

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT  
COMPASS EXPLORE PRE-PROPOSAL CONFERENCE  
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2 Lafayette Street  
Room 1412  
New York, New York

December 18, 2015  
2:00 p.m.

TRANSCRIPT OF PROCEEDINGS

Reported By:

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COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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A P P E A R A N C E S:  
(in alphabetic order)

KEITH BUNCH - Assistant Deputy Agency Chief  
Contracting Officer, Department Of Youth & Community  
Development

MICHAEL DOGAN - Assistant Commissioner (Program  
Overview), COMPASS

ROBERT FRENZEL-BERRA - Director of Planning, Research  
and Program Development, Department Of Youth &  
Community Development

NINA HERMAN - Health & Human Services Accelerator

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

MR. BUNCH: Good afternoon, everyone. I guess we'll start. On behalf of Commissioner Chong, I would like to welcome you to the Department of Youth and Community Development's Pre-Proposal Conference for COMPASS Explore. My name is Keith Bunch, Assistant Deputy Agency Chief Contracting Officer. I come from the Procurement Unit here at DYCD.

I guess I'll start with our agenda for today. We have our welcome timeline. We have proposal expectations and instructions, pre-qualifying and proposal submission, that piece will be done by HHS Accelerator. We also have program expectations, that will be done by COMPASS. We have post award requirements, some important notes there. And at the very end we'll have a Q and A segment.

All right, at this time I would like introduce our panel. To my right we have, from HHS Accelerator, Ms. Nina Herman. We also have, from COMPASS, Michael Dogan; he's the Assistant

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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1 Proceedings

2 Commissioner. He will be going over the  
3 program overview. In addition to Nina, he  
4 will also be available for questions. We  
5 also have, from Planning, Research and  
6 Program Development, he's the Director,  
7 Robert Frenzel-Berra. He will be  
8 available at the end for questions.

9 So I just want to go over some  
10 important things for the RFP timeline.  
11 The due date for this RFP is January 12,  
12 2016 at 2:00 p.m. in the HHS Accelerator  
13 System. Please note, DYCD will not be  
14 accepting any hard copies of the  
15 proposals. In order to respond to the  
16 RFP, you must be pre-qualified in the HHS  
17 Accelerator System. Please note, once  
18 again, the proposal due date is  
19 January 12, 2016 at 2:00 p.m. in the HHS  
20 Accelerator System. Proposals submitted  
21 after this date will not be accepted.

22 DYCD anticipates that these  
23 awards will be announced in the spring.  
24 Notification of the award selections will  
25 be done in the HHS Accelerator System.

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

The anticipated contract term will be from July 1, 2016 to June 30, 2019.

If you still have questions after this pre-proposal conference, you may e-mail DYCD at [rfpquestions@dycd.nyc.gov](mailto:rfpquestions@dycd.nyc.gov). Please note, in order to ensure timely responses, all questions must be received no later than January 4, 2016.

I just want to go over some brief proposal expectations and instructions. For some of the required documents, we have the Structured Proposal Form, we have the School Linkage Agreement, Proposer's Organizational Chart, Proposal Budget Summary, Doing Businesses Data Form, and resumes for the program director, or job description if not yet identified.

Then when you submit your proposal and when it's evaluated, we evaluate it based on four different criteria. As you see on the slides, the first is organizational experience; you

1 Proceedings

2 can receive up to 25 points. We also have  
3 staffing, where you can receive up to 25  
4 points. We also have program design; you  
5 can receive up to 45 points. And we have  
6 budget management; you can receive five  
7 points.

8 At this time -- before we  
9 welcome Nina Herman, I ask that if you  
10 have any questions that you please hold  
11 your questions until the end of the panel  
12 presentation. We will have a Q and A  
13 session available for you if you have any  
14 questions and need any further  
15 clarification.

16 All right, at this time we have  
17 Nina Herman from HHS Accelerator. She  
18 will be going over pre-qualifying and  
19 proposal submission.

20 MS. HERMAN: Hi. Good  
21 afternoon. My name is Nina Herman and I  
22 work at HHS Accelerator in the Mayor's  
23 Office of Operations. Accelerator is a  
24 system you'll be using to submit  
25 proposals.

