

Beacon Community Centers P.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
2:11 p.m.

TRANSCRIPT OF PROCEEDINGS

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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
Chris Caruso - 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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2 MS. WHITE: Good afternoon. We're now
3 ready to begin. On behalf of Commissioner Bill
4 Chong, I would like to welcome you to the
5 Department of Youth and Community Development
6 Pre-proposal Conference for Beacon Community
7 Center's request for proposal. My name is
8 Zenaida Marie White, assistant deputy agency
9 chief contracting officer, and I will be your
10 moderator this afternoon.

11 The New York City Department of Youth and
12 Community Development, DYCD, invests in a
13 network of community-based organizations and
14 programs to alleviate the effects of poverty
15 and to provide opportunities for New Yorkers
16 and communities to flourish, empowering
17 individuals, strengthening families, investing
18 in communities. So, here we are.

19 Today's pre-proposal conference, we will
20 have the welcome and panel introduction, RFP
21 time line requirements, HHS Accelerator
22 presentation, Beacon Community Center Overview,
23 a presentation from our New York City
24 Department of Education, Post Award
25 requirements, and a question and answer

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2 session.

3 So, I would like to begin by introducing
4 our panel. We have with us our associate
5 commissioner of Beacon and work readiness
6 program, Mr. Darryl Rattray. Welcome.

7 (Applause).

8 MS. WHITE: We have Wanda Ascherl, our
9 director of Beacon and work readiness program.

10 (Applause).

11 MS. WHITE: And our special guest, from the
12 Department of Education, the executive director
13 of community schools, Chris Caruso.

14 (Applause).

15 MS. WHITE: With us, we also have Bob
16 Frenzel-Berra, who is our director of research
17 and program development. He will be on hand to
18 assist with the questions. And last, but not
19 least, we have Nina Herman from HHS
20 Accelerator.

21 So, thank you again for joining us again.
22 Before I turn this conference over to the
23 panel, I'd like to go over some important dates
24 and general information. One of the most
25 important dates and deadlines to note is that

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all proposals are due May 24, 2017 at 2:00 p.m., and they 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.

How many of you here are familiar with the HHS Accelerator system?

(Hands go up).

MS. WHITE: All right. That's good news. Most of you. And Nina Herman will be up shortly to review some information.

DYCD will not be accepting any hard copies of proposals. And, also, please note, due to the tight time frame of putting services in place for September 1st, there is no extension to this deadline for the proposal submission at this time. If something changes, we will issue an addendum to extend the deadline. To date, three addenda have been issued for this RFP.

The award announcement is anticipated to be given summer of 2017, and the award announcements will be -- notifications will be sent via the HHS Accelerator system.

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The anticipated contract term for these awards are September 1, 2017 to June 30, 2020, with an option to renew for up to three additional years. First year of the contract term is 10 months, second and third year will be 12 months each.

After today's pre-proposal conference, the panel will no longer be available to answer any questions. So, if you have any questions after this conference, you may submit your questions to rfpquestions@dycd.nyc.gov. And, because we love deadlines, we're giving you a deadline of May 17th to submit your questions, because we want to ensure that you get a timely response. Okay?

And now we'll have Nina Herman reviewing HHS Accelerator.

MS. HERMAN: Hi. My name is Nina Herman. I'm from the Mayor's Office of Contract Services, and we oversee HHS Accelerator, which is the system that you'll be using to submit proposal for this RFP. And, I saw by a show of hands, a lot of you already are familiar with Accelerator, so that's great. This will be a

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fairly brief overview. This is background.

HHS Accelerator is an electronic system that was created to speed up and streamline the competitive procurement process for Health & Human Service contracts. And, so, agencies release those requests or proposals in Accelerator, and then providers have to submit proposals in the system. And, it was already mentioned, but I'm going to say it again, proposals have to be submitted in Accelerator. There are no more e-mail proposals or paper proposals. It must be submitted in HHS Accelerator.

And I want to make sure everyone understands the requirements in order to compete for funding in Accelerator. So, your organization has to have an account in the system. Once you have an account, you need to be pre-qualified in Accelerator. Once you're pre-qualified, then you're able to compete for funding, which includes submitting your proposal in the system. So, there's really three components to it.

And, I also want to remind you again

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that, proposals are due on the due date by 2:00 p.m., so just keep that 2:00 p.m. deadline in your mind. That is when proposals are due.

And then, lastly, before I jump into the rest of the presentation, our team operates a help desk during business hours, and we're extremely responsive. We will give you a call if you ask for a call. So, please reach out to us as soon as you need assistance with Accelerator for any hurdle you come upon. E-mail us. The e-mail on this slide is no longer accurate, as of about two weeks ago, so I'm going to give you our new e-mail address. It's help@mocs.nyc.gov. So, again, e-mail about any issues that you may have with Accelerator.

Okay. So, I mentioned pre-qualification. What does that consist of? There are two components. It's a business application where we're collecting foundational documents by your organization, and then a service application, and that's where you establish a track record of delivering services to New Yorkers. That application is done in Accelerator, and then

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submitted in the system. Our team at MOCS reviews that application. And, once it's approved, you're considered pre-qualified to compete for funding in Accelerator. And, at that time, you can go to the Procurements tab in Accelerator and see a list of all the opportunities that are available. When you see one that you want to find out more information about, you'll click on the title to view more info.

You'll see there's a procurement summary tab, with some basic information on the opportunity, as well as services and providers tab. So, the services and providers tab will give you some detail about what service you have to be pre-qualified in, in order to be eligible to compete for that funding opportunity.

Once the opportunity is released and once you are pre-qualified for that RFP, you can access the RFP document tab, where you'll see all the RFPs, any addenda that are released, and any supporting documentation. And, then, the proposal summary tab is where you'll go to

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start your proposal. And when you click to add new proposal button, you'll come to your proposal, which has three tabs. The first is a proposal details tab. And I said the first because that's the first one you see. You can go into the tabs in any order.

The proposal details tab, you'll enter in a title for your proposal, and you're going to select from the competition pool drop down menu the school that you're competing for. So, for this RFP, if you want to compete for multiple schools, you're going to be submitting multiple proposals, so one for each competition pool. You'll enter in your provider contact information. Please make sure that person knows that they're listed as a contact, because, if Accelerator needs to reach them or DYCD needs to reach them, then they should be made aware that their phone number and e-mail is listed for this proposal.

