the in-person training delivered by the
15 providers, you will see the content areas
16 that we would want that training to
17 deliver on.

18 Also, being mindful of the fact
19 that within the group of participants
20 there will be older participants, there
21 will be those that have had work
22 experience versus those who it will be
23 their very first time and it will be more
24 of a foundational type of session with
25 them.

1 Proceedings

2 In developing that content for the
3 providers the vendor should keep that in
4 mind. And the same goes for the online
5 courses. I think we've laid out all of
6 the content areas and our suggestions
7 around drilling down deeper. There are
8 obviously way more topics here that we did
9 not include. But I think what we have
10 laid out on page 14 and those content
11 areas are, kind of, foundational. But
12 they should be tweaked or there should be
13 a library of resources or modules that can
14 be customizable based on experience of a
15 young person who is actually engaging in
16 the tool.

17 MS. SEWELL: One last question and
18 that is: DYCD has run this program year
19 after year, you guys know about best
20 practices and resources and tools that
21 have worked in the past, as well as the
22 reason why you have this RFP is to bring
23 in new ideas and content and strategies.

24 Will there be resources to build
25 on -- will DYCD work on, you know,

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contribute to that as well in terms of
foundational or pieces? How will that
work?

MS. MONTANEZ: Sure. So obviously
we have a curriculum that we're using now,
which we definitely would want to ensure
that we're touching on those foundational
topics. There's definitely a call in the
RFP for whoever is awarded to do some
stakeholder engagement with our providers,
with young people and DYCD will definitely
be a part of that process as well. We
definitely believe in youth voice and in
the voice of our front line staff to help
direct whatever we're going to be
delivering to our young people.

MS. SEWELL: Thank you.

MR. OJEH: Good afternoon,
everyone. My name is Uche Ojeh from UAO
Consulting. I'm not going to take as long
as everyone else.

So you briefly touched upon an
existing curriculum. How is that
currently being delivered? Essentially

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2 how, you know, this program isn't just
3 being created.

4 Was there an incumbent that's
5 still around that helped you guys with
6 this curriculum? How are you delivering
7 it? Is part of what's new about this RFP
8 the introduction of the LMS and the online
9 delivery? If you could just touch on
10 that.

11 MS. BREITMAN: So the current
12 curriculum was developed in-house and it
13 is a paper-based curriculum. It's a
14 little outdated at this point. You know,
15 the world has moved forward. Our young
16 people are online and we'd like to move
17 the curriculum along with them to the
18 current century.

19 I don't know if that answers your
20 question fully. But yes, you know, it
21 addresses the same foundational skills and
22 components that we outlined in this RFP
23 but we'd like them delivered in a more
24 modern, innovative, and more engaging
25 format.

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MS. JACOBS: Hi. I am Naomi Jacobs from American Institutes for Research. Let me see if I can read my actual scribbles here.

Some clarifying questions. When you say hand delivered with some clients in the past that means I will literally come to you and hand deliver it or it means a signed FedEx to the person. I just want to make sure.

MS. FERGUSON: Either or but if you use FedEx or a delivery service make sure you obtain a receipt because we give out receipts. So make sure you get that back.

MS. JACOBS: Great.

Next question is about the MWBE waiver. In some recent, previous New York projects there was an addendum that it would be exempt for all non-profits. I just want to clarify and see if that's the case in this situation as well. I think it's pretty recent.

MS. FERGUSON: At this time if you

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are a not for profit and you're interesting in submitting a proposal for this RFP, just include your 501c3 documentation in lieu of the MWBE requirement.

MS. JACOBS: A tech question. Do you have any insight, you know, based on previous work with web-based solutions or help desks that you run on peak user load in terms of numbers or months that this is going to be happening?

MR. DEUTSCH: Yeah. I think that's on page 9. I don't have that information on me. Maybe we can get back to you on that information.