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

Just some brief background on the system, HHS Accelerator was created to streamline the procurement process. Agencies publish Health and Human Service RFPs through HHS Accelerator and providers submit proposals through Accelerator by the proposal due date and time. Pre-qualified providers approved for relevant services are eligible to propose and can submit once the RFP has been released.

If you have questions regarding the use of the system, you can reach out to our help desk. It's [info@hhsaccelerator.nyc.gov](mailto:info@hhsaccelerator.nyc.gov). We monitor that help desk business hours, Monday to Friday, so please feel free to reach out.

Before I get into the slide, just by a show of hands can you raise your hand if you were able to access the RFP through the system?

(Whereupon, various attendees raise their hands.)

MS. HERMAN: Excellent. Okay,

1 Proceedings

2 thank you.

3 So Accelerator has four modules.  
4 We have the document vault, which is a  
5 private electronic filing cabinet. We  
6 have the pre-qualification application,  
7 which consists of the business application  
8 and at least one service application.  
9 I'll speak of that in a bit more detail in  
10 a moment. We have procurements, so  
11 agencies release the procurements through  
12 HHS Accelerator. And then we have  
13 financials. We have agencies that  
14 participate in the financials module and  
15 manage contracts, budgets, invoices and  
16 payments through our system.

17 When you first log in you'll  
18 come to the home page, which looks like  
19 this (indicating). To call your tasks  
20 forward you will click on the green  
21 refresh button, which is on the top right  
22 of the different dashboards on your home  
23 page. We operate on a tab-based system,  
24 so you can go click on the different tabs  
25 to access the different areas of our

1 Proceedings

2 system. To access the HHS Accelerator  
3 application you can click on the  
4 applications tab.

5 Getting pre-qualified is  
6 required before you'll be eligible to  
7 compete for funding opportunities through  
8 HHS Accelerator. It consists of  
9 submitting a business application and at  
10 least one service application. We ask, in  
11 the business application, for you to  
12 establish your corporate identity. We ask  
13 you about tax filings, boards and  
14 policies, and a service application is  
15 establishing a track record of services to  
16 New Yorkers.

17 Once it's submitted and approved  
18 by our team, you will be pre-qualified and  
19 then you are ready to compete for funding.  
20 From your home page you can click on the  
21 procurements tab and that will take you to  
22 the procurements roadmap. So this is  
23 where you will see a list of all the  
24 procurements in our system. There's a lot  
25 of columns here, but the one I want to

1 Proceedings

2 highlight is provider status. This is  
3 your organization status in relationship  
4 to that procurement. If it says "eligible  
5 to propose," that means you're eligible to  
6 propose for that opportunity, and if you  
7 see "service app required," you'll need to  
8 submit and be approved in an additional  
9 service in order to be eligible to propose  
10 for that opportunity.

11 When you identify the  
12 opportunity you want to read about, you'll  
13 click on the title and that will take you  
14 to the procurement summary tab. So you'll  
15 see a description of the procurement as  
16 well as important dates and funding  
17 amounts here (indicating).

18 And the next tab is the services  
19 and providers tab. You'll see a list of  
20 selected services. You'll have to be  
21 pre-qualified in at least one in order to  
22 be eligible to propose. The list at the  
23 bottom, where it says, "show providers  
24 approved for different services," that's a  
25 way that we use our system's data to be

1 Proceedings

2 helpful if you're interested in  
3 subcontracting. So you can click on the  
4 name of another provider and get the  
5 contact information. I just want to  
6 highlight that this list does not mean  
7 that that organization is interested in  
8 collaborating or subcontracting. It's  
9 just a list of approved providers in those  
10 services.

11 Those first two tabs I just  
12 mentioned are viewable by all providers,  
13 even before the RFP has been released, to  
14 help you plan ahead. The last two tabs  
15 are only viewable by eligible providers  
16 once the RFP has been released. So this  
17 RFP documents tab is where the RFP lives,  
18 as well as any addenda that are released.  
19 You'll click on the title of the document  
20 to view it on your screen and then you can  
21 print or save it to your computer.