You'll enter in your service units, you'll enter any questions that are listed in the questions section, and then you'll add a site location. On the proposal documents tab

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is where you're going to be uploading your completed documents. So, each required document will have a field where you can upload one file. Those files have to be 12 megabytes or smaller, and if you have any issues with file size, e-mail help desk, we can help you compress files.

You won't be able to submit your proposal until there's a file uploaded into each of these fields. And then, lastly, is the submit proposal tab, so you'll check off the boxes at the bottom, enter in your full e-mail address and password, and then click submit proposal. The system will let you know that you've successfully submitted with this green bar across the screen on this right-hand image, that says you successfully submitted. You'll get an e-mail notification, and you'll also see the status of your proposal in this tab here that says submitted. Those are three ways for you to double check that you've successfully submitted your proposal.

And then the last thing I'll say is that we have a Website, nyc.gov/hhsaccelerator, and

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that will have the link to log into Accelerator, but it also has a help section. We have a list of guides and videos to walk you through creating an account, getting pre-qualified, and submitting proposals.

There are also trainings that we host, both Webinars, and at our offices. We train in downtown Brooklyn, so you can register for a training if you need more hands-on help with any of those processes. And then myself, and I have a colleague here that are available to answer any questions.

Thanks.

MS. WHITE: Thank you, Nina.

And now we are going to have our Beacon Community Center overview by Wanda Ascherl, our director of Beacon programs.

MS. ASCHERL: Good afternoon, everyone. So, as Zenaida mentioned, I'm going to go over the Beacon Community Center program design, staffing structure, and the targeted enrollment.

So, a little bit about the Beacon Community Centers. They're not your typical

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after school 3:00 to 6:00 program model.
They're primarily designed to meet the needs of
the community, and strengthen local
communities, with a focus on youth, family and
community development resources.

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

This RFP is informed by DYCD's mission,
ambition to alleviate the effects of poverty by
drawing on the strengths of individuals and
communities.

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

Promote positive development by providing
safe environments, supportive relationships,
high expectations, family engagement, and
intergenerational activities. We function as a

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2 neighborhood hub that helps community members
3 access services and strengthen bonds. We
4 provide opportunities for all participants to
5 develop a skill. We strengthen community life
6 by expanding partnerships, tapping into City
7 resources, and connecting community resources
8 to the Beacon.

9 We support student engagement in school,
10 including among students with chronic
11 absenteeism. And, lastly, we ensure
12 participants and community members are viewed
13 as potential contributors to the Beacon and the
14 community.

15 And now we'll look at how this translates
16 to services.

17 There are three types of program
18 activities. First one is drop-in. These
19 activities are not structured in scope, but can
20 be used as a vehicle to recruit and engage
21 youth adults in regularly-scheduled activities.
22 Some of these activities may include open gym,
23 teen lounge, and one-off informational
24 sessions. The second ones are planned
25 activities.

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These activities have clear purpose and objectives. They have clearly articulated program goals and skills gained, and typically follow curriculum or a set of lesson plans. And the last ones are community events, and these are designed to reflect the interests and needs of the community. Beacons in this proposal must provide a minimum of three events per year, including one on health.

Some activities may include, but are not limited to, community service, beautification day, open house to market and recruit. Within these activities, there are core programming areas. Education, academic support, community building, a form of civic engagement and service learning, health, in the form of sports, yoga, nutrition, employment, career opportunities, internships and literacy, and recreation and enrichment, art projects, book club, theatre groups, etcetera.

Program service outcomes. DYCD anticipates administering customer service satisfaction surveys, where we're looking for 80% respondents indicating, on satisfaction of

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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, emotional learning outcome-based service tool.

In the next two slides, I'm going to talk in more detail about the staffing structure.

There are two -- well, not two, but key staff positions, one Beacon director, an Outreach coordinator, and the other staff who provide regular and substantial direct services to youths and adults.

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

The second position that I mentioned,

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which was the Outreach coordinator, this person would engage 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.

The other component on here, which is the resource coordinator, is an additional role that either a Beacon director can hold and/or could be assigned to another individual. This individual would be responsible for coordinating and making referrals.

All staff, whether 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 to the city in positive ways, and respond effectively to their needs, and have the experience and managerial skills needed to provide, lead, coordinate the activities.

Now, there are several others listed on here, I didn't talk about all of them, I just

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highlighted a few. It is important to note that all programs are licensed by the New York City Department of Health and Mental Hygiene, New York State SACC regulations. All programs must adhere to all of SACC regulations, including ratio and all the credentialing requirements.

DYCD expects all the programs it supports to recognize and value the strengths and capacities of individuals and communities, and we do this in three ways. Strength-based frameworks, and we've listed three. 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 one is a social emotional learning, which involves intentional development of skills, including self awareness, self management, social awareness, relationships and responsible decision making.

And the last one within the framework is youth leadership, which builds on social emotional learning competencies by adding a

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focus on action and reflection.

The other two are, ensuring that there's a safe and welcoming and inclusive environment, and family engagement, which comprises of three critical elements; communication, participation, and mutually beneficial partnerships.

Now, I'm going to talk in more detail about the annual target population and service levels.

This chart represents both summer and school year target population. All Beacons are contracted to provide activities and services to a minimum of 1,200 school age youth, families and adults, ages 22 years and older, including seniors, for the fiscal year. So, that minimum, 1,200, is for the fiscal year, including summer and school year.

This minimum requirement includes 500 adults and youth, any age, that would attend community events, 100 adults 22 years and older, and 600 youth under the age of 22.

Now, I want to concentrate on the 600 youth under age 22. From that population, it

1 Proceedings

2 is expected that programs enroll 100 -- at
3 least 100 elementary, 100 middle, and 100
4 school age youth. Again, for the year.

5 And, I want to concentrate a little bit
6 more on another component of the 600, and that
7 is the 200 school year dosage -- targeted
8 enrollment that will require dosage
9 requirements.

10 So, there will -- we are expecting that,
11 during the school year, programs are serving
12 200 youth. At least 100 must reflect the grade
13 levels of the host school, and the other 100
14 can represent any other grade level and/or the
15 community.

