

Beacon Community Centers A.M. Session  
May 10, 2017

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DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT  
BEACON COMMUNITY CENTERS RFP PRE-PROPOSAL CONFERENCE

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Room 1412

May 10, 2017  
10:10 a.m.

TRANSCRIPT OF PROCEEDINGS

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RENATE REID, RPR

STENO-KATH REPORTING SERVICES, LTD.  
139 MAMARONECK AVENUE  
MAMARONECK, NEW YORK 10543  
(212) 95-DEPOS (953-3767) or (914) 381-2061  
FACSIMILE: (914) 722-0816  
Email:stenokath@verizon.net

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

MODERATOR: Zenaida Marie White  
DYCD Assistant Deputy Agency  
Chief Contracting Officer

THE PANEL:

Nina Herman - HHS Accelerator  
Wanda Ascherl - Director of Beacon and Work Readiness Program  
Michelle Rosa - Department of Education  
Darryl Rattray - Associate Commissioner of Beacon and  
Work Readiness Program  
Robert Frenzel-Berra - Director of Research and  
Program Development

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MS. WHITE: Good morning, and welcome. We welcome you all on behalf of Commissioner Bill Chong. I would like to welcome you to the Department of Youth and Community Development Pre-Proposal Conference for Beacon Community Center's request for a proposal.

My name is Zenaida Marie White, and I am the assistant deputy agency chief contracting officer here at DYCD, and I have the privilege of moderating today's conference for you, and I would like to begin by letting you know that the New York City Department of Youth and Community Development, DYCD, invests in a network of community-based organizations and programs to alleviate the effects of poverty and to provide opportunities for New Yorkers and communities to flourish, empowering individuals, strengthening families, and investing in communities. And that's why we're here today.

So, we have a panel here for you, and this panel is going to be on hand to provide you with some information, and also for the long-awaited opportunity to ask any questions

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2 you have related to this RFP. So I'd like to  
3 introduce you to our Associate Commissioner,  
4 Mr. Darryl Rattray.

5 (Applause)

6 MS. WHITE: Our director, Wanda Ascherl.  
7 Our special guest from the Department of  
8 Education, Michelle Rosa. Our PRPD specialist,  
9 Bob Frenzel-Berra. And from HHS Accelerator,  
10 Nina Herman.

11 (Applause)

12 MS. WHITE: Okay. So, we have an  
13 action-packed agenda for you today. We have  
14 the welcome panel introduction, the RFP  
15 timeline requirement, HHS Accelerator, the  
16 Beacon Community Center Overview, a  
17 presentation from our New York City Department  
18 of Education. We're going to review some post  
19 award requirements, and we have a question and  
20 answer session.

21 The proposal due date and time. It is so  
22 important to note that the proposals for this  
23 RFP are due May 24, 2017 at 2:00 p.m. Your  
24 proposals must be submitted in the HHS  
25 Accelerator system. Nina will be up here

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2 shortly to review the HHS Accelerator system  
3 review process with you.

4 But, how many of you are familiar with  
5 HHS Accelerator?

6 (Hands go up)

7 MS. WHITE: Great. That's the majority of  
8 you. So, please note DYCD will not be  
9 accepting any hard copies of proposals. And,  
10 also, please note that due to the tight time  
11 line we have, in order to ensure that services  
12 are in place for September 1st, there are no  
13 extensions to this RFP at this time. The  
14 deadline is May 24, 2017 at 2:00 p.m. However,  
15 if something changes, we'll be sure to issue an  
16 addendum with the new deadline.

17 And, to date, three addenda have been  
18 issued for this RFP. We anticipate that award  
19 announcement for the RFP will be in the summer  
20 of 2017. The anticipated contract term is  
21 September 1, 2017 through June 30, 2020, with  
22 an option to renew for up to three additional  
23 years. Also note, as outlined in the RFP, the  
24 first year of this contract term is 10 months,  
25 and years 2 and 3 will be 12 months.

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2 If you have any questions after today's  
3 pre-proposal conference, we invite you to  
4 submit an e-mail to RFPquestions@dycd.nyc.gov.  
5 And you know that we love deadlines, so we've  
6 given you a deadline for that also; May 17th.  
7 If you can submit your questions at least a  
8 week before the due date, that ensures a prompt  
9 and efficient reply. Okay?

10 And, now, we'd like to begin with our  
11 presentations, starting with Nina Herman from  
12 HHS Accelerator.

13 MS. HERMAN: Good morning. My name is Nina  
14 Herman. I'm from the Mayor's Office of  
15 Contract Services, and I'll be presenting on  
16 HHS Accelerator, which is the system that  
17 you'll be using to submit your proposals for  
18 RFP. And, so, I saw, by a show of hands, that  
19 a lot of you already are using Accelerator, are  
20 familiar with it. So this will be a rather  
21 brief presentation.

22 For those of you that haven't heard yet,  
23 HHS Accelerator is the system that was created  
24 to speed up and streamline the competitive  
25 procurement process. And so, Health & Human

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Service RFPs are released electronically in Accelerator, and you're submitting your proposals electronically in the system as well. And, as mentioned, proposals are no longer accepted in paper or by e-mail; they have to be submitted in HHS Accelerator.

