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AUDIO: 11.14. ECHOES RFP PRE-PROPOSAL CONFERENCE

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ABBREVIATIONS: [U/I] Unintelligible
[PH] Phonetic spelling
Transcriptionist's note []

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	[BEGINNING OF RECORDING]
MS. PARFREY-SMITH:	<p>Good morning everyone. My name is Eileen Parfrey-Smith. I'm the Agency Chief Contracting Officer for the Department of Probation. I wanna welcome you all here this morning for the ECHOES RFP proposal conference. We're going to start off with some brief introductions. With me up here is Audrey Wilson and Olivia Manns-Nelson from juvenile operations at Probation. They'll be able to discuss the ECHOES program with you in a little bit more detail. We also have Lena O'Brien, who is here from the Mayor's office of contract services. I think she's, she's in the back. She's going to give you a little bit of information about the HHS Accelerator System, which you'll be using to access the RFP. Which you may have done already and to submit your proposals electronically. So, I just want to give a quick, couple of quick reminders before we move into the rest of the program. Just a reminder that proposals are due on Friday, December 13 at 2 P.M. As I mentioned, you will be using HHS Accelerator to submit those proposals electronically. We ask that you do your best to get them in as far ahead of 2 o'clock as possible, just in case you have any technical difficulties and also, it's a good idea to have your documents uploaded in advance, just so that you don't have any upload issues, or you know formatting issues or anything like that, but Lena will go into that in a little bit more detail later. I'd also like to draw your attention to the minimum qualifications for the RFP. This is on page two. Please note that proposals must contain site locations within the borough that you are proposing for. So, for the Manhattan competition, obviously then the site would be located in Manhattan and the services delivered there. For the Brooklyn-Queens competition, you would be submitting a site in at least one of those boroughs. You could submit a site in each borough, but you need to be covering at least Brooklyn or Queens with a site contained then in that borough. The other minimum qualification is that you must submit documentation with your proposal of your status as a</p>

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	<p>not-for-profit organization. On page two of the RFP as well. You will note the authorized agency contact person, which is myself, there is an email address there, ACCO@probation.nyc.gov. Please, if you have any questions outside of this pre-proposal conference, make sure that you submit your questions to that email address. Questions that are submitted in any other context to any other DOP staff are not considered official questions for the RFP and the answers therefore are, are not considered to be official. Please keep in mind you will have an opportunity today to ask some questions, we'll have a question and answer period after we complete our brief presentation. Any answers that are received today or through the email address, are not considered binding if they change the RFP, unless a written addendum is issued. Please keep that in mind. We will do our best. If any of the conversation here makes changes to the RFP to make sure that those changes are reflected in a written addendum. But please keep in mind, if no written addendum is issued, the RFP stands as written. So, as I mentioned, you should utilize the ACCO@probation.nyc.gov email address for any questions. If you have purely technical questions regarding the HHS accelerator, if you're having logging issues, issues accessing the RFP or submitting your proposal in the system, you can also contact the MOCS help desk, their email addresses is in the RFP as well, help@mocs.nyc.gov. We ask though any emails that are sent to the MOCS help desk, if you could just cc the ACCO email address as well. Just so that we're in the loop, if you have any technical issues that are coming up, especially up against the 2 p.m. deadline. So, at this time, since we've been talking a lot about HHS accelerator, Lena, you're ready to come up? She's going to give you a presentation about the system and she can answer any questions you have directly related to HHS accelerator.</p>
MS. O'BRIEN:	Hi, my name is Lena O'Brien. I'm from the Mayor's office of

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	<p>Contract Services. I'm going to go through a brief presentation on HHS Accelerator, which is the system you'll be using to submit proposals for this RFP. Before I get started, can you raise your hand if you have already accessed or read the RFP documents? O.K., awesome, looks like all of you. If you're not familiar with HHS Accelerator yet, here's some background information on the system. HHS Accelerator was created to simplify and improve the competitive contract process for health and human service providers. HHS Accelerator was launched in 2013 to simplify and speed the contract process. All New York City agencies release Health and Human Services RFPs in HHS Accelerator. Likewise, all proposals must be submitted through the system. Pre-qualified providers approved for relevant services are eligible to propose and can submit proposals once the RFP has been released. At MOCS, we have a team that supports the system with various expertise. HHS Accelerator was written into law PPB, Rule 3-16 which states, all health and human service RFPs must go through HHS Accelerator. The system itself has four modules. The first module is the document vault. This allows for electronic storing, viewing, and sharing a file. Each provider account has a document vault and so does city agency accounts. The next module is the pre-qualification application. To be able to submit a proposal in HHS accelerator, providers first need to be pre-qualified. Pre-qualification consists of submitting a business application and at least one service application. The business application is for providers to establish your corporate identity. Basically, telling us who you are. The service application is where providers demonstrate what services you are capable of delivering. So, what you do. The procurements module is where RFP documents can be accessed by pre-qualified providers and where providers submit proposals. Lastly, the financials module allows for electronic management of contracts, budgets, invoices and payments. Providers must submit proposals through HHS Accelerator by the proposal due date and for this RFP, Friday, December 13, at 2 P.M. If you need any assistance using HHS Accelerator, you can contact our help</p>