16 So, the dosage. This RFP allows for a
17 lot of flexibility for the program to really
18 create a program that meets the needs of the
19 community. And, I keep saying that because the
20 Beacons are uniquely designed that way. So,
21 this chart represents the age groups that you
22 could potentially serve under the 200;
23 elementary, middle and high. And, the number
24 sign, which says 200 equals -- the number sign,
25 we left it blank, because, again, we want you

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to prescribe what it is that you're going to serve for that particular school and community.

So, if you're serving elementary, then we're expecting average daily attendance of 80%. If you're serving middle school, then there's an hourly rate of participation for participants for the school year. And then -- 150 hours, sorry, per participant for the -- per year for the middle school. And then, for high school, it's 100 hours per participant per school year.

Now, the hours of operation are 42 hours over six days, Monday through Friday, Saturday and Sunday, and weekdays at the end of the school day, and no later than 10:00 p.m. And, on weekends, to be negotiated with the host school and, again, the needs of the community.

Summer operating hours. And then there's this overall summer population. Proposers must choose one of the three options set out below. Under all three options, the Beacon must offer a summer camp program for at least some elementary students. So, again, I say some, and we don't prescribe a number, because,

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again, you would design that -- that -- you would identify that age -- not age group -- the number of elementary students that participate.

So, here come the options. So, you have three options to select from. Option 1, which is Monday through Friday, including weekends, it's from 8:00 a.m. to 10:00 p.m., and then Saturdays or Sunday, from 3:00 p.m. to 10:00 p.m. Total summer hours, 539, serving 175 participants.

For option 2, in the event that you've done your community assessments and you are doing -- are integrating an evening component, but you're not able to do it during the whole summer, there's flexibility of up to 64 hours for that week that you can extend your summer programming services, whether it's Monday through Friday and/or on Saturday. With that said, you would still -- your number of participants would increase. You would be required to serve 225 participants.

For option 3, it's Monday through Friday, 50 hours, 8:00 to 6:00, total summer hours, 350. The minimum enrollment requirements,

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should you choose option 3, is 275 participants.

So, if you look at the -- note the following, at the bottom, if you're serving less hours, it is expected you'll be serving more kids, and, therefore, your minimum annual enrollment requirement will be 1,300. That would be the highest.

And, last, but not least, I want to talk about community partnerships. It is anticipated that proposer has strong community connections and sound knowledge of services in the neighborhood. We require a minimum of three community partnerships agreements, that must be submitted along with the proposal. Each Beacon must have an advisory council that meets at least four times a year, and, to ensure that middle and high school youth have meaningful leadership opportunities, the Beacon would either ensure youth are adequately represented on the advisory council, or, establish a separate youth advisory council.

So, just remember that as you're submitting your partnership agreements, they

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must include description of services, type of services that will be provided, and description of process for making referrals, if the partnership involves referral.

Thank you.

MS. WHITE: Thank you, Wanda. And now we are going to have our presentation from the New York City Department of Education, by Chris Caruso, executive director of community schools.

MR. CARUSO: Good afternoon, everyone. Back at DYCD, I see a lot of friendly faces here. So, I want to start just by saying how excited the Department of Education is to be partnering with Commissioner Chong and the staff here at DYCD on the Beacon Community Centers.

We have an administration right now, the chancellor, the mayor, the commissioner, that believe strongly in the role that communities can play in providing opportunities for our young people. I think this is evident in our universal pre-K programs, in the universal after school programs, through Sonic and

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Compass that are happening here, and in our community schools program.

The Beacons represent kind of the grandfather of this initiative, and we're really excited to be standing on the shoulders of the good work that DYCD has been doing for decades to engage communities in the work of educating children and providing opportunities for families and children in our communities.

At the end of the day, I think that our mission, kind of the work that we're doing to provide opportunities so that children can learn, gain skills and create joy, so they have experiences that ignite their curiosity and prepare them to be successful adults, are very much consistent with DYCD's vision for Beacon, and we really see this as a true partnership. So, on behalf of Chancellor Fariña, I'm really pleased to have the opportunity to be with you today and to answer any questions that you might have about school partnerships.

So, let me say a couple of things about kind of the role that we see the school in playing in the Beacon Community Centers.

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Obviously, the school is the host of this, right? We have a building, we have resources that are available to the community in the Beacon proposal. What the chancellor is interested in is really having a much more embedded partnership between the Beacon provider and the school. We're looking to elevate this partnership so that we can work together to meet our shared goals and results, to improve opportunities for young people. And, that's going to happen in a number of ways. And many of these are common practices that came from the field of youth development, that have been in place for a number of years.

First and foremost, we have a school partnership agreement. That's a minimum requirement for the proposal, as is, in many other proposals, RFPs that the City issues. This is a way to make sure that there's a common footing, a common understanding of the expectations of both parties in the work that will be happening for the next three years through this program.

Ideally, there is a conversation. This

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isn't just a signature, where we go to the principal and we ask her to sign off on this. But, it's a conversation about what your expectations are, what your assets are, what your skills are, kind of, what are your hopes and dreams for the children of that community, and, to be clear, what you're hoping to get from the school. And, this should be a two-way conversation. And, we're doing a lot of work at the Department of Education to build the capacity of principals and superintendents, so that they are better positioned to be good partners. And, I think we've seen some progress there. I know that not every principal is a great partner, and that we still have some work to do, but we definitely have seen a lot of progress, and I'm happy that Michelle Rosa and Kerry Cira (phonetic) from our team are here today. They, along with Abbie Young (phonetic) provide great source of support to help troubleshoot our problems.

And we also have really engaged the DOE's leadership, the superintendents. You know, just so you know, when the chancellor does

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school visits, she asks the principal, tell me about your community-based organization, like, how are you working with them, how are you supporting them and how are they supporting you? So, this is really becoming the new normal at the Department of Education, and I appreciate your patience, as, you know, it does take time to change mindsets, but we need your support to get there as well, and we also need you to be open in these conversations, to be active listeners, to hear from the principal about what they are looking for; because that's really the foundation of a good partnership, is when both parties are clear in what their goals are, what their anticipated results are, and, then, what are their standard operating procedures on how they work together.

So, that's really what we're hoping to get out of the school partnership agreement. Yes, it's a piece of paper that has to be submitted. Yes, it's a technical requirement. But we're hoping that it's also the anchor of a deeper conversation that's happening.

A couple of other things that I would say

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about the school partnership agreement. We're committed that the school will have a point person, whether it's a principal or assistant principal, or someone else on staff, to serve as a liaison to the Beacon director. We also want the Beacon director to be involved in the school's leadership team, to be at the table when decisions are being made.