Keep in mind that there are really three components to being able to submit proposals. You'll have to have an account for your organization. Your organization has to be pre-qualified in Accelerator, and I'll speak to that more in a moment. And then there's a third step of actually submitting a proposal to the particular opportunity that you're interested in.

Proposals are due by 2:00 p.m. on the due date for the RFP. Please keep in mind that 2:00 p.m. deadline on that day.

If you need any assistance at any time using HHS Accelerator, so if there's a piece of, like, the technology or the system that you need help with, please contact us immediately. We run a help desk during business hours, 9:00 to 5:00, Monday to Friday, and we'll really

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responsive. We want to be here to help you use the system. The e-mail address listed here actually is out of date. We just switched over two weeks ago to a new e-mail, so please make note. Our new e-mail address is help@mocs.nyc.gov. So that's help at m-o-c-s, dot n-y-c, dot g-o-v. Okay. Great.

So, I mentioned pre-qualification. Once your organization has an account, the next step is to get pre-qualified, and that consists of submitting a business application and at least one service application. A business application is collecting foundational documents about your organization, and a service application is establishing a track record of delivering services to New Yorkers.

So, that application is in Accelerator, and you submit it in the system, and our team actually reviews it. So, the MOCS team is going to be reviewing it to make sure we have all the appropriate documentation.

Once that application is approved, then you're ready to start competing for funding. When you log into Accelerator, there's a tab at

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2 the top called Procurements. You can see it,  
3 it's highlighted in blue in the screen at the  
4 top, and it will take you to the Procurement  
5 roadmap. So, that is a list of all of the  
6 funding opportunities available in Accelerator,  
7 and you'll click on the title of one of the  
8 procurements in order to read more about it.  
9 You can go all the way to the proposal summary  
10 tab of the RFP, once you are pre-qualified and  
11 once the opportunity has been released in the  
12 system.

13 So, on the proposal summary tab is where  
14 you'll click on the button that says "add new  
15 proposal", and that will get you started.

16 So, your proposal has three tabs to it.  
17 There is a proposal details tab, and here  
18 you're going to enter in some basic  
19 information, like a title for your proposal,  
20 you'll also select the appropriate competition  
21 pool that you're competing for. That's a  
22 really important piece. You need to use the  
23 drop down menu and select your competition  
24 pool.

25 So, in this -- for this RFP, if you want

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to compete for multiple competition pools, you'll have to submit multiple proposals; one for each competition. Below is provider contact information. So, I'm going to really highlight this piece. The person you select in this section should be made aware that they've been selected to be the contact for this proposal, because, if for any reason you need to be contacted regarding the proposal, an agency, HHS Accelerator will reach out to this person. So just make sure all the contact information is accurate, and that person knows to be aware that they're the contact.

Then you'll enter in your service unit section. You'll enter in any questions that have been asked for this RFP. And, at the very bottom, you're going to add a site location. So, those are the components of the details tab.

The next tab is the proposal documents tab. So there will be a field for every document that's being requested of you. You can only upload one file into each field. You won't be able to submit your proposal until a

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2 file has been uploaded into every field.

3 And then, the last tab is the submit  
4 proposal tab. So you'll come here, you'll  
5 check off the attestation boxes at the bottom,  
6 you'll enter in your full e-mail address and  
7 your Accelerator password, and click submit  
8 proposal. And that e-mail and password acts as  
9 your e-signature when you're submitting this  
10 proposal.

11 You'll have a few indicators that you  
12 have been successful in submitting, and one is  
13 this green bar across the screen that say  
14 you've successfully submitted your proposal.  
15 You'll also receive an e-mail notification that  
16 you successfully submitted. And then, lastly,  
17 you can always come to this proposal summary  
18 tab and see the status of your proposal. So,  
19 if it says submitted, you know that you've  
20 successfully submitted.

21 And then, the very last piece is, I want  
22 to make you aware of our Website. It's  
23 [nyc.gov/hhsaccelerator](http://nyc.gov/hhsaccelerator). That's where you'll go  
24 to find the log-in link. It also has a help  
25 section, with guides and videos, and then a

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2 list of training. So if you need help getting  
3 pre-qualified, if you need help creating an  
4 account, or anything at all, there are guides  
5 available, and step-by-step instructions. And  
6 I gave you our help desk e-mail as well.  
7 Please, you know, don't hesitate to reach out  
8 to us if you need any assistance at all. And  
9 then, I'll be here at the end for any  
10 questions. Thank you.

11 (Applause).

12 MS. WHITE: Thank you, Nina. And now we'll  
13 have our director, Wanda Ascherl. She's going  
14 to go over the Beacon Community Center  
15 Overview.

16 MS. ASCHERL: Good morning. So, the Beacon  
17 Community Center Overview. Over the next  
18 couple of slides, I'm going to cover the  
19 program design, staffing structure and targeted  
20 enrollment. So, a little bit about the Beacon  
21 Community Centers. They're not your typical  
22 after school 3:00 to 6:00 program model.  
23 They're primarily designed to meet the needs of  
24 the community and strengthen local community,  
25 with a focus on youth, family and community

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2 development resources.