22 The next tab is the proposal  
23 summary tab, and when you're ready, you  
24 can click on the button "add new proposal"  
25 to get started. Once you click "add new

1 Proceedings

2 proposal," you'll come to proposal details  
3 tab. Everything with a red asterisk is  
4 required to be filled out before you can  
5 save all the information on this page.  
6 Keep that in mind in terms of your  
7 work flow. Just be ready to complete  
8 everything when you come to this tab, so  
9 maybe look at it ahead of time, see what  
10 questions are being asked and prepare it.

11 For competition pool, you'll  
12 read the RFP document for instructions on  
13 how to select the appropriate competition  
14 pool for your organization. There's also  
15 a button on the bottom right, "add site,"  
16 we're asking for an address from you, so  
17 be sure to fill that out.

18 The next tab is the proposal  
19 documents tab. This is where you upload  
20 the proposal documents and you'll find  
21 instructions on completing those proposal  
22 documents in the RFP. You will not be  
23 able to submit your proposal until all the  
24 documents are uploaded, all the required  
25 documents are uploaded.

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Proceedings

The next tab is submit proposal tab. Only level-two users are able to submit proposals on behalf of an organization, so keep that in mind if you are the person asked to submit, make sure you have the appropriate permissions. You'll check off the boxes at the bottom, you'll enter in your user name and password, which acts as an E-signature, and then you can click "submit proposal." We recommend submitting 24 hours in advance of the due date.

You will have several indications that you've successfully submitted. You'll have this green bar across your screen (indicating). You will also receive an e-mail notification saying you successfully submitted. And then you can always come to this proposal summary tab and check your status. If it says "submitted," then you know you've successfully submitted. If it says "draft," that means that the proposal is still with you, the Agency cannot see it

1 Proceedings

2 and it needs to be submitted.

3 If you do submit early and want  
4 to make any updates or changes, you can do  
5 that. A level-two user can come to this  
6 tab and in the actions drop-down you can  
7 select "retract proposal." You'll see the  
8 status go from "submitted" back to  
9 "draft," and you can make any updates or  
10 upload any new documents that you like.  
11 It's really important to remember to  
12 resubmit before the due date and time.

13 Our website is  
14 [nyc.gov/hhsaccelerator](http://nyc.gov/hhsaccelerator). We have really  
15 useful resources on this website. If you  
16 click on the help tab, you'll first come  
17 to our trainings page. We have webinars  
18 and in-person trainings to help facilitate  
19 these processes, and we also have guides  
20 and videos. The guides have screenshots  
21 and step-by-step instructions on all  
22 different tasks in our system and we have  
23 videos with no audio, it's just someone  
24 clicking through the different tasks.  
25 Then lastly, you have our help desk e-mail

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

15

1 Proceedings

2 if you have any questions that were not  
3 answered by our website.

4 Thank you.

5 Oh, and questions, you can ask  
6 myself and my colleague, Kena, at the end.  
7 We'll be hanging out and available for  
8 questions. Thank you.

9 MR. BUNCH: Thank you, Nina.

10 All right, at this time we'll  
11 have Michael Dogan from COMPASS. He'll go  
12 over the program overview.

13 MR. DOGAN: Hello. Good  
14 afternoon, everyone.

15 THE AUDIENCE: Good afternoon.

16 MR. DOGAN: Happy Friday. We  
17 had some technical challenges in the first  
18 PPC, which was no microphone, so I'm used  
19 to addressing the back of the house  
20 without it. I'm going to have to find a  
21 happy medium.

22 UNIDENTIFIED SPEAKER: Can you  
23 turn it down? It's distorting what you're  
24 saying. It's very loud.

25 MR. DOGAN: Okay. I'd almost

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

16

1 Proceedings

2 rather go, kind of, without it, but we'll  
3 figure out a happy medium.

4 My name is Mike Dogan. I'm the  
5 Assistant Commissioner for COMPASS  
6 Programs, and I'll give a little bit of  
7 story as to how we're here today and what  
8 Explore is in particular and why we're  
9 called COMPASS as opposed to, say, OST.

10 So I'll start over again. Is  
11 this okay?

12 MR. BUNCH: Is that better?

13 UNIDENTIFIED SPEAKER: I don't  
14 think it's on at all now, but it's still  
15 better.

16 MR. DOGAN: Is this okay?

17 THE AUDIENCE: Yes.

18 MR. DOGAN: My name is Mike  
19 Dogan. We did all this without any  
20 PowerPoint or microphones in the last one,  
21 so I'm going to have to do a little bit of  
22 adaptation so you can see why we like to  
23 think about building skills, flexibility  
24 and adaptability for our young people. So  
25 here we're at it again today.