Wanda mentioned earlier about focussing on reducing chronic absenteeism. That requires understanding the data and understanding what the needs are and who the students are in the school. So, we're encouraging an open line of communication on being sides there.

You know, ideally, the principal is involved in knowing who the staff are, being introduced to the staff that are coming into her building, and, especially with the Beacon director, which is such a critical role, having some role in the selection of that person; so, being able to look at potential candidates, to talk to potential candidates about his or her vision for what the Beacon is, what the school is, maybe even recommending candidates, however

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that plays out at the school. But, it shouldn't just be like a drop-in, like, here's a person that's going to be sitting down the hall. This is really about mutual respect on both sides and making sure that we're laying the ground right for a solid partnership.

And, finally, I want to share some effective practices for partnerships. So, this is around planning, which will be happening over the course of the summer, and happening starting now, right? The planning really starts with the proposal writing. So, how are stakeholders engaged? How are -- what are the roles and responsibilities? What are the goals? What are the activities? Understanding that there are a set of requirements that the RFP mandates, but how do we work together to make sure we're going to achieve those?

And, then, when it comes to programming, setting some ground rules, preparing team members to work together, and then being flexible, right? At the end of the day, we all have to be flexible. We understand that things are going to arise, there might be challenges.

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Know that you will have a program manager on the Beacon teams to support, but you also have support from the Office of Community Schools. We're really charged, at the Department of Education, to help facilitate strong collaborations between schools and community-based organization. And, even if we're not funding or managing these contracts, we're there for you as a support to help navigate and help support the good work that Beacons do day in and day out.

I'm looking forward to your questions, and thanks again for the opportunity to speak today.

(Applause).

MS. WHITE: Thank you, Chris. Okay, we are now moving forward to the post award requirements, and I'll be reviewing those for you. Public assistance hiring commitment rider. Upon signing in, you should have received a fact sheet. And, if you didn't, there should be more available for you on your way out.

Responsibility determination. In the

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post award phase, we want to advise you, because it is a requirement for all contractors to be determined responsible in the post award phase, we want to advise you that you make sure your Vendex filings are up to date, your charity's filings are current, and ensure that any outstanding liens or adverse information have been resolved. Unresolved issues often cause significant delays in the post award process, and, as you can see by the calendar, time is of the essence.

Notice for proposal subcontractor compliance. Subcontracting is allowed, subject to the following conditions. The contractor must identify the subcontractor in the proposal; the contractor expectations set out in the RFP equally apply to any subcontractor; services provided by the subcontractor must be integrated into the overall program design. No more than 30% of the program budget 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

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contractor, and must be reported using the payee informational portal.

And, if we have any subcontractors in the audience, we want to let you know that we will make time for you to network right after this pre-proposal conference, right in our reception area, right out there, as soon as the conference is over.

And, also to note, subcontractors are not required to be pre-qualified in the HHS Accelerator system, and they do not have to be nonprofit organizations.

We have some additional important information. New York City liability insurance requirement. The contractor must demonstrate that the necessary insurance coverage, commercial general liability insurance of 1 million per occurrence and 2 million aggregate, motor vehicle liability insurance of 5 million, if applicable, and Workers' Compensation insurance; it must be in place from the first date of the contract, by providing an original certificate of information naming The City of New York, together with its officials and

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employees, as an additional insured. DYCD will not be able to proceed with processing any awarded contract until it has obtained proof of the necessary insurance coverage.

DYCD encourages MWBE participation and recommends the utilization of certified MWBEs. There is a business and individual proprietors listed on the New York City's online directory of certified MWBEs, businesses available at www.nyc.gov/svs, as sources for its purchases of goods, supplies, services and equipment using funds obtained through the agreement.

Contractor is 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.

And, lastly, the transcript of this conference, the presentation materials, and attendance rosters will be posted to DYCD's Website for viewing.

Okay. So, that concludes our presentation. And now we get to the moment

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you've been waiting for, where you can ask your questions. But, I want to review some housekeeping rules before we get into the segment.

Please note that this question and answer session is only for the purposes regarding this Beacon Community Center RFP. Once the question and answer segment ends, the panel will not be available to take any more questions, so, please, feel free to come and ask as many questions as you would like.

We ask that, for the purposes of recording, we have a stenographer here, that the audience keep comments and conversations as low as possible. And, please, anything you want to ask, any clarifications, don't shout from the audience, come up to the microphone. When you come up to the microphone, please state your name and your organization, even if you come up here for the fifth time. Every time, please state your name and your organization.

And, I believe that's it for the ground rules. Let's get started. Please come up to

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2 my left, and I'm going to move the microphone
3 over here.

4 MS. BLOCK: Hi, how are you? My name is
5 Sarah Block. I'm from Camba. I had a question
6 about the Outreach coordinator position, and
7 the partnership with the school.

8 In terms of targeting chronically absent
9 students, are we talking about just kids who
10 attend the host school? That would be a whole
11 extra thing, to try and get attendance records
12 for kids who attend all different schools.
13 But, because this is a community center,
14 obviously, not all the kids will come from the
15 host school.

16 So, I just wanted some more clarification
17 about the Outreach coordinator's
18 responsibilities.

19 MS. ASCHERL: The primary focus would be
20 the host school.

21 MS. BLOCK: Okay. Thank you.

22 MS. KROKER: Good afternoon. My name is
23 Carol Kroker. I'm from Shirley Chisholm
24 Childcare, and I have a couple of questions.

25 First, to be absolutely clear, it's my

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agency, it's the not-for-profit who does the RFP, not the school; am I correct?

MR. RATTRAY: Yes.

MS. KROKER: The second question is, can we have any of the activities at our center, and not the school? Because we have a lot, a lot of space available.

MR. RATTRAY: So, officially, for your first question, the answer is yes, you're correct, it's a nonprofit that submits the proposal.

For the second question, I imagine that, in your proposal design, you can include, if you're using other space, other than the Beacon space, in which you should have -- it's almost considered satellite space that you're utilizing, but it should be built into your proposal.

MS. KROKER: Just one thing. Will there be some training, since we would be new to this, and it's pretty complex; would there be some training by DYCD to support us in this process, if we were lucky enough to be awarded?