3 The de Blasio administration has committed  
4 \$6.2 million in fiscal year '18 and out, to  
5 establish 11 new Beacon programs in underserved  
6 communities. Sites selected were based on two  
7 primary analysis. The first one was on youth  
8 population by borough, and then the second one  
9 was in partnership with New York City  
10 Department of Education in identifying schools  
11 with limited to no resources.

12 The RFP is informed by DYCD's mission and  
13 vision to alleviate the effects of poverty by  
14 drawing on the strengths of individuals and  
15 community.

16 There are six overarching programming  
17 goals that drive the operation of services.

18 Program: Promote positive development by  
19 providing safe environments, supportive  
20 relationships, high expectations and family  
21 engagement.

22 So the Beacon functions more as  
23 primarily, as a neighborhood hub that helps  
24 community members access services, strengthen  
25 community bonds.

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We provide opportunities for all participants to develop skills, and we strengthen community life by expanding partnerships, tapping into City resources, and connecting community resources to the Beacons.

We support student engagement in schools, including among students with chronic absenteeism, and we ensure that participants and community members are viewed as potential contributors to the Beacon and the community.

Now, we'll look at how this translates to program services.

There are three types of program activities within the Beacon model; drop-ins, which are activities that are not structured in scope, but can be used as a vehicle to recruit and engage youth adults in regularly-scheduled activities. And some of these activities may or may not include open gym, teen lounge, run-off informational sessions.

We also have planned activities. These activities have clear purpose and objectives. Some of the planned activities, with clearly articulated learning goals and skill gains,

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2 typically follow curriculum or set of lesson  
3 plans and require regular attendance.

4 Last, but not least, are community  
5 events. They're designed to reflect the  
6 interests and needs of the community, and  
7 Beacons must provide a minimum of three events  
8 per year, including one on health.

9 Community events may include community  
10 service, beautification day, and open house to  
11 market and recruit. Within the program  
12 activities, there are five core programming  
13 areas. One is education, academic support,  
14 literacy classes, vocational training,  
15 community building and leadership, civic  
16 engagement, service learning, health, healthy  
17 living, healthy relationships, physical  
18 fitness, may include sports, yoga and  
19 nutrition.

20 Employment and financial security, in the  
21 form of career opportunities and internships,  
22 and recreation and enrichment, art projects,  
23 book clubs, and so on.

24 DYCD anticipates administering customer  
25 service satisfaction surveys, where we are

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looking for 80% respondents indicating satisfaction of services, that Beacons are making internal and external referrals to address needs, and to assess participant motivation, self awareness and decision making through the use of a social and emotional learning outcome-based survey tool.

Now, I'm going to go over the staffing structure. There are key staff positions. The Beacon director, the Outreach coordinator, and other staff who provide regular and substantial direct services to youth and adults.

The full-time Beacon director would possess a Bachelor's degree, or higher education, with a minimum of five years of relevant experience, and responsibilities include, but are not limited to, overall administration of program, coordination with the principal of host schools, and any other stakeholders, represent the program at school leadership meetings, and work with staff to ensure quality activities.

The other critical position is the Outreach coordinator, and this person would

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engage with youth who would otherwise not be enticed to enroll in the program, as well as work with chronically absent youth identified as part of the Beacon goals, and adults.

There's another role within the proposed RFP, and that is a resource coordinator. Now, the resource coordinator, that role can be assumed by either the Beacon director, or he or she can assign that role to another employee.

They're responsible for coordinating and making -- primarily for making referrals, and serve as a liaison with other units of the contractor's organization, as well as external partners.

All staff employed and/or volunteer, must be familiar with the neighborhood, have the necessary language skills to effectively communicate with and serve non-English speaking participants, linguistic and communication skills to be able to reach out and interact with newcomers as to the city in positive ways and respond effectively to their needs, and have the experience and managerial skills needed to provide, lead and coordinate the

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activities for adults. I didn't read through all of them. I just covered a few of the points.

I want to make sure that everyone is aware that we're also -- all programs are required to be licensed by the New York City Department of Health, and must adhere to New York State staff regulations.

DYCD expects all the programs it supports to recognize and value the strength and capacities of individuals and communities. And we take this approach in three ways; strength-based frame works, positive youth development, which is an asset-based approach that fosters healthy development and resilience by offering a safe environment and a sense of belonging.

The second framework is social and emotional learning, which involves intentional development of key skills, including self awareness, self management, social awareness, relationships, and responsible decision making. And the last one within this strength-based framework are youth leadership. And that is

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built off of SEL's competencies by adding a focus on action and reflection.

The other two approaches are safe, welcoming and inclusive environment, and family engagement. Family engagement comprises three -- of three critical elements: Communication, participation, and mutually-beneficial partnerships.

Now, I'm going to go into the annual target population and service levels.

Now, this chart represents both summer and school year target population. The Beacons are contracted to provide activities and services to 1,200 school age youth, families and adults ages 22 and older, including seniors, for the fiscal year. As you're looking at the chart, out of the 1,200, 500 would be considered adults and youth of any age that attend a community event throughout the year.

100 would be drop in and planned activities for adults, 22 and older. One visit would equal enrolled.

The bulk of the population, 600, are

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considered youth under 22 years of age that would attend drop in and/or planned activities. One enrollment -- three visits would equal one -- an enrolled participant.