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Proceedings

What I'm going to do is I'm going to describe a little bit about COMPASS. I'm going to describe a little bit about the history of OST, what you should understand about Explore uniquely within this, and understand the history of Explore. You can see in HHS Accelerator that it references Option 2. So I'm going to go back all the way to 2005, that RFP that kicked off OST called Out-of-School Time, and why we're here today.

Back in 2005, the City took district funding streams and created Out-of-School Time, and that's been our presence publicly for a decade. We recognized that places even in Missoula, Montana called their after-school programs OST. Great, we're all part of a national out-of-school time movement; proud to have that happen. The question is: What does that mean about us in particular as well?

So what we did in the advent of this new administration, we branded ourselves. OST is now COMPASS, and

1 Proceedings

2 COMPASS is the following: It is a  
3 comprehensive after-school system of New  
4 York City. It includes our elementary  
5 programs, Monday through Friday, from  
6 3 o'clock to 6 o'clock, with a summer camp  
7 component and serving working families  
8 even during days such as holidays when  
9 schools are not in session. It includes  
10 the signature Mayor's initiative, Mayor de  
11 Blasio's initiative, for middle school  
12 students called SONYC, Schools Out in New  
13 York City. That is every middle school --  
14 not to be too ambitious -- but every  
15 middle school student in the City of New  
16 York can have access to an after-school  
17 program.

18 That is ambitious. Almost every  
19 single public school has a SONYC program.  
20 The program design is fairly intensive.  
21 It's Monday through Friday from 3 o'clock  
22 to 6 o'clock. It's a heavy dosage program  
23 of 540 hours. We know there's many needs  
24 and we try to serve them in those places.

25 We also have a transition to

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Proceedings

high school program serving ninth grade students, making sure that they are connected to school, school culture, that they're engaged in matriculating successfully to tenth grade.

We also this year have, as part of our family, we've welcomed new pilot programs for programs in detention and non-detention facilities as well. So we're proud to bring those places into our overall portfolio of programs.

We also have something called Option 2, which is us, and part of why we're here in this room. Option 2 began in 2005 with a couple of recognitions. It started with the impulse that we know, all those things that happened, 540 hours over the course of the year and as part of a larger school-aged childcare program and initiative, are not for everybody. There are organizations doing different work, there are different needs in different communities, and so the dosage doesn't need to be as manifest largely for 540

1 Proceedings

2 hours and that there are particular skills  
3 that programs want to develop in young  
4 people. It allows them to go deeper, to  
5 build skills.

6 And so, that was the nature of  
7 the Option 2. It also afforded a lot more  
8 flexibility in terms of program design,  
9 components, when to start, what needed --  
10 depending upon the seasonal nature of the  
11 programs that people wanted to be able to  
12 put together. And it allowed them to go  
13 deeper under certain content areas.

14 So that's the history of  
15 Option 2 at large, and many of those  
16 values are carried over in this COMPASS  
17 Explore program. What Option 2 had back  
18 in 2005 is -- I'll tell you a little bit  
19 about what it is not. It is not a  
20 public-private program. In 2005 we  
21 required a 30 percent private match. You  
22 will see in this RFP there is no language  
23 whatsoever referencing a private match.

24 The RFP in 2005 listed four  
25 weeks for 160 hours over the course of the

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Proceedings

fiscal year. This RFP lists four weeks minimum for 150 hours over the course of the fiscal year.

In 2005, there was a price per participant of \$600, which is what we gave to programs. The price per participant under this model is \$1,000 per participant. And we'll talk through some extra slides a little bit more about what that looks like, but I wanted to introduce you a little bit to Explore and to COMPASS in particular as well.

Program goals -- and they're written out in the RFP, but I want to spend -- your program designs can be manifest. It can be completely different.