MS. JACOBS: Okay. Final question, I'm making the assumption here that the training is mandatory for SYEP sites and staff. What is the process in the past or what is it going to be like in the future that's different for making sure -- either in tandem with vendor or DYCD is doing it -- that they actually are attending?

1 Proceedings

2 I'm just trying to understand a
3 little bit better in terms of the vendor
4 providing a schedule and then participants
5 are coming to one of however many opinions
6 or what does that look like?

7 MS. BREITMAN: The vendor who is
8 creating the curriculum will not be
9 responsible for taking in class
10 attendance. That will be up to SYEP
11 providers.

12 Is that your question?

13 MS. JACOBS: No. Meaning that
14 training -- the trainer to trainee
15 training to them and making sure to hold
16 accountable that all sites are attending
17 that.

18 MS. BREITMAN: For the SYEP
19 providers and staff will be -- yes. We
20 will ask you to have more than one session
21 so that schedules can be accommodated but
22 it will be our responsibilities to ensure
23 that our providers are attending.

24 MS. JACOBS: Great. Thank you.

25 MS. SHIN: Hi. I'm Jennifer Shin.

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2 I'm the founder of 8 Path Solutions. I am
3 also an instructor at NYU as well.

4 I had a couple of questions in
5 terms of the idea gamification. I noticed
6 that that is a requirement and that tends
7 to be a very general, loosely used term.
8 I guess having some more information about
9 that would be helpful. Is it like you
10 just want to be able to get data and
11 eventually leverage that in a way? Or are
12 you looking more like really AI driven
13 track? Because that's a very different
14 extreme in terms of gamification.

15 MS. BREITMAN: I can begin and
16 Miguel can finish.

17 I think when we mean gamified it's
18 for -- not for us to collect the data.
19 It's for the users -- for the participants
20 to actually have an engaging experience.

21 MR. BONILLA: I also want to add
22 to that, we want to hear from you guys.
23 See what you're proposing and what
24 creative idea you're bringing to the table
25 that's related that.

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2 MS. SHIN: In terms of the
3 curriculum, you know, there are all these
4 different courses you can have. Is there
5 generally, I guess, a standard that you
6 expect -- like mid, max, average of, like,
7 how many courses or hours would be
8 considered a full track as one follows
9 this curriculum?

10 MR. BONILLA: For the SYEP
11 providers or for the young people?

12 MS. SHIN: For the young people.

13 MR. BONILLA: I think it's --
14 going back to page 14, it tell you it's
15 four hours --

16 MS. BREITMAN: The minimum that's
17 with stated are truly that they are
18 minimums. The four hours, that's the
19 in-person training. That's kind of the
20 prefab lesson plans. Then for the online
21 experience that's a minimum of 30 hours.
22 If you have more curriculum, if you feel
23 that these topics require more than 30
24 hours, you're very welcome to submit more
25 than 30 hours and we would absolutely love

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2 more rather than less. The 30 is the
3 minimum.

4 MS. SHIN: For the 30, it can be
5 something where they do it on their own
6 schedule, right? It doesn't have to have
7 an interactive component?

8 MS. BREITMAN: Exactly. We do
9 want it to be interactive. Obviously an
10 online system is not -- is not going to be
11 engaging to a young person if it's not
12 interactive. But when we say gamified and
13 such this is exactly what we mean. We
14 mean for it to be engaging to a young
15 person whether it that require
16 gamification or it requires graphics, we
17 really look to you to provide to us that
18 in the proposal.

19 MS. SHIN: So really mores o
20 focuses on the interactive component where
21 you're engaging with the user and there
22 are some modifications that are possible.
23 Not so much that it has to say -- be AI
24 realtime.

25 MS. BREITMAN: It's up to you but

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2 yes.

3 MS. SHIN: So in terms -- just to
4 be super clear, if you're doing it online
5 -- it's a webinar series that students are
6 taking, you don't need to necessarily be
7 -- you know, for instance, there are
8 online learning content platforms where
9 the instructor can engage realtime with
10 the students but that's not a requirement
11 for this, right?