MR. RATTRAY: So, we train on some of the

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processes that we have in place, whether it's the internal system that we use. There are some other training that we do, but the expectation is that you do possess some of the fundamental --

MS. KROKER: Yes. That we have data, and making sure we're up to snuff.

Thank you so much.

MS. DOEHRING: Hello, I'm Rory Doehring from the Police Athletic League. I have three questions for you.

First, of the 1,200 individuals to be served per year, do the individuals who count toward the 500 enrollment goal for community events have to be unique from those counting towards the 600 youth and 100 adults participating in drop-in and planned activities?

So, to confirm, at the end of the year, providers will have to produce a list of 1,200 names of youth and adults, with no duplication?

And then the third question is, on page 16 of the RFP, it states, "Within the total hours of operation, the contractor would set

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2 aside a minimum of 15 days for staff training
3 and professional development purposes."

4 Can you confirm that this is days and not
5 hours, and will total 120 hours of training?

6 Thank you.

7 MR. RATTRAY: So, for the 1,200 number,
8 yes, it is unduplicated. For the staff
9 training, it is 15 days that you can set aside
10 for staff training.

11 MS. DOEHRING: Thank you.

12 MR. NOEL: Good afternoon. My name is
13 Rigaud Noel from the Sports and Arts Schools
14 Foundation. Just had a quick question to
15 piggyback off of the satellite sites. And that
16 can be another school, in terms of the
17 satellite site? So, if I am -- so, if I'm in a
18 school, and, obviously, the minimum enrollment
19 requirement, and if it's more than a 15-minute
20 walk and creates difficulty in getting students
21 to the center; so, can that satellite site also
22 be another school?

23 MR. RATTRAY: All right. So, the
24 difficulties here of my answer is that, part of
25 this is your program design that you're going

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2 to present to us. I can tell you that our
3 expectation is that the majority of the program
4 -- the program happens within the Beacon
5 building, and that satellite sites help support
6 the services happening within that building.

7 With that being said, you should submit
8 what you believe is the best fit design for
9 your proposals. I can't give examples because
10 --

11 MR. NOEL: So, because one of the schools
12 that we're working with, there's not really
13 much of a middle school nearby --

14 MR. RATTRAY: You're asking whether or not
15 you can have a satellite site where, let's say,
16 50 young people, middle school age, are only at
17 that site, they never step into the Beacon --

18 MR. NOEL: Well, obviously, we'll try and
19 have events at the Beacon. But, in terms of
20 providing the day-to-day enrichment activities,
21 obviously, the families will be invited to the
22 Beacon, but, the day-to-day, would that have to
23 be --

24 MR. RATTRAY: Happening at the satellite
25 site only?

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2 MR. NOEL: Correct.

3 MR. RATTRAY: Hold on. Let me convene.

4 (Pause in proceedings.)

5 MR. RATTRAY: It's -- in program design
6 which you submit to us, I can say it's probably
7 not fully our expectation, but it's something
8 that, if you propose, we'll have to take a look
9 at.

10 MR. NOEL: And, if we were to get the
11 principal of the school, the principal of the
12 host school, to sign off on this arrangement,
13 would that add to the --

14 MR. RATTRAY: Well, keep in mind that
15 there's only one school partnership agreement
16 that we are recognizing, which is the spot in
17 the host school.

18 MR. NOEL: Okay.

19 MR. CARUSO: Can I add to that, Darryl? Is
20 that, in terms of space availability in
21 schools, the DOE is covering the costs for the
22 host school, only. Our commitment is to one
23 school. So, in terms of opening a building in
24 the evening or anything like that, we don't
25 have extra resources to open other buildings

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2 that would not already be opened.

3 MR. RATTRAY: And, no, we wouldn't allow
4 you to use their program budget to open up that
5 additional space.

6 MS. NIEVES: Good afternoon. Susan Metlov
7 (phonetic) Nieves, speaking on behalf of Garden
8 Riverside Community Centre. I had two
9 questions. One is, the requirement to serve
10 elementary aged children in the summer. Must
11 we serve the continuum of K to 5, or is it
12 possible to select, say, the upper end of that
13 range as the elementary age to serve?

14 MR. RATTRAY: So, it's -- we leave it to
15 the CBO to decide what the need is.

16 MS. NIEVES: Okay. Great. And then one
17 other question.

18 The Outreach coordinator position, is
19 that a full-time discrete position, only
20 dedicated to that function?

21 MR. RATTRAY: It can also be part time.

22 MS. NIEVES: Thank you very much.

23 MS. CUEBAS: Good afternoon. Elizabeth
24 Cuebas from Cypress Hills Local Development
25 Corporation. I have a question about program

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staffing.

There's a reference on page 14, staff at all levels will have the necessary language skills to effectively communicate with and serve non-English speaking participants, and various other relevant bullet points.

I wanted to know, for the two primary staff positions, Beacon director and Outreach coordinator, would we need to demonstrate that both of those staff members, if the population they were serving was mostly non-English speaking, that they are both fluent in the predominant languages, or would it be enough if, for example, the director was fluent in Spanish, I'm just speaking hypothetically, the Outreach coordinator wasn't, or vice-versa?

MR. RATTRAY: So, that's not prescribed as a minimum requirement for those staff. But, the expectation is that, within the staffing makeup, that you do have the necessary skills to communicate with the community.

MS. CUEBAS: Okay. Thanks.

MS. DELGADO: Diana Delgado with Coalition for Hispanic Family Services. I had a question

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about running the breaks, the 15 days where we would be opening, where we would be running the breaks.

Is it the responsibility of the CBO to run both a middle school and an elementary break, or is it just elementary that we are serving during that camp from 8:00 to 6:00?

MR. RATTRAY: So, we leave that to the CBO program designer to present to us.

MS. DELGADO: And then my other question --

MR. RATTRAY: Based -- I should caveat everything with. Based on the need of the community.

MS. DELGADO: Based on the need of the community, in terms of who or what we're doing during that -- those 15 days we're open, okay.

MR. RATTRAY: That's right.

MS. DELGADO: My other question is related, this is more reinforcement. So, the current SACC that we have is, like, 119 kids. And, obviously, with -- if given the contract, we would increase the number of kids that we were working with on a day-to-day basis. So, we would then have to reapply for the SACC to make

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it larger, to ensure that we were running --
depending on what we chose? Yes?