I do want to also mention that, out of the 600, DYCD expects that Beacons enroll at least 100 elementary, 100 middle school students, and 100 high school age youth. Now, again, as I was mentioning, it's for the annual year. So, in other words, if you have -- if you are in -- so, you're proposing to partner with a high school building, you may decide to predominantly serve during the school year, let's say, middle and high.

However, the expectation is that, in the summer, you would have -- you would target 100 elementary students, in order to meet this criteria, or you can sprinkle it during, like, recess. But that's just an example of one. But, at the end of the day, it's 1,200 for the entire year.

The targeted school year population, that number is 200. So, during the school year, that's going -- you'll get -- 200 will be your

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area of concentration. At least 100 must reflect the grade level of the host school. The other 100 can represent any other grade level and/or the community.

I want to talk a little bit, unpack that 200 a little bit more, and talk about dosage requirements. The chart in front of you, you're seeing that this allows for flexibility based on the school and the community needs. So, depending on the school grade level and community needs, CBOs will identify the population to serve.

So, all the way on the right you'll see number signs. That's so in order for you to have more flexibility on the age group that you're going to serve during the school year. Some providers may want to serve 100 elementary and 50 middle and 50 high school students. The expectation for that particular example is that, 100 of the elementary students that you'll enroll during the school year would be required to have an average daily attendance of 80%.

For the 50 middle school -- in this

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example, for the 50 middle school students that you will enroll, they would have 150 hours per participant per school year. And the same thing with high school, with the exception that it's 100 hours per participant per school year. So, again, that number sign allows that organic flexibility based on the needs of the community and the school.

School year. The hours of operation are 42 hours over the -- over six days, Monday through Friday, Saturday and Sunday. Weekdays, the start of program is at the end of the school day, and no later than 10:00 p.m., and then weekends could be negotiated with the host school, and also, again, based on the community needs.

Now, I'm going to talk a little bit about the summer. Proposers must choose one of the three options set out below. Under all three options, the Beacons must offer a summer camp program for at least some elementary grade students. Again, that word, some, again, it's that flexibility that we're giving you. You determine what that some equates to.

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So, there are three options. Option 1, Monday through Friday, 70 hours, which is from 8:00 a.m. to 10:00 p.m., these are the extended summer hours, and Saturday or Sunday from 3:00 p.m. to 10:00 p.m.

Total summer hours will be 539, and the number of required enrolled participants is 175.

If option 1 doesn't work for you, it's really not ideal for me to operate these extended hours, Monday through Friday, it's unrealistic, then you may want, but I do want to serve evening hours and/or Saturday, I may want to consider option 2.

So, option 2, you'll do your 8:00 to 6:00 normal summer camp programming hours, but you have 64 hours that you can allocate to any day of that week, and/or Saturday, to offer additional summer camp experiences.

Or, you just don't want to do anything in the evening, you just want to head out to the beach at 6:00 in the summer, option 3 is for you.

So, option 3 is Monday through Friday, 50

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hours, 8:00 to 6:00, 350 summer hours. Now, if you look at the enrollment requirements, you'll notice that the enrollment and the participant requirement increases, the less hours you're serving. So, just be mindful that, if you're doing option 3, we're expecting you to accommodate 275 participants for the summer.

In addition, if you look towards the bottom part of the screen, option 3 -- so, originally, it's 1,200 for the entire year. However, if you are selecting option 3, and, therefore, serving 275 students, that means that your annual enrollment would be 1,300. So, also be mindful of that.

And, last but not least, community partners. It is anticipated that proposers have strong community connections and sound knowledge of services in the neighborhood. So, we're expecting the contractor would have a minimum of three community partners, and community partnership agreements must be submitted along with the proposal.

Each Beacon must have an advisory council that meets at least four times a year. And, to

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ensure that middle and high school age youth have a meaningful leadership experience, the Beacon would either ensure youth are adequately represented on the advisory council, or, establish a separate youth advisory council.

And, just as a reminder, agreements must include description of services, types of services that will be provided, and description of the process for making referrals, if the partnership involves referrals.

Thank you.

(Applause).

MS. WHITE: Thank you so much, Wanda. And now we have our presentation from the New York City Department of Education. Let us welcome Michelle Rosa to the podium.

(Applause).

MS. ROSA: Good morning, everybody. So, my name is Michelle Rosa, and I'm from the Office of Community Schools. The Office of Community Schools supports schools to work with community-based organizations, to become places where children have the opportunity to learn and create joy and have experiences that ignite

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curiosity, allow children to discover their passions and talents; and you all know that that happens a lot, not in the school day, but in your Beacon programs.

Lifting the work and recognizing the selective impact CBOs have in schools on a child's family and the community at large. The Office of Community Schools is led by the executive director, Chris Caruso, very familiar to the DYCD motto in Beacons; we, Community Schools, contract with CBOs we partner with. We contract with approximately 50 community-based organizations, and currently have led partnerships in 150 community schools. We have a team of 14 program managers that support community schools. And (inaudible), who's back there in line, are part of the strategic partnership team at the Office of Community Schools that cultivates partnership with City agencies such as DYCD, and we work very closely with DYCD, ensuring that the partnerships are staying sound in our schools.

Just yesterday, we held a Webinar for principals about the Beacon RFP, so they could

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understand what is a Beacon RFP, first of all, and what kind of programs can they expect when we're in the school, partnering with them.