12 MS. BREITMAN: No, it is not.

13 MS. SHIN: Great. Thank you.

14 MS. WESTON: Good afternoon. I'm
15 Heather Weston with Hats and Ladders.

16 I have a question about scoring
17 mostly. The first one has to do with the
18 experience level. When we're presenting
19 our experience level are we allowed to or
20 encouraged to include both our company
21 experience as well individual team member
22 experience and subcontractor experience in
23 that, sort of, five to seven year window
24 that you're hoping people hit?

25 MR. FRENZEL-BERRA: So in the

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2 structured proposal we're asking for
3 organizational experience and that should
4 be about your organization and not
5 individuals per se and not subcontractors.

6 If you plan to use subcontractors
7 there's a question addressing their
8 experience.

9 MS. WESTON: As a follow up to
10 that, I know it says ideally five of
11 seven years, is that a -- is it
12 disqualifying to not have five years of
13 experience in one of those things or do
14 you just lose points on the scoring if you
15 don't have the five years?

16 MR. FRENZEL-BERRA: It's not
17 disqualifying. You might lose points.

18 MS. WESTON: Great.

19 MR. SASPARA: My name is Brijesh
20 Saspara from DRC Systems.

21 My question is that we know the
22 approximate number of users is 81 thousand
23 but based on your experience what would be
24 the concurrent users?

25 MR. DEUTSCH: I don't have that

1 Proceedings

2 information. I have to imagine you have
3 to --

4 MS. BREITMAN: I can answer that.
5 The timeline that we provided provides
6 that the training will be in April and
7 that will go through the end of June. And
8 you can assume that at some point in time
9 the system will need the be accessible to
10 the 81 thousand users. They are young
11 people and they may access it at any point
12 in time.

13 MR. SASPARA: I understand that.
14 I understand that you want to
15 connect with LinkedIn. Is that for
16 creating user accounts or do want
17 certification integration?

18 MS. BREITMAN: I think it would be
19 interesting if you had that. That could
20 be included in this proposal as well as
21 the kind of instructions on how to create
22 a LinkedIn profile and best practices and
23 professional use of social media.

24 MR. SASPARA: Perfect. Thank you
25 so much.

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2 MS. UHAR: Hi. Claire Uhar,
3 EverFi. I think you're familiar with us.

4 My question is just around the
5 ability for sponsorship (inaudible
6 speaker).

7 MS. FERGUSON: So there would just
8 be -- if you have additional people you
9 would want to subcontract.

10 MS. UHAR: Okay.

11 One logistical question. I think
12 payments are all monthly. Is there any
13 flexibility to be quarterly or annually?

14 MR. BONILLA: It's monthly.

15 MS. UHAR: That's fine.

16 MS. BREITMAN: I just want to
17 clarify as I am familiar with the model
18 that you have right now. What you have
19 right now is a sponsor who sponsors your
20 content. If somebody -- for the purposes
21 of this RFP it would be considered an
22 in-kind service because it would have --
23 it wouldn't impact the work that you're
24 proposing to us. That would be -- we
25 would consider anything that you were

1 Proceedings

2 collecting in-kind or from other sources

3 -- it would need to be in the proposal but

4 it would be, sort of, an in-kind service.

5 MS. UHAR: Great. Thank you so

6 much.

7 MR. OJEH: Hi. My name is Uche

8 Ojeh, UAO Consulting.

9 With regards to subcontracting

10 agreements with Ms and Ws, it is a 30

11 percent goal is that M and/or W?

12 MS. FERGUSON: Yes.

13 MR. OJEH: Is that assessed on the

14 total value of the contract? So in the

15 RFP it states it is 1.5 for the first year

16 and then up to 5 for the subsequent two

17 years?