MR. RATTRAY: Yes.

MS. DELGADO: Okay. Thanks.

MR. INIYA: Ivan Iniya from Catholic
Charities. I have a couple of questions.

At the top of page 15, you provide
details regarding the qualifications for a
Beacon director, which includes a Bachelor's
degree, or higher.

Under exceptional circumstances, DYCD may
waive this requirement. Can you provide some
details or examples of what those circumstances
may be?

MR. RATTRAY: So, we actually have a
process for waiver after awards. If the Beacon
director being presented does not meet the
minimum qualifications, then providers will be
asked to complete the waiver process, and that
will go through a review of whether or not that
person is qualified.

MR. INIYA: One more. In terms of drop-in
and planned activities, page 19, can a
participant be counted for a combination of

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drop-in and planned events, or must the youth come in for one or the other? Does this include community events?

For instance, if a participant drops in for open gym, and then decides to attend structured or planned events, will that count as the third visit?

MR. RATTRAY: That's actually fine, and -- oh, wait, hold on. The last part you said, would that count as a?

MR. INIYA: Would that count as a third visit? Like, if they do a drop-in, and they come in for a planned event, and then they also come in for a community event, so that's one, one and one, would that count --

MR. RATTRAY: So, you're asking, does that equal their three instances of attendance, to be counted as one participant enrolled?

MR. INIYA: Right.

MR. RATTRAY: So, for the planned and the drop-in activities, that would count. The community events would not count.

MR. INIYA: I have one more.

On page 16, the chart under letter C

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references 80% average daily attendance for elementary grade students. Would we be expected to monitor participants in the program during the entire school day, or only during the course of the program? Will we be expected to monitor the attendance of students not within the Beacon program? And, can you go into detail about that?

MR. RATTRAY: So, the expectation is that you are monitoring the participants during the Beacon program hours?

MR. INIYA: Yes.

MR. RATTRAY: And that 80% applies to the Beacon program hours.

AUDIENCE MEMBER: Thank you.

Good afternoon. My name is --

MR. RATTRAY: Just one second. So, the last gentleman who was up. Regarding your question on whether or not a participant can attend to a planned activity and a drop-in activity on the same day, and then get credit for two instances of attendance, the answer is now, no, and we'll put that in clarity. But, it's going to be three separate days of

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attendance that they need to be there.

So, they can come one day, attend five programs that were planned, or drop-ins, and they're going to get credit -- you're going to get credit for one day of attendance for that participant. Once they equal three days of attendance, they will be counted as a (inaudible) for you.

MR. INIYA: But, it doesn't matter what the activity --

MR. RATTRAY: It doesn't matter. The expectation is that they're involved in a myriad of activities, so, it can be planned, it can be drop-in. The one thing that won't count towards your attendance is going to be community events.

MS. NICHOLSON: Good afternoon. My name is Nayah Nicholson. I'm from the Flatbush Development Corporation. And, I don't mean to sound like a sore loser. However, for future references, how do we get a school in a particular area on the recommended Beacon list?

MR. RATTRAY: So, unfortunately, there's not additional funding for more Beacon

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2 programs --

3 MS. NICHOLSON: For the future, not now.

4 MR. RATTRAY: I mean, you could let us know
5 and we'll keep that in mind. But, until
6 additional funding comes to play, and whether
7 or not that school falls within the criteria
8 used to identify which locations will be
9 Beacons, it's --

10 MS. NICHOLSON: Okay. And, although we
11 have a partial written proposal, the issues
12 that I have been finding is that schools are
13 under the impression that they can only partner
14 with one community organization. Like, is
15 there any verbiage that I can relay to them
16 that solidifies that I'm not lying to them,
17 that I'm not trying to finagle them out of
18 their --

19 MR. RATTRAY: So we -- perfect question.
20 We actually had a conference call, a Webinar
21 with principals yesterday morning, clarifying
22 some of the issues. That was one of them.
23 They're also going to get some FAQs. One of
24 the first questions being responded to is going
25 to be, can I as a principal sign more than one

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2 school partnership agreement? The answer to
3 that is, yes.

4 MS. NICHOLSON: Okay. Where can I find
5 that at?

6 MR. RATTRAY: It's also in the RFP as well.

7 AUDIENCE MEMBER: It's in the first few
8 pages.

9 MS. NICHOLSON: Okay. Thank you.

10 MS. WHITE: Just a reminder. All
11 conversations should happen via microphone.
12 Thank you.

13 MR. NOEL: Sorry. Rigaud, Sports and Arts.
14 Another co-locator question.

15 So, we have a school that doesn't have a
16 gym, and there is a parks and recreation center
17 across the street. In terms of a co-location,
18 so, if there were events taking place at that
19 center, that we would be hosting, would that
20 count towards the attendance requirement?

21 MR. RATTRAY: So, as -- I'm going to be
22 hesitating, because I want to make sure I don't
23 say something I'm not supposed to say. So,
24 you're asking whether or not you had the Beacon
25 program and you took your young people across

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2 the street --

3 MR. NOEL: Correct.

4 MR. RATTRAY: -- for an activity, whether
5 that counts? That sounds like it does count.

6 MR. NOEL: As long as we have a signed
7 partnership agreement with the parks and
8 recreation.

9 MR. RATTRAY: Absolutely. Correct.

10 MR. NOEL: Okay. The second is, the
11 enrollment amount, the total number is 1,200,
12 and I know that you mentioned that's also for
13 summer.

14 Given that the first year is only
15 10 months, are we still held to account for
16 that 1,200?

17 MR. RATTRAY: So, the expectation is that,
18 in your proposals, you write for 12 months.
19 After we make the awards, we'll work with
20 providers on whether or not we scale that back.

21 MR. NOEL: Okay. I'll take that.

22 And the second question would be, for the
23 program outcomes in the specific proposal, are
24 you looking for -- like, we hold DYCD
25 contracts. Are you looking for a specific PQMT

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2 requirements that show that we exceeded the
3 benchmark? So, in the actual proposal, there
4 is like a program -- there's a little grid for
5 the program outcomes.

6 MR. RATTRAY: So, we don't specify. It's
7 up to you to decide what you propose.

8 MR. NOEL: Okay. That's it. Thank you.

9 MS. DELGADO: Hi. Diana again, with
10 Coalition. I had a question relating to --
11 which is similar to some of the other
12 questions, which is related to space.