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	<p>desk at help@mocs.nyc.gov. On our public website, nyc.gov/hhsaccelerator, you can also access guides with step by step instructions, videos and register for training. Your very first step will be to create an account for your organization in HHS Accelerator. Once you have an account in the system, your next step is to get pre-qualified by submitting the HHS Accelerator applications. Pre-qualification lasts for three years and is required in order to compete for funding in HHS Accelerator. As mentioned earlier, the application has two components. The first is a business application; this collects foundational information and documentation about your organization. The second is a service application. You can add multiple service applications as these establish a track record of services your organization provides to New Yorkers. Service applications also inform which RFPs you are eligible to compete for in HHS Accelerator. Once you complete and submit the application. It is reviewed by our team at MOCS within 24 hours. Once your application is approved, you are considered pre-qualified in HHS Accelerator. At this point, you are ready to compete for funding. From the home page in HHS Accelerator, you can access the procurement tab from this page and locate this RFP on the procurement roadmap. To review procurement details, click the blue hyperlink. You will first land on the procurement summary tab with revised general information about the procurement. The RFP documents tab is where eligible providers can access RFP documents once the RFP is released in HHS Accelerator. Any addendum that are published will also be in this tab. Click on the proposal summary tab when you are ready to start your proposal. Click add new proposal to get started. Once you start a proposal, you'll see 3 tabs, proposal details, proposal documents and submit proposal. On the proposal details tab, everything with a red asterisk is required before you can save the page. Enter in all the requested information, and make sure the contact information is up to date at the site location where you will be providing the service. On the proposal documents tab, upload all of the required and optional documents for the</p>

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	<p>proposal here. The system will not let you submit the proposal unless you upload all required document. HHS accelerator has a file size limit of 12 megabytes per file. Only level two users can submit proposals on your organization's behalf. Check off the boxes at the bottom, entering your full email address and HHS accelerator password and click submit proposal. We encourage you to submit 24 hours in advance in case you encounter any issues. This way there is time to resolve them. You will have three indicators that you have successfully submitted your proposal. The first, you'll get a green confirmation bar across the top of the screen confirming submission. Second, you'll receive an email confirmation that you have submitted your proposal. And lastly, your proposal status will change from draft to submitted. Thank you.</p>
<p>MS. PARFREY-SMITH:</p>	<p>Thank you, Lena. Before we move on to the program portion of our presentation, I just want to reiterate a couple of things that Lena said. Because we've come across these issues over the last couple of RFPs that we've issued. So, the first thing is paying attention to your user level in the system. As Lena mentioned, only level two users can submit proposals. Please make sure you're aware of who your level two users are and that that's the individual that is doing the submission in Accelerator. We have had some proposals at the last-minute you know sending emails that they can't, they can't access it, or they can't get into the screen or whatever it may be. Please, just pay close attention to those user levels. The other thing is to keep in mind that any documents that are associated with your proposal, any attachments, the proposal itself, have to be submitted through that proposal document section, the screen that Lena had shown you in the presentation. We can't accept documents that are mailed separately, and we cannot accept documents that are shared through the document vault. So please make sure that everything you need to submit supporting your proposal, is uploaded and submitted in that proposal, through</p>