A positive and productive relationship between the schools and Beacon is fundamental in ensuring a successful program. The Office of Community Schools has worked with DYCD to prioritize and strengthen relationships in the new RFP. For instance, principals will select a liaison from his or her school staff to facilitate ongoing communications and include the Beacon director in the school governing structure; and that might be in the SOT meetings or other government teams that are in the DOE, that operate in the DOE schools.

The Beacon director will join the building council or the leadership team, or both. Beacon staff will work with the school to develop strategies to help reduce chronic absenteeism. And Wanda mentioned earlier the Outreach coordinator. That's somebody that might want -- the school might want to work with, and Beacon want to use to help support that, and maybe strengthen family engagement.

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Those are just some ideas.

Principals or school (inaudible) and Beacon director will schedule (inaudible) and engage in other partners to reinforce and support common vision and ongoing during the school day and during Beacon hours. Classroom facilities and equipment will be available for use for Beacon program participants. Beacon staff will ensure that all classroom and facilities and equipment used are in good order at the end of the programming hours.

So, these are just some principles for effective school and CBO partnerships; planning collaboratively from the start, gathering stakeholders. Right now, we've asked principals, in order to schedule meetings with the CBO partners, is to use their SOT teams or other stakeholders from the school and the community to interview the CBOs that want to partner with them. We're encouraging them to sign multiple SPAs, to ensure that the best qualified CBO is selected for -- to provide Beacon services in the school.

These are the (inaudible) for the

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planning and some of the ideas for programming. But not listed here is -- it sounds very simple, but goes a very long way. It's introduction of staff, key staff from the school and key staff from the CBO; and shared BDs is another idea that people, when they're -- I'm talking about programming and planning and writing down what might go into a proposal. These are just some tips.

These principles are both reported during the interview process, but become even more crucial when the selection process is made and you begin the program.

And good luck to everybody.

(Applause).

MS. WHITE: Thank you, Michelle. So, we are almost done with our presentation segment of this conference. And I would like to just, before we get to questions, review some post award requirements.

You may have already received at the sign-in table a fact sheet for the public assistance hiring commitment rider. If you haven't received it, please be sure to grab one

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on your way out. We also want to highlight the post reward requirement of responsibility determination. So, please be advised that this is a requirement for all contractors in order to be determined responsible in the post award phase.

Therefore, we want to take this time to make sure that your Vendex filings are up to date, that your charity's filings are current, and please make sure that any outstanding liens or adverse information has been resolved. Unresolved issues can often cause significant delays in the post award process. So, again, make sure that you review your Vendex charities and any adverse information.

There is also, in the RFP, a notice for proposers to -- regarding subcontractor compliance. And, regarding subcontractors, please ensure that you identify your contractor in the proposal.

The contractor expectations are set in the RFP equally, apply to any subcontractor. Services provided by the subcontractor must be integrated into the overall program design. No

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more than 30% of the program budgets may be subcontracted. All subcontractors and subcontracts are subject to DYCD approval before any expenses are incurred or any payments are made to them by the prime contractor, and must be reported using the payee information report.

Notice. Subcontractors, please note, subcontractors are not required to be pre-qualified in HHS Accelerator, and they are not required to be nonprofit organizations.

Some other important information that we want to highlight is regarding the liability of insurance. Commercial general liability insurance of 1 million per occurrence and 2 million aggregate, motor vehicle liability insurance of 5 million is applicable, and Workers' Compensation insurance are required. An original certificate of insurance naming The City of New York, together with its officials and employees, as an additional insured. DYCD will not be able to proceed with processing an awarded contract until it has obtained proof of the necessary insurance coverage.

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And DYCD encourages all contractors to utilize business and individual proprietors listed in the New York City directory of certified NWBE businesses, available at [www.nyc.gov/svs](http://www.nyc.gov/svs). As sources for its purchases of goods, supplies, services and equipment using funds obtained through the agreement, contractors are also encouraged to utilize businesses and individual proprietors owned operated by people with disabilities as sources for its purchases of goods, supplies, services and equipment using funds obtained through this agreement.

Transcript presentation and attendance rosters will be posted to the DYCD Website for viewing.

So, this concludes our presentation segment, and now we're moving on to the long-awaited opportunity where you can get some answers to your questions or clarifications that you may need. But, before we get to that segment, I just want to make sure that you note that this question and answer segment is solely for the purposes of this Beacon Community

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2 Center RFP. Okay? All questions are only  
3 related to this RFP. So, if you want to ask  
4 the panel any questions, we welcome you to draw  
5 a line, make a line right here to my left, I'm  
6 going to move the microphone over, and, when  
7 you come to ask your question, please make sure  
8 that you state your name and the name of your  
9 organization, and, if at all possible, cite the  
10 page of the RFP from where your question comes  
11 from.

12 So, no further delay. Please step up and  
13 come ask your questions. Thank you.

14 MS. TAZARTES: Hi. I'm Lisa Tazartes from  
15 Ramapo for Children. My question is about,  
16 there's two ways of partnering under this  
17 proposal, there's community partnerships and  
18 there's subcontracting. I was just wondering  
19 if you could speak to the difference between  
20 those, and then which paperwork is required.  
21 There's a very clear agreement for community  
22 partners. Is there any backing documentation  
23 or agreement required at the RFP stage for  
24 subcontractors?