13 So, potentially, in order to address
14 space issues, where you're out of site, where
15 it's very difficult for you to have space in a
16 gym from 2:00 to 6:00, let's say, but there is
17 a nearby cornerstone site, and you have a
18 child, say, that attends maybe one activity in
19 the gym in order to utilize the gym to do
20 recreational stuff, and then ends up staying at
21 that particular cornerstone site, or may go
22 back to the Beacon, depending; would that child
23 be able to receive credit at both sites for
24 each respective activity it's participating in,
25 on the same day, or even on a different day?

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2 Because, we have --

3 MR. RATTRAY: So, let me ask you: You're
4 saying that the young person is utilizing both
5 programs at different times?

6 MS. DELGADO: Correct.

7 MR. RATTRAY: So, at the Beacon, the young
8 person is counted from 4:00 to 5:00 p.m. for
9 photography, and from 5:00 to 6:00 the young
10 person says, you know what, I'm going to go to
11 the cornerstone and do basketball?

12 MS. DELGADO: Or vice-versa. Or
13 vice-versa, just depending on --

14 MR. RATTRAY: That would count at both
15 programs. Where there's an issue is, if the
16 young person is marked present for the same
17 time period at both.

18 MS. DELGADO: Of course, okay.

19 MS. NIEVES: Susan Metlov Nieves, again,
20 out of Riverside. Question about the community
21 partnerships. If we have five partnership
22 letters, but we actually have ten committed
23 partners that we just didn't do the form, can
24 we list them in the narrative?

25 MR. RATTRAY: That would be part of your

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2 proposal design.

3 MS. NIEVES: Thanks.

4 MR. THOMPSON: Good afternoon. Ken
5 Thompson from SCAN. So, are principals being
6 required or encouraged to sign multiple
7 partnership agreements, or are they effectively
8 being given unilateral authority to render a
9 proposal submission a mere formality, by only
10 partnering with one provider?

11 MR. CARUSO: Principals are being
12 encouraged to meet with providers and sign on
13 with the organizations that they feel will be
14 the best partner for their school.

15 MR. POLESE: I'm Louis Polese. I'm from
16 Phipps Neighborhood. Couple of nerdy
17 questions.

18 In the writing that's (inaudible), you
19 mentioned that you want us to describe our
20 connection with community districts. And I
21 stopped and said, wait, wait a minute, this is
22 also about community school districts.

23 Should I be doing one or the other, or
24 both? I think there's two separate questions,
25 where the community district gets referenced,

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2 one is capitalized and the other one is not.

3 MR. RATTRAY: So, the reference we're using
4 is community district.

5 MR. POLESE: So, you want us to use
6 community district. Okay. Terrific.

7 The other thing is, there's a couple of
8 forms that get mentioned in here, the -- the
9 co-locator template and the satellite site
10 template.

11 Do you want those now, or do you want
12 this post award? Seems to say post award, but
13 I'm asking --

14 MR. RATTRAY: Post award.

15 MR. POLESE: Okay. Thanks. And one less
16 nerdy question.

17 One of the places where we've been
18 talking with the principal, the school building
19 itself has -- it's a high school, it has four
20 high schools in the building, has two middle
21 schools additionally on the campus, and, around
22 the corner and down the block, there are two
23 elementary schools.

24 We would hope to be serving some portion
25 of students from all of those schools. I could

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2 go get partnership agreements with the schools
3 that aren't -- I'm sorry, with the -- community
4 partnership agreement with the schools that
5 aren't schools, for the school partner; is that
6 the way that I should do it, or should I go and
7 see if I can work that into the school
8 partnership agreement, or something else?

9 MR. RATTRAY: So, the only required school
10 partnership agreement is with the host school.

11 MR. POLESE: Right. I just don't want to
12 ignore the other schools that are part-- that
13 are in the building.

14 MR. RATTRAY: The community -- the Beacon
15 model is a community model, so, it's perfectly
16 fine to serve students in other schools,
17 students that are in the community. And, so,
18 you don't need a special partnership agreement
19 for that. On the other hand, if there's
20 something special about that relationship, you
21 can do a community partnership agreement. But,
22 it depends on what your intention is.

23 MR. POLESE: I hear you, and I can do the
24 simplest thing for sure. But, at the same
25 time, Chris mentioned before that you're trying

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2 to build relationships with the people in the
3 building, and how important that is at all
4 levels. I want to represent that, if I can.

5 MR. CARUSO: I think it's not a
6 requirement, but it's a good practice.

7 MR. POLESE: Thanks. I'll do something.

8 MR. RAMOS: Afternoon. Thomas Ramos,
9 Children's Arts and Science Workshops. I have
10 a couple of questions.

11 So, my first one is about staffing. I
12 currently run a cornerstone, and we staff -- we
13 have security and maintenance. Would DOE be
14 taking care of those costs, even the weekend,
15 in the summers, the hours are going to be
16 longer; are those -- DOE is taking care of
17 those costs, is my understanding?

18 MR. RATTRAY: The answer is, yes. DOE is
19 going to cover all the costs.

20 MR. RAMOS: That's music to my ears right
21 now. And another quick question.

22 The model is designed from the
23 cornerstone, sort of?

24 MR. RATTRAY: So, for the record, the
25 cornerstone model is designed based off the

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Beacon model.

MR. RAMOS: And then, the community events is another, the same way. So, if I have two community events, where I have 250 people coming out, I meet my requirements?

MR. RATTRAY: Well, the minimum requirement for the number of events is three, of which one needs to be a health event. And, then the minimum number to be served within those is 500.

MR. RAMOS: Okay. Thank you.

MS. AMAYA: Hello. My name is Jacqueline, from Woodside On The Move. I have a question about budget.

On the RFP, it is separated between year 1, 2 and 3. So, I want to know which contract value (inaudible) program budget for RFP?

MR. RATTRAY: You should use the 12-month budget.

MS. AMAYA: Okay. And the staffing would be the same job title, I guess, for any other program that you have people --

MR. RATTRAY: One more time?

MS. AMAYA: The program staffing job titles

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are similar to the same job title we use?

MR. RATTRAY: Within the same budget, yes.

MS. DEFEO: Hello. Christine DeFeo from SCO Family and Services. Question is about the budget. And I just wanted to know if the budget included the new COLA awards that we seem to have in effect from July 1 for the next three years, the budget amount?