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	<p>that proposal documents section. O.K. if you have linkage agreements, references, anything of that nature, again, please make sure that you collect those documents in advance of the proposal deadline so that you're able to then PDF and upload those documents into Accelerator and attach them in the proposal document section. So, I'm going to now pass it over to Audrey and Olivien to talk to you a little bit more about the ECHOES program.</p>
<p>MS. WILSON:</p>	<p>Good morning. So, I'm going to give you a brief history about the ECHOES program. Hopefully you've had an opportunity to read and we'll use most of the time to answer the questions, or answer your questions about the things that, you know, that we haven't, I guess, been completely clear about. So ECHOES, is Every Child Has an Opportunity to Excel and Succeed, right? It was one of this, it's one of two ATPs that deal with people that when we created our supervision continuum. It has been an operation since 2012, and it is one of our programs that has no reject, eject and I'm not sure if you've read about that in the proposal. So, I wanted to tell you a little bit about how young people arrived to the ECHOES program. Following a finding in Family Court, an INR is prepared, that INR could recommend placement or a ATP, but even that, but the judge has the ability to order an exploration of alternatives. At that point, we have a team of social workers who prepare an assessment. They interview the young person, and it's not necessarily another forensic report, because they've already had an investigation and a mental health report. But it's more about, where are they in the ability to change, and what do they want to see themselves in the future. So, at that point, they talk to them about what their interests are, what they like, where do they wanna be, what level of involvement and support that they have from their family. And they make an appropriate match to one of the ATPs. ECHOES, along with our other ATP program AIM, are the two that DOP runs, but there are also two others that ACS oversees that also consider doing</p>

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	<p>the EOA process. Once the young person is determined to be a match for ECHOES, the team submits a letter to the Court indicating what the plan is, and that this young person has been matched. That doesn't necessarily mean that it's automatically gonna happen, the judge will then determine whether or not they are in agreeance with that plan. And if they are, they are then placed on probation. So ECHOES is a collaborative team approach where DOP works in collaborative, with our provider to deliver ECHOES. Ms. Mans-Nelson will talk a little bit about the day to day operation, but ECHOES is a life skills work readiness program, right? So, we have officers assigned to this team that are trained a little differently or in addition to what they normally receive as probation officers, because they serve as the life coach in this model. I think one of the most unique things about the ECHOES program, is that the providers that we work with are there with us, they sit... we co-locate with them, and they work with us on the plan. We collaborate there. It's a collaborative approach. Although, we reserve the right with the case management. We work very involved with the provider and the family, to develop the... the goals in of... for the young person. So, I think it'll become more clear when you hear about the work that we do every day with the provider and the probation officer. Ms. Manns-Nelson can talk a little bit more about that.</p>
<p>MS. MANNS-NELSON:</p>	<p>O.K. so, as Audrey mentioned, collaboration is everything. From day one, the work team leader, the supervisor and the life coach or P.O., meet with the youth and the family to explain the programming. And, they'll tell them about the group day and the workday. The first stage that, maybe I should just say, ECHOES is comprised of three stages. You have your basic, your intermediate and then your advanced. O,.K. so, they're in basic from day one, and that's really ground level for work readiness, they're dispensed a uniform of sorts, which can be T shirt, sweatshirt, depending on the weather. They get a workbook, sort of like a little guide with</p>

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	<p>the rules in it, you know a contract if, if you must. And it's also something that guides them through day-to-day stuff. So, you know on your job if you show up and you're not prepared with your attitude and your uniform, O.K. you know it counts on your record. Well it counts in their little work record, and that's how they keep the accounting. There is a stipend attached to it O.K. you know. Nobody wants to donate their work time, so there is a stipend attached to that. They go from basic, which I think is 10 weeks, no? I wanna be sure because most of our kids go through it so fast. Oh, it's the whole thing, basic and it's immediate together. So, they're promoted from basic to intermediate and then from intermediate to advanced. Basic and intermediate have a group day during the week and a Saturday workday. Once they progressed to advanced, O.K. that's an internship or an externship, and they no longer have to come on Saturdays. It's a much more independent role. Audrey mentioned before that there is no eject, no reject. So, basically what happens is, kids could go up and down that scale. When they aren't successful, O.K., at intermediate or advanced, they go back to the basic, but they don't stay there as long as they did before. It's like, you go back to address, what was the issue. And then they're promoted back up the scale again. The P.O.s, or life coaches, who are attached to it, initially were especially trained. But now, juvenile operations across the board, O.K., uses behavioral modification. So, everyone is trained in positive youth development, motivational interviewing. Our most recent activities have been around youth thrive; which is studying youth brain development. So, everyone has those skills that they come to the job site with.</p>
MS. WILSON:	<p>I wanted to talk, I just... we didn't leave it out, but I just wanted to flesh out that, the scorecard that Olivien mentioned, is that every young person is evaluated on a daily basis when they report to work. So, when they get their rules and regulations and there's this, pretty much a checkmark, right up everything that we expect for the young person for that day.</p>