25 Thank you.

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MR. FRENZEL-BERRA: So, for the Co-Locator Agreement, we have provided that agreement in the RFP, and you submit it along with your proposal. Right? For our subcontracting, in the structured proposal, you'll be asked to describe any plans, subcontracting for your program, and the agreement would be provided later. So, you don't have to submit an actual agreement subcontracting with your proposal, but you do have to describe that subcontract and what its content is in your proposal.

MS. TAZARTES: Can you explain the difference between those two relationships with a contractor?

MR. FRENZEL-BERRA: A subcontract is an exchange of money; so, you pay the subcontractor to do what you want him to do, and, in a community partnership, it's not a financial transaction.

MS. TAZARTES: Got it. Thank you.

MS. CRAIG: Good morning. Gretchen Craig, YMCA of Greater New York. I just wanted to confirm something, because, in the presentation, it spoke about Outreach

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Coordinator as a position, but, on page 13 of the RFP, it specifies that it's a job function of Outreach coordination that can be assigned to another staff member. So, I just wanted to make sure that I was understanding everything perfectly clear.

MR. FRENZEL-BERRA: So far, Outreach has a function besides in -- the staff person in the program. It is understood to be a separate position. I will clarify that in an addendum. And it could be full or part time.

MS. CRAIG: Okay. So, just so I'm hearing you right, you're going to correct what was in the RFP? The RFP states --

MR. FRENZEL-BERRA: We'll clarify it.

MS. CRAIG: And we should be anticipating a separate position for that?

MR. FRENZEL-BERRA: Yes. Full or part time.

MS. CRAIG: Okay. Thank you.

AUDIENCE MEMBER: What was the question again? I'm sorry.

MR. FRENZEL-BERRA: The question had concerned our expectation with regard to

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Outreach, and we described it as a function, and it's our understanding that it would be a separate position, an Outreach position; someone dedicated to do that work full or part time, and I will make that clear in the addendum.

MS. HARLOW: Hi. My name is Sarah Harlow. I'm from NIA Community Services Network. On page 16 of the RFP, there's a chart at the top of the page related to annual service levels and enrollment criterion by age, category and activity type. On that page, there's a section that states the number required for community events. However, in the structured proposal form, there's a similar chart, but it's a little bit different, and it doesn't have any line where you can list the number of participants for community events.

So, I just didn't know if that chart was going to be modified to include a line like that, or if we should just include the anticipated number of attendees and community events within each of our other attendance levels for youth and adults, because, it just

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2 didn't seem like it matched.

3 You want me to bring over the two charts?

4 MS. ASCHERL: We have it.

5 MR. FRENZEL-BERRA: So, the chart is clear  
6 that it is asking you to tell us about drop-in  
7 planned activities.

8 MS. HARLOW: Okay. So, we're not supposed  
9 to list our community events anywhere in the  
10 services for that? I just -- I guess my  
11 question is, so, the total on that chart will  
12 not be the 1,200 or 1,300 expected for the  
13 year. It's only going to be the total for  
14 enrollment levels for drop-in and planned  
15 activities. Your other 500 activities are not  
16 included anywhere in the chart.

17 MR. FRENZEL-BERRA: Yes. If there is a  
18 change, then it would be in --

19 MS. HARLOW: Okay. Thank you so much.  
20 Thank you.

21 AUDIENCE MEMBER: Hi. Just to make us  
22 clear, our enrollments do include enrollment at  
23 community events; correct?

24 MR. RATTRAY: Yes. So, your total annual  
25 enrollment does include 500 participants who

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2 were registered, if you will, at community  
3 events.

4 AUDIENCE MEMBER: Okay. Thank you. And  
5 the second one is, I just wanted to get  
6 clarification on how many Beacons there are for  
7 this year? We see different numbers.

8 MR. RATTRAY: You mean for the RFP, or  
9 current?

10 AUDIENCE MEMBER: I guess, current.

11 MR. RATTRAY: Currently, there are 80  
12 Beacons in the RFP. There are 91 that are  
13 eligible for the program.

14 AUDIENCE MEMBER: Okay. Thank you.

15 MS. SILVERMAN: Hi. Jennifer Silverman  
16 from Sunnyside Community Services. I have two  
17 quick questions.

18 First, it's around the flexibility for  
19 the summer model, option 2 on page 17. So, in  
20 the presentation, there is an explanation that  
21 we need to be open from 8:00 to 6:00, and then  
22 -- so, option 2, for the summer program, on  
23 page 17, we would need to be open from 8:00 to  
24 6:00 during the day, and then we would have an  
25 additional 14 hours that could be divided in

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2 the evenings and the weekends; would that  
3 include Saturday and Sunday?

4 MR. RATTRAY: That's correct. I mean, for  
5 option 2, it gives you the flexibility to  
6 decide whether it's a Saturday or Friday or  
7 Thursday, based on the need of the community.

8 MS. SILVERMAN: But these hours can be  
9 during the day on Saturday; doesn't have to be  
10 during the evening during the weekend?

11 MR. RATTRAY: Correct.

12 MS. SILVERMAN: The second question is, our  
13 school has title 3 programming for English  
14 language partners. Can that program of an hour  
15 per student be written into our program model  
16 so the students don't have to be pulled out of  
17 the Beacon into another program for that?