18 MS. BREITMAN: Yes.

19 MR. OJEH: So 30 percent of 2.5

20 essentially is what has to be committed to

21 M and W?

22 MS. BREITMAN: Yes.

23 MR. OJEH: Just clarifying. Thank

24 you.

25 MS. FERGUSON: Also, I just want

1 Proceedings

2 to make a clarification. We did have a
3 slide up there about the contracting that
4 said 50 percent. It's actually if you
5 look to the RFP on page 4, it is less than
6 50 percent. You can subcontract but it
7 must be less than 50 percent of the total
8 budget.

9 MR. BUNCH: Any other questions?

10 MS. SUMLER: Again, my name is
11 Rahni Sumler representing Digital
12 Dandelions Technical Solutions Technical
13 Writing Firm.

14 My initial question was from --
15 regarding the online courses or the hours
16 and the timeframes that you guys asked
17 for. So for the online courses, the 30
18 hours, is that for all -- is that just for
19 the, I guess, first serving of content or
20 is that just one course?

21 MR. BONILLA: Can you repeat --

22 MS. SUMLER: Sure.

23 For the online courses --

24 MS. BREITMAN: It's not per
25 content area.

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2 MS. SUMLER: Okay.

3 MS. BREITMAN: It's not 30 hours
4 of financial literature.

5 MS. SUMLER: Just wanted to make
6 sure.

7 MS. BREITMAN: It's across all the
8 content areas.

9 MS. SUMLER: That's just the first
10 serving of content that you guys want for
11 the first year, correct? Or how is
12 that --

13 MS. BREITMAN: No. That's the
14 entirety of the content is a minimum of 30
15 hours. There's not an expectation that
16 the following year we will ask you to add
17 another 30 hours.

18 MS. SUMLER: Okay.

19 MS. BREITMAN: We are asking if
20 there are developments in the field or if
21 we realized that there is a need to add a
22 content area, that you are -- you're --
23 the web-based solution and your curriculum
24 allows that flexibility to edit the
25 content and modify it as necessary.

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2 MS. SUMLER: Okay. I understand.

3 Then, I guess this is the same
4 question for the assessments as well. So
5 each assessment is going to be 15 or 30
6 minutes?

7 MS. BREITMAN: 15 to 30 minutes,
8 yes. It's per participant so it's not --
9 the assessment would be annual per year of
10 participation.

11 MS. SUMLER: Wait --

12 MS. BREITMAN: I'm sorry. That
13 was confusing.

14 It's each participant would have
15 to take the online assessment in order to
16 gauge their competency level and what
17 necessary curriculum access they should
18 have access to that summer.

19 MS. SUMLER: It would be an
20 assessment for each level -- test
21 financial literacy, test --

22 MS. BREITMAN: Exactly.

23 MS. SUMLER: Thank you for the
24 clarification.

25 MR. BUNCH: Any other questions?

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(No verbal responses given.)

MS. FERGUSON: The slides and the list of attendees, everything will be posted to the DYCD, and the transcript. We try to have it done within a week so just continue to check our website. If we can get it up there faster, we'll do that as well.

MR. BUNCH: All right. If there aren't anymore questions -- I'm looking around any other questions. Okay.

Please remember the proposal due date is September 20, 2019 at 2:00 p.m. In addition be on the look out for an addendums to this RFP which will be posted on the DYCD's website. However, please make sure the information you submitted to us when downloading the RFP is correct -- such as your email address -- so that you will be receive notification if an addendum is released.

This concludes our pre-proposal conference. Thank you.

(Time Noted: 3:00 p.m.)

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C E R T I F I C A T E

I, KRISTINA TRNKA, a shorthand reporter and
Notary Public within and for the State of New York,
do hereby certify:

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

IN WITNESS WHEREOF, I have hereunto set my
hand this 10th day of September, 2019.

Kristina Trnka

KRISTINA TRNKA

SYEP WORK READINESS_ CURRICULUM DEVELOPMENT
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