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	<p>And then at the end, they are recognized, right? Either, you know, for the positives and the negatives. And then, there is one dedicated person or one person that receives honors for that day for doing the job well done. So, that is something that is at the core of the ECHOES program, that scorecard, cause we want young people to have immediate responses and, and walk away from the workday. And what we've learned is that our young people do really well during the work components, right? They show up, not on time, they show up, right? And that's, that's a steady, that's something we're steadily working with. But they are, they are good workers. But they still come with the other challenges of school and home, right? Which it's... that's really [U/I]. And we have, you know, the cohorts of young people that we saw in 2012, and the young people that we see today, are not the same, right? They are, these are challenging cases, and with the Raise the Age, we're anticipating that ECHOES will be one of the programs that will definitely address some of the older youth, right? Right now, our cohort is 14 / 15 average age. It's... although we try having that conversation with young people, at 14 and 15, about work... It's a bit difficult, right? At the site. But we're hoping that we could, although it will still be available to the whole continuum under, you know, seven... under 18. But we're hoping that ECHOES will definitely be able to help some of our 16 to 17-year olds that we expect to come through, that we have to plan for... supervision which will be you know new to us in... in some respects, because even though they could be 17 at the time they were arrested, we could be looking at some 18 or even older that will be in the courtroom. So, I just wanted to let you know that there may be a range of young people that we have to kind of serve. I'm trying to think...</p>
<p>MS. MANNS-NELSON:</p>	<p>I'm going to second that because I think right now, we have two who are getting ready to turn 18. And they all caught up, or they came to us after Raise the Age came into effect.</p>

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MS. WILSON:	So, I mean, that's it. I mean I'm thinking, you know, you might get better use of this time if you've got questions? Anything that wasn't clear, or you'd like us to... you know make...
MS. REINART:	The evidence-based models that you speak of...
MS. PARFREY-SMITH:	<p>Hold on one second. Wait. I'm sorry. Hold on. Before we jump into questions, just one, just one little bit of housekeeping. Since this conference is being recorded, we ask that you use the microphone to ask your question.</p> <p>O.K. [U/I] is setting up, when you ask your question; we ask that you state your name and the organization that you're representing for the record. And please, every time that you come up again to ask a question, please repeat that information so that it is appropriately credited to you.</p>
MS. REINART:	Good morning. My name is Elizabeth Reinart, I work with the Police Athletic League. Uhm my first question is in regards to the evidence-based models in RFP. I know there were some materials mentioned, or folks linked to the evidence-based models. Is there a certain curriculum you want us to follow or will be made available to us?
MS. WILSON:	I don't think there's a specific curriculum, you know, in your It escapes me the... that they submit....
MS. PARFREY-SMITH:	Proposal.
MS. WILSON:	No, the proposal as well as the... I'm so sorry. Just give me a minute. But the proposal as well as when they submit the...

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MS. PARFREY-SMITH:	Your work scope?
MS.WILSON:	Yes. Your work scope. That you'll be able to define what your, your method of approach to the ECHOES program. But there is no specific curriculum.
MS. REINART:	And for the summer component of programming. Can we offset stipends by placing our young people in S.Y.E.P.?
MS.WILSON:	So, and I'm not sure, I defer. But, we have, I don't have any opposition to that. Because then that... we have done that early in 2012, that was one of the ways that we did offset the stipend component. And I don't know of anything that precludes that, but definitely... what we, I guess, what we can say is that... in [U/I] the primary pay-scale? O.K. So, the current pay scale, some of our young people when we originated these contracts, were not 15 dollars an hour, right? So, if you want to raise your, hourly wage, and that's how you can offset and give them [U/I] 15 dollars an hour? By doing that in the summer, then that would definitely...
MS. REINART:	And participant enrollment is staggered? Or will you be sending us 30 young people immediately?
MS.WILSON:	So, because we don't drive that... We don't, we own our front door, but we don't necessarily own our front door. Meaning, we make the matches, it's dependent on the courts volume. So, you can have a slow trickle and then end up with six referrals in one month, or it could be a gradually, of two a month. But we really don't own... It does depend on the volume.