18 MR. RATTRAY: Yes.

19 MS. SILVERMAN: Thank you.

20 MR. RATTRAY: More confident. Yes. Yes.

21 MR. HUDSON: Good morning. Jawara Hudson.  
22 I have a few questions.

23 First question is, if your agency has  
24 multiple programs, can you use them as  
25 community partners? So, for instance, work

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2 (inaudible) or some youth employment, things  
3 like that, can you use them as a community  
4 partner?

5 MR. RATTRAY: Yes.

6 MR. HUDSON: And I had a question, question  
7 number 2. It says -- it refers to the  
8 community district of the Beacon. Is that the  
9 district of the elected official, is that the  
10 community board? Which one are we referring to  
11 on that, number 2? I just want clarification.

12 MR. FRENZEL-BERRA: Is this the structured  
13 proposal on 2?

14 MR. HUDSON: Attachment B, yes.

15 MR. FRENZEL-BERRA: So you're referring to  
16 item number 2 in structured proposal, where we  
17 ask about, demonstrate your organization as  
18 five years of experience in the last seven,  
19 providing services in the community district.

20 So, it's the community district, right,  
21 of the proposed meeting site.

22 MR. HUDSON: Two more. I'm sorry.

23 You spoke about the Co-Locator Contract  
24 when the lady asked about the community  
25 partnerships. Is it that the Co-Locator

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Agreement form, and that the partnerships are for outside -- other outside entities, or are co-locators completing partnership agreement forms?

MR. FRENZEL-BERRA: Okay. The co-locator, if that's your plan for a partnership's involvement, you would fill the partnership agreement out, but, be aware that at -- should you get an award, there is a separate form for partnership agreement -- the Co-Locator Agreement, which has to do with some more detail about the arrangement that you'll have to sign, after, should you get an award.

MR. HUDSON: My last question. I'm sorry.

So, we were looking at the Beacons, and we noticed that, in Brooklyn, District 20, there are four -- four proposals for new Beacons in that district, but across Brooklyn. I know the presentation said that there were a few criterion on how you selected, but there are other districts that don't have any Beacons. I was trying to figure out, were there other rationales for the placement of those Beacons? District 20 has two Beacon

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current positions, and there are four being added, while other districts don't have any.

MR. RATTRAY: That's correct. The two criterion we use for the 11 new youth programs. One is youth population across the borough. While we know that since 2007's RFP, demographics have changed, so we use that for the funding cut. And the second one was more exhaustive. It was us working with DOE to identify school locations that did not have major programming and services.

MR. HUDSON: Okay. Thank you.

MR. FRENZEL-BERRA: I wanted to clarify an answer I gave about community partnerships. The examples that were cited, they can be with other DYCD programs, but, they should be outside of your organization.

So, you can't partner with another program in your organization that you run, but you can with other DYCD programs. Okay? And that's clarified on page 12 in the description about our expectations regarding community partnerships.

MR. KAUFMANN: My name is Bruce Kaufmann,

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2 and I have to say that the situation about  
3 filling out the chart in 16, on structured  
4 program, document, is very confusing. And,  
5 because the obvious way to fill this out, if  
6 you have a minimum number of participants, as  
7 1,200, is to have the bottom line be 1,200.

8 And what you're saying now is, no, we  
9 don't have to put in the event people, or  
10 whatever. That is very confusing. And, I  
11 think it would be useful to have the most  
12 obvious way of this chart in the RFP, which is  
13 to have the bottom line be whatever the minimum  
14 bottom line is for the total number of  
15 participants in the program, required  
16 participants in the program.

17 MR. RATTRAY: Thank you, Bruce. We'll take  
18 it under consideration, and if we modify, it  
19 will be in the addendum.

20 MR. KAUFMANN: Just to clarify, currently,  
21 you're not -- no events are going to be  
22 included, just drop-ins and plan (inaudible)?

23 MR. RATTRAY: That's correct.

24 MR. KAUFMANN: Okay. Thank you.

25 MR. MOSKOW: Jon Moskow.

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2 MS. WHITE: For purposes of recording, if  
3 you need any clarification to a question,  
4 please come to the microphone. Don't shout out  
5 from the audience. Thank you.

6 AUDIENCE MEMBER: I apologize.

7 MS. WHITE: No problem.

8 MR. MOSKOW: Jon Moskow from ACDP. One  
9 thing. If you do modify that chart, I hope  
10 it's not going to mean that we're going to have  
11 to use a completely new structured proposal, if  
12 we've already been filling that in.

13 But, the other question was, on the HHS,  
14 we were having problems downloading the RFP  
15 documents under Chrome, for example, on a Mac,  
16 and had to use, like, Firefox or Opera or  
17 something like that. Just wondered if that's  
18 just our problem or if that's intentional or  
19 what. It was up and down, but it's a nuisance.

20 MS. HERMAN: Yes. It's not intentional.  
21 You can use HHS Accelerator under Chrome. It  
22 sounds like maybe a pop-up blocker issue. You  
23 can reach out to help desk, and we'll be happy  
24 to assist you.