MR. RATTRAY: Yes. And it's referenced on page 2, under anticipated total funding.

MS. DEFEO: Right. But that was my one bit of confusion, because right now we currently have Beacon programs, and we already have the two-month extension period for July and August, and they took two-twelfths of the total RFP budget, and they gave us that as our base budget, and then they gave us another COLA for the COLA piece for the new year. So, that's why I was confused, if that was also to be done for the annual contract, which is 550, I believe, right?

MR. RATTRAY: Can you revise the question?

MS. DEFEO: Okay. We have -- I'm sorry. We currently have at the Beacon, so we're given

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extension for the July and August for two months. They base the budget for those two months on the new RFP amount, which is 550 a year; and so, what they did is give us two-twelfths, which is like, \$71,600.

Then we received a notification that they were going to be adding COLA to those two months, an additional \$2,800 for the new COLA, to raise the minimum wage to \$12.00, effective January 1, and then, also, the 2% effective July 1 for anybody under the \$12.00 and the 13.50. So we're doing that for the two months.

So, I was wondering now, if they're giving me additional COLA, when they gave me already two-twelfths of the RFP budget, am I going to get a COLA for the whole 550 for the annual budget? So, I need to know how I should build in my salaries for the RFP budget. Should it be the pre-COLA salaries?

MR. RATTRAY: So, the COLA amount is already built in?

MS. DEFEO: The COLA amount is not built in. What they did is, they gave us --

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MR. RATTRAY: Not for two months. For the RFP.

MS. DEFEO: For the RFP, it's 550, right?

MR. RATTRAY: It's going to be more than that.

MS. DEFEO: Oh, okay. Sorry, then, I didn't realize that. I'm sorry. I thought it was 550 just. Okay. Thank you. Sorry.

MS. AL-BILALI: Hi. Sorry, everyone. My name is Lillian Al-Bilali from Children's Social Sciences Workshops. I have a question about community partnerships.

We have organizations that we're really excited to work with, but, the way that our model works, in terms of program design, we get a lot of, like, community input in terms of, like, what those are going to look like.

So, I'm wondering, how much information do we have to have in the RFP regarding exactly what our community partners are (inaudible)?

Does that make sense?

MR. FRENZEL-BERRA: So, when you do the community partnership agreement, it will -- you will describe what that substance of that

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partnership is. The process of arriving at that content is up to you, whether to include. But, we're really asking for the substance of the partnership.

MS. AL-BILALI: Okay. That's good. All right.

MR. RATTRAY: Does that answer your question?

MS. DEFEO: My name is Christine DeFeo from SCO Family of Services. This is another question about the COLA minimum wage.

Are the COLA and minimum wage the same thing, and should we be budgeting for a minimum wage increase next January, and that needs to be covered by budget amount at year 1?

MS. ASCHERL: Okay. So, I want to bring you to page 2. So, we are considering, the amount that's on there, that includes the wage adjustments for this year. But, then, for the other two years, the budget amount will increase to account for the salary increases effective July 1st of every year, through 2017, '18 and '19. So, that's going to be reflected in the budget amount.

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2 MS. DEFEO: So, just to clarify, there will
3 not be an amendment of additional money to
4 cover the minimum wage increase in year 1?

5 MS. ASCHERL: Correct. Right. Because
6 we're increasing the dollar amount already.

7 MS. WHITE: Please be reminded that once
8 this segment is concluded, the panel will no
9 longer be available for questions.

10 So, last chance.

11 AUDIENCE MEMBER: So, you mentioned summer
12 announcement of awards. Now, there's a
13 difference between July and August, especially
14 for planning purposes of hiring. I wanted to
15 know if you can be a little bit more specific,
16 because, programatically, one month before is
17 not really enough time. So, if you can just --
18 if it's July and August, it makes a huge --
19 it's a significant difference for planning.

20 MR. RATTRAY: Sometime in July and August?
21 We're trying to expedite everything. Right
22 now, we're staying with, in the summer. But,
23 we're going to try to -- understanding that
24 time is of the essence, we're going to try to
25 expedite as much as we can.

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AUDIENCE MEMBER: Okay. Thank you.

MR. YAKUSHEV: My name is Phil Yakushev from University Settlement. I have a question about those dosage requirements on page 16.

Does each age group have to be represented towards the 200 goal? So, like, in other words, if a program serves enough middle school and high school youths to achieve that 200 goal, but it also has an elementary school component, does the elementary school component have to meet that 80% average daily attendance requirement?

MR. RATTRAY: So, the school year dosage requirement numbers can be any makeup that the provider or proposer determines correct, based on the community need, based on the need of that neighborhood.

So, theoretically, it could just be one category. It could be a combination of two, or a combination of all three. The other caveat is, in your overall enrollment, there are minimum requirements that you should meet, 100 elementary, 100 middle, 100 high.

MR. YAKUSHEV: Right. So, you mean, like,

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the minimum enrollment requirement? It doesn't matter how you (inaudible) --

MR. RATTRAY: Exactly. The dosage requirement -- the dosage number is you present to us, based on need.

MR. YAKUSHEV: Okay. Thank you.

MS. WHITE: Thank you.

Okay. Before we conclude, some important reminders. All proposals are due on May 24, 2017 at 2:00 p.m. They must be submitted via the HHS Accelerator system. Proposals submitted after this date will not be accepted. Notification of award selections will be done through HHS Accelerator. DYCD will not be accepting any hard copies of proposals.

Also, please note that, due to the tight timeline, we want to ensure that you are very much aware that the due date is May 24, 2017 at 2:00 p.m., and if something changes and there's an extension issued, it will be done via an addendum.

Any additional addenda to this RFP will be made via the HHS Accelerator system. Transcript, presentation and attendance rosters

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will be posted to DYCD's Website for your viewing. And, if there are any subcontractors that would like to network, we invite you to do so right after this conference, right outside in our reception area.

This concludes our pre-proposal conference. Thank you, and all the best to you all.

(Applause).

(Time noted: 3:29 p.m.)

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C E R T I F I C A T E

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COUNTY OF NASSAU)

I, RENATE REID, a Shorthand Reporter and Notary Public within and for the State of New York, do hereby certify that the foregoing proceedings were stenographically taken by me on May 10, 2017, and that the within transcript is a true record of said proceedings.

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

RENATE REID

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