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MS. REINART:	Thank you very much.
MS. NOONAN:	I'm Cara Noonan. I work at the Children's Village. My first question is, so as we understand it, like this, with the stages of the program, we can have like a few kids in the basic stage, a few in the intermediate, a few doing advance. And, we [U/I] we're a little confused as how this will factor into like, budgeting for the stipends like... we were wondering if you had any advice like, how we might approach that?
MS.WILSON:	So, because no one is going... you're not gonna begin with a [U/I] of ten, right? You're gonna have a staggered. You may have some young people that may never reach advanced, right? Where you won't have that elevated stipend or additional hours. That kind of offsets that, along with the people that do... the young people that do make it to advanced. So, when you're planning for it, and doing your budget, know that 100 % of your clientele will not... may not make it all the way through to the program. Additionally, some people, unfortunately, are unsuccessful in the program? Therefore, you might have 12 slots that maybe, may only three of the young people, make it through the program. So, you know, every young person is not... although we would hope, and it would be a problem that we would definitely love to have, if you have budgeting issues at the end because your entire cohort of young people made it to the advanced thing? But it's not something that we've seen in the past. And I hope that I answered that question. But yes, definitely because of the staggered enrollment, as well as the young people who progress at different rates, it may not have such an impact in the budget.
MS NOONAN:	I guess, just what we're thinking is, like, I mean, should...when planning it out for the initial budget, I guess, should we plan, should we act as if all 30 or however many we're planning for are gonna... like, act as if theoretically all 30 are gonna go

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	through the advanced stage just, just in case?
MS. PARFREY-SMITH:	So, I would say that you can, and I mean, if your budget allows it. There is nothing that would say that if you reached a point during the fiscal year that you realized, that's not gonna happen, that you couldn't then, you know, mod the money someplace else, you know, mid-year, or whenever that might happen. I would say the other thing is, as Audrey mentioned, you know we have not historically had a situation where that's happened. And I would say, you know, it's, it might be a good guess to look more at budgeting at the full value for the intermediate stage rather than the advanced, because you'll have some that are under and you'll have some that are over. But again, even if you're.... you know your calculations are off, you always have the mod available to you during the contract year to... to adjust that.
MS.WILSON:	And that was very important, because let's say for instance, you have a small start and you wanna a mod because you want to incentivize other behavior and activities, you could also do that to increase, if you find that you're not utilizing the stipend budget.
MS. NOONAN:	O.K. Uhm. We also noticed that like, uhm, for the summer programming, the advanced group gets like, they each get 420 per week. Um so by then, weren't clear on how much the basic... the kids in the basic and intermediate stages get during the summer.
MS. PARFREY-SMITH:	The same [U/I].
MS. MANNS-NELSON:	Yeah, because they have the same...
MS. PARFREY-	It's the same, it's the same dollar amount for the stipend year-

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SMITH:	round in those stages. It's just that the hours are increased in the summer.
MS. NOONAN:	So, they get the same in the summer that they get the same throughout the school year?
MS. PARFREY-SMITH:	Correct. Yes, correct.
MS. NOONAN:	O.K.
MS. PARFREY-SMITH:	Just, just at the higher number of hours.
MS. NOONAN:	Oh O.K. Thank you.
MS. MOREL:	Good morning. Sophia from CASES. I have a question about the co-locating. So, I know there's two different situations depending on the borough. Um... for Manhattan, we would be in the NeON? Am I understanding that correctly?
MS. MANNS-NELSON:	Yes.
MS. MOREL:	Would we need to... would we assume that our staff would sit there all the time? Or would we need to allot for uh... some occupancy space in our own site? Or how would that work?
MS. WILSON:	I think a combination...
MS. MOREL:	O.K.
MS. WILSON:	Right now, uh... it.... every new point we get a new case, we