25 MR. MOSKOW: Thank you.

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2 MS. SUKHRAJ: Sheena Sukhraj from  
3 (inaudible). I have a question regarding the  
4 use of state funding. Can we use that in  
5 conjunction with our (inaudible) to augment  
6 programming? For instance, if we wanted to  
7 hire an instructor at a higher rate?

8 MS. ASCHERL: Yes, you can.

9 MS. SUKHRAJ: I also just, with that  
10 Outreach question, that we asked of the  
11 Outreach coordinator. So, I do understand  
12 saying that it should be -- that it could be  
13 part time or full time, but, could it be kind  
14 of like the resource coordinator, a part of  
15 another person's function?

16 MS. ASCHERL: Yes.

17 MR. RATTRAY: Your question is whether or  
18 not the Outreach coordinator can be part of an  
19 existing function versus a new staff?

20 MS. SUKHRAJ: So, I was thinking, if we  
21 have a gym instructor, for instance, that that  
22 person could also take on being the Outreach  
23 person as well? I mean, different hours, not  
24 at the same time.

25 MR. RATTRAY: So, the answer is yes.

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2 However, the work time should be segregated.  
3 It shouldn't be mixed. It should be clearly  
4 stated that, during these hours, this person is  
5 doing Outreach, and during these hours the  
6 person is doing something different.

7 MS. SUKHRAJ: Thank you.

8 MS. HARLOW: I'm so sorry to return to  
9 this, but I want to make sure that -- Sarah  
10 Harlow from NIA Community Services Network.

11 People grading the proposals are going to  
12 understand that the chart contained within --  
13 I'm so sorry, but I just want to make sure that  
14 if we only list 800 participants in there, that  
15 somebody is going to know, okay, it's not  
16 supposed to equal 1,200 or 1,300; it's only  
17 supposed to be 800.

18 MR. RATTRAY: They will absolutely --

19 MS. HARLOW: They get their memo? Thank  
20 you so much.

21 MS. WHITE: Any more questions? We do have  
22 one more.

23 MS. JOHNSON: Jane Johnson. Children's Aid  
24 Society. On the structured proposal form, the  
25 box where we need to list the quantitative

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2 data, it makes reference to, within this, I'm  
3 reading it, to demonstrate the organization has  
4 three years of successful experience within the  
5 last seven years.

6 So, for the program, we need to show  
7 three years of outcomes?

8 MR. FRENZEL-BERRA: No, you don't have to  
9 strictly show that for the program's highlight,  
10 but it's your choice which ones you do include  
11 in this, and --

12 MS. JOHNSON: So the time period doesn't  
13 have to be three years, where it says time  
14 period?

15 MR. FRENZEL-BERRA: It doesn't have to be.  
16 It could be a two-year program, but something  
17 you want to show us.

18 MS. JOHNSON: Okay. Thank you.

19 MR. BADILLO: Hello. Melinton Badillo,  
20 Flushing YMCA. I know that we just received  
21 transience into a new online system with DYCD,  
22 and a new application system that would be used  
23 for the summertime. When would be the due date  
24 to input all the data systems and entry for the  
25 summertime, and then, with the new RFP, what

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would be the due date for all the data entry in the fall?

MR. RATTRAY: So, for the sake of existing contracts, we should talk offline, but, for pre-proposal purposes, we don't have a time line yet for new awards, but we'll work on getting that out to everyone after the awards are made.

MR. BADILLO: Thank you.

MR. FRENZEL-BERRA: So, I want to clarify the answer I gave previously. While any one example needn't span the whole three years that we're asking for, when an evaluator reads your examples, they are going to be looking for at least three years of successful relevant experience, so, they have to sort of add up to at least three years' duration in the programs you highlight.

MR. FIGUEROA: Good morning. Jose Figueroa with Publicolor. I just wanted to know, are there restrictions to the amount that a Beacon can pay to a particular subcontractor, given the amount of subcontractors they probably have to hire?

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MS. ASCHERL: On page 3 of the proposal, it's no more than 30% of the program budget.

MR. FIGUEROA: But, that would be for all your subcontractors, or just one?

MS. ASCHERL: All together.

MR. FIGUEROA: All together. So then, there is no restriction for one subcontractor, aside from the 30%?

MS. ASCHERL: Yes, that's it.

MS. WHITE: Please note, when we conclude this segment, the Panel will no longer be available to answer any questions. So, if you have any questions, please ask them now.

Okay. So, before we conclude this pre-proposal conference, I want to just emphasize again that the due date for this RFP is May 24, 2017, at 2:00 p.m. All proposals must be submitted in the HHS Accelerator system. In order to respond to this RFP, you must be pre-qualified in the HHS Accelerator system. DYCD will not be accepting any hard copies of proposals. Also note that, due to the tight time line for putting these services in place, there will not be an extension to

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this deadline at this time.

However, if something changes, it will be issued in an addendum. And, also, to date, we have three addenda that have been issued for this RFP. I want to thank you all for being a great, lovely, wonderful audience. Have a great day, and thank you.

(Time noted: 11:13 a.m.)

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C E R T I F I C A T E

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IN WITNESS WHEREOF, I have hereunto set my hand this 16th day of May, 2017.

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RENATE REID

**Beacon Community Centers A.M. Session  
May 10, 2017**

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**Beacon Community Centers A.M. Session  
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