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	do expect it to be there, so there's usually a communication of, saying that we're expecting a new case on Tuesday, and you know there is space available for you, at that site. But it's definitely something that a combination of your own space nearby, and space in NeON.
MS. MOREL:	Great and then for the Queens-Brooklyn we were asked to make space for at least three uh... probation officers, life coaches. Uh... would they also do that? They would share, they would be there sometimes and then be at their...
MS. WILSON:	Yes.
MS. MOREL:	O.K. And then just one question about stipends. It's something that our infrastructure should be able to absorb, as far as issuing checks? Or is there some other program that D.O.P. CONNECT, this is not... No, no debit card happening here.
MS. PARFREY-SMITH:	So, no, this program does not utilize D.O.P. CONNECT, so it would be up to your individual organization to decide the method of distributing the stipend. But, just to keep in mind that stipend distribution, just moving forward uh... if you are awarded the contract, there are some requirements for how those stipends are documented, in order for us to be able to reimburse you for it. So, you can also take a look at our fiscal manual, which is on our website for more guidance on that. Or, like I said, you can always submit questions. But just to keep that in mind. It's not necessarily relevant to the proposal but just to know what you're getting yourself into in terms of claiming and being reimbursed then for the stipend. And so, I'm sorry. You could say it, it's up to you. I just wanted to Audrey just raised an important point. Depending on your method for choosing to distribute the stipends, if you do, I know some people put them on payroll, some people issue checks, some people do their own debit cards. Whatever it

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	may be, but just to keep in mind that you should also make allowances for any participants that may be undocumented. If they cannot, then, utilize whatever your main... your main, you know, stipend method that you have alternative arrangements in those cases.
	[Pause 00:33:38 -- 00:33:55]
MS. CLARK:	Good morning Janile Clark from Police Athletic League. I have a few questions but, that, what you just said. Uh... so, undocumented but they would still...get a stipend. Because, I feel like, when we've done stipends, and we do stipends all the time, one of the things that you need is like a Social Security card? So, even if a young person doesn't have a Social Security card...
UNIDENTIFIED MALE:	They should have a city I.D.
MS. WILSON:	A.B.A. They can get the city I.D. However, other people have used gift cards in the way to...
MS. CLARK:	O.K. Thank you. Uhm. So, my other question is, the program manager, I think it says somewhere in there that the program manager is responsible for co-facilitating one of the Saturday groups? Did I get that right? Because usually it's the team leaders that co-facilitate the group with the uh...the P.O. life coach. But I felt like I read... [U/I] know on which page...
MS. MANNS-NELSON:	Yes [U/I] you can make them being used interchangeably, uhm, the program manager, because of how we've been working the program to this point... like, I'm a program manager, I don't go out on Saturdays, unless I have to. I will, but...

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MS. CLARK:	So you don't mean... like, so far the, the agency...
MS. MANNS-NELSON:	So, no.
MS. CLARK:	... the agency staffing, we have a supervisor, and then the program director and then the team leaders. You weren't talking about our staffing co-facilitating. You're saying like the team leader and the probation officer for Saturday?
MS. MANNS-NELSON:	So, I think this is just the case of [U/I]...
MS. PARFREY-SMITH:	Is that correct?
MS. MANNS-NELSON:	The program manager...um... yeah, I think we lifted language for the current contract. The person who is the team leader...
MS. PARFREY-SMITH:	Hold on, hold on.
MS. MANNS-NELSON:	... is the program manager. Yeah.
MS. PARFREY-SMITH:	Just hang on for one second. Let me just...Let me just. So, it would seem that we have a typo in the RFP, which we will correct for you in a written addendum, but I believe what you're referring to is, the RFP states that the pre-team will be uh... co-facilitated by the Program Director and a D.O.P. probation officer. So, we will be correcting that. It does not necessarily need to be the Program Director, I suppose that there are instances where, where in the past, current organizations have done that. It does not necessarily need to be the Program Director though. You could have a team leader, as long as that particular team is covered, correct?

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MS. MANNS-NELSON:	Yes.
MS. PARFREY-SMITH:	O.K.
MS. CLARK:	So, and then there's another part, it might have helped if I gave you the pages, but where it says over the summer, the program director?
MS. MANNS-NELSON:	Yeah.
MS. CLARK:	Is that a typo, too? Like, is that not necessarily...
MS. MANNS-NELSON:	Yeah, you're speaking of the same person. Yes is the same person.
MS. CLARK:	O.K. O.K. So, those could be team leaders, not necessarily for everyone.
MS. PARFREY-SMITH:	Right. So, um... what we were just saying too... like I said, we have... it would seem that what is got written into the RFP is basically what current practice has been for our existing contractors but that does not necessarily reflect the requirement in the program model so it would really be up to your individual program design, who you would designate to co-facilitate the summer or the pre-team, or, or you know or those different phases of the program. But like I said, we will take a look at the section on summer and see if there's anything that needs to be corrected there, but we will be correcting the portion about the pre-team.
MS. CLARK:	Um... with the co-location, it sounds like the person can come as needed, as opposed to having their primary site be at the

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	NeON. Is that true, or no?
MS. WILSON:	That is definitely...the primary site, to be honest, that probably wouldn't work for it to be your primary site but whenever the young people are scheduled to be there, is the expectation that the staff would be there.
MS. CLARK:	And the staff could be a team leader or would it have to be the project director?
MS.WILSON:	We would...I mean, there's a variety of things happened on that day, there's case conferences, so, most likely it would have to be the person supervising the team, along with a person... I mean because it... it...
MS. CLARK:	Because it could conflict with the afternoon schedule?
MS. WILSON:	... can... exactly and depending on what's happening...
MS. MANNS-NELSON:	Well, it's also...remember, we talked about the collaborative piece. Everything here, what we do now, when we build our treatment plan, we use the term circle of care. So, everyone that's going to be involved with that youth and family, needs to be at the table. So, while it's not going to be their primary site, they have to be readily accessible. So, if we call and say we need you, you have to be able to come. That [U/I].
MS. CLARK:	O.K. staffing. Is it three team leaders that we should be looking at? Cause it seems like there could be simultaneously three sets of groups. Like it could be, it could be running intermediate, basic and advanced.

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MS. WILSON:	No.
MS. CLARK:	No? If people are sliding up and down the spectrum.
MS. PARFREY-SMITH:	So, for the pro... uh purposes of the proposal, you should be planning for three. Assuming that you will be running separate stages simultaneously... what Audrey, Olivien and I were just discussing is, the reality of it may end up being different once you are awarded the contract and begin program operations. There may be some flexibility there, but for purposes of the proposal, that should be your plan to show that you're able to cover those three teams or those three stages simultaneously.
MS. CLARK:	Got it. Um... [U/I] one more question. Staff with records. So, you know, D.O.P. is familiar with the whole credible messenger concept. Is D.O.P. adverse to folks hiring or staffing?
MS. PARFREY-SMITH:	No, no. And, I mean it's a citywide requirement that you know, ban the box is you know an important initiative in the city. We just ask that you follow any requirements, they are outlined, I believe in the general information section of the RFP, regarding ban the box, and what that entails in terms of who you interview and how you consider applicants for certain positions and how that, how a prior record might affect their employment. But no, there is no preclusion from hiring individuals with a record.
MS. CLARK:	And career coach? I saw that mentioned as a stat, is that a separate position from the three team leaders and the, the director, and supervisor?
MS. WILSON:	It's not, necessarily.

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MS. PARFREY-SMITH:	Not necessarily, current... you know ... since the hours wouldn't overlap for running the career club or being the career coach and doing the Saturday work activities. It could, you could utilize a staff member who hasn't had the role in the program as well.
MS. CLARK:	And that person would be responsible for like, the externships? So, developing those relationships as well with the external [U/I]...
MS. WILSON:	Yes, through workshops with the young people [U/I] development.
MS. CLARK:	Just a question of outcomes? Have we gotten that...? Like I might have missed it, but is there is it in there? Like, specifically what you guys are looking for in terms of... I know you said it seems like all young people might not necessarily make it through the advanced stage but is there something specific about what we're going to be held to?
MS. PARFREY-SMITH:	So, Audrey will go into that. We'll just double check that, that information is also in the RFP.
MS. WILSON:	So, of course we're looking for the best possible outcome, right? But even the young people that haven't gone onto complete ECHOES, didn't necessarily leave the community, right? They received another option. So ECHOES is doing pretty well right now, right? I think we have 70% completion rate at the time. So, we would definitely wanna keep with... you know keep with what we're doing now. And I think, you know, with the partnership... because the cases are challenging. Uh... you know [U/I], young people, the rest of them, placements are super...I mean, I remember 1,600 placements a year. We are down below three, two. Actually,

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	the last look, we were below 200. So, but the best possible outcome... [U/I] and I hate to say... I hate to mention rearrests in placement, because that's not, that's not realistic, right? In terms of... because our young people could be doing well in the program and either of us could be painted, rearrested, but hopefully we'll be able to deter it uh... you know further, to make good behavior.
MS. MOLINA:	Good morning ladies. My name is Jasmaire, I'm from Argus Community. Uh... maybe I missed something, but I just wanted a little clarity. Can your participants be placed from the organization directly, or do you guys refer uh... participants, or can it be both?
MS. WILSON:	Got it. No, it's...I'm so sorry. It's D.O.P. only referrals. And it would be young people who are currently before the Family Court and received the disposition of ECHOES by a judge.
MS. MOLINA:	O.K.
MS. WILSON:	So, only those will.
MS. MOLINA:	O.K. Thank you.
MR. STUKES:	Lawrence Stukes Fedcap. Um... if the participants do not complete the um... advanced stage, what else are some of the alternate options?
MS. WILSON:	When you say, does not completed [U/I]?
MR. STUKES:	But say, say something, yes some of them, they don't complete the whole program, into intermediate and... what are some of the other options if they don't get to the internship

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	program?
MS. WILSON:	We never give up. They stay in the program where we steadily work with them to get them to advanced. The only way would be if they ended up back um... in front of a judge and they they've vacated their um... their disposition to ECHOES, but as long as they're in the ECHOES program, we keep playing and working and hoping that they can achieve advanced level status.
MR. STUKES:	O.K., one more thing. Um... if they do go back in front of a judge, is there opportunity for them to be re-placed back into the ECHOES program?
MS. WILSON:	Absolutely. Sometimes we would file technical violations that could get a young person before court or they could be re-arrested, end up in court and could be doing well with ECHOES that the, um... the new um... judge could also say um... continue with ECHOES.
MR. STUKES:	Thank you very much.
MS. NOONAN:	Hello, I'm Cara Noonan, Children's Village. So, based on the contract start date of April 2020, how do you expect the roll out of this program to look. Cause, we're especially curious, considering that summer... at that point summer will be coming before too long and then the programming... Like, like the summer program will need to... like we'll be starting, I guess, with the school year programming and shifting soon into summer programming. So, I guess, like, like I said how you expect the startup to look?
MS. WILSON:	Uhm. I can't, properly answer that. But we don't expect to close enrollment. Correct? So, they may be young people who are currently in ECHOES that may transition into your

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	organization and then, you would steadily receive new referrals at that point. So, we expect it to be a full operation ready to handle young people at all three stages. Because you may inherit those from um... the previous provider, if that happens.
MS. NOONAN:	O.K. Thank you.
MS. PARFREY-SMITH:	I would just add, just to keep in mind. It is in existence; it is an existing program. And because of the nature of the program, in terms of the role of the court, and how that affects a person's time on probation, just to keep in mind, it isn't a program that we can sort of like ramp down and then ramp up. You're gonna kind of have to hit the ground running as of April first, to take on, you know whoever may be, you know continuing in the program or may be, you know, at the door ready to come in. But we will do our best of course to work through a seamless transition with any providers once they're awarded.
JACKSON:	Good morning.
MS. MANNS-NELSON:	Hi, good morning.
JACKSON:	I am Jackson, Children's Village. The position of programming, does it have to be a full-time position?
MS. PARFREY-SMITH:	Do you mean for the, for the program director?
JACKSON:	No, program... yeah, program director.
MS. PARFREY-	Yeah, program director.

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SMITH:	
MS. WILSON:	We discussed that.... yes that is full-time.
MS. PARFREY-SMITH:	Yes, that should be full-time.
JACKSON:	O.K. Just wondering because sometimes we're, you know, able to split time. O.K. all right, great. Thank you. And I'm sorry...
MS. WILSON:	No problem.
JACKSON:	The number of weeks the stipend is distributed. Is it a hard 30 weeks?
MS. WILSON:	It's not, it de... it's not a hard 30 weeks.
JACKSON:	O.K.
MS. WILSON:	Cause if the young person remains in the program, and goes back to basic, you start over.
JACKSON:	Exactly, right.
MS. WILSON:	Yeah.
JACKSON:	Because we have young people that, you know kind of drop out for a little and come back. O.K.
MS. WILSON:	Yes.

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JACKSON:	Perfect. Thank you.
MS. PARFREY-SMITH:	Do you have any other questions? I'll leave it for a minute, just in case anybody's on the fence.
	[Pause 00:49:00 – 00:49:35]
MS. PARFREY-SMITH:	O.K. Thank you very much everybody for coming. We look forward to seeing your proposals on the 13 th . And again, if you have any questions, please don't hesitate to reach out using that ACCO@probation.nyc.gov email. Take care everybody have a good day.
UNIDENTIFIED MALE:	Thank you.
	[END OF RECORDING]