You can have a soccer program. You could have -- I don't want to list all the different types of programs you can have, but whatever your type of program in your community wants, it has to meet these goals (indicating), and in particular, I want to draw out for everybody support, exploration of interest, skill building,

1 Proceedings

2 projects and creativity is a hallmark of  
3 some of these successes that we want to  
4 see embedded in any of these programs. A  
5 question could come up about homework  
6 help, I would ask rationally if -- or  
7 reasonably, if homework help is part of a  
8 large -- if that meets one of these  
9 particular categories.

10 In 2005, we had programs that  
11 participated with us receive contracts for  
12 LGBTQ programs uniquely in hold. So  
13 they've always been a part of our  
14 universe. They've always been a part of  
15 our programming family. We've always been  
16 able, even glad, to have them use service  
17 providers to serve that cohort of youth  
18 uniquely.

19 What we've done here, and for  
20 youth with special needs, is we've  
21 uniquely carved out a special funding to  
22 ensure that these programs have an  
23 opportunity to be funded. This is the  
24 first time since I've been here in ten  
25 years that we are carving out directly, in

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Proceedings

our point of view, to serve these programs uniquely and distinctly. They've always been a part of our family, we just wanted to ensure that they were funded.

Now, their program models need to depend upon the needs of those students, right? But the same goals that we talked about are true for everybody. The previous sizes, the same sense of project-building skills and developing creativity, those modalities, those goals play through each one of these three service options.

The funding we talked about briefly, as well. We've limited the maximum amount of participants that any one program can serve. I will be more candid. In some of the programs, we've had five, six hundred participants that people applied for and then we would spend an awful lot of time with corrective action plans trying to address how on earth are you going to find another three hundred kids to serve. And that's not --

1 Proceedings

2 we need to be as impactful as we can and  
3 as broadly manifest throughout as many  
4 communities as we can. We'd love to be at  
5 five hundred, six, every place in the  
6 City, but that's not reasonable or  
7 rational, so we're limiting the program  
8 size and scope to what we think is a  
9 number that will be workable for most  
10 program sizes.

11 You can see here that we have  
12 not listed a price per participant for the  
13 program with youth with disabilities.  
14 That will be a program design question  
15 depending upon the ratio for that special  
16 needs program, and so we ask the proposer  
17 to tell us what that price per participant  
18 and what that cost model will look like.

19 So I want to talk a little bit  
20 more about the program design and  
21 features. It's most intended to kind of  
22 go deeper under certain subject areas.  
23 Now, that doesn't mean that it's just one  
24 type of activity, right? It could have,  
25 like, a theater arts program where your

Proceedings

1  
2 goal is to put up a play at the end of the  
3 year, right? You have technical  
4 rehearsals, you could have people learning  
5 the electrical skills, you could have  
6 costume designers all part of that  
7 project. I mean, different activities for  
8 different young people within that cohort.  
9 But I want to draw out that the minimum  
10 program time is four weeks in this  
11 modality. The minimum amount of hours for  
12 each of the participants is 150 hours. So  
13 our goal is the expectation that 150  
14 hours -- that each participant receives  
15 150 hours.

16 I'll talk about the rate of  
17 participation a little bit later on. But,  
18 we can also say that hours, these programs  
19 can run on cycles. I'll give an example.  
20 Let's say you want to serve 50 students  
21 over the course of the year. You may have  
22 in the first semester a group of 25  
23 participants. That cohort of 25  
24 participants would still need to get 150  
25 hours. You could have a fall program as

1 Proceedings

2 well, 25 students, 150 hours. The goal is  
3 all of your contracted participants, we  
4 want to serve 50, each of those 50 we need  
5 to work on getting 150 hours over the  
6 course of the year. It is not, for  
7 example, an opportunity to propose for 75  
8 or 25 kids to go through a cycle and then  
9 those same 25 kids go through another  
10 cycle and then those same 25 kids go  
11 through another cycle, each adding 150.  
12 That is not our expectation. The  
13 expectation is, in this case, that 75  
14 students over the course of the year would  
15 reach 150 hours.

16 So I put this chart in here  
17 particularly because I continue to want to  
18 value the idea of project-based programs  
19 and what one should expect to see in  
20 thinking about defining what's successful  
21 in a clearly defined project. There's  
22 goal setting, and frankly, the young  
23 people need to be a part of that goal  
24 setting, what the names of those projects  
25 are and what they want to get done.

1 Proceedings

2 That's still a hallmark of what it is we  
3 want to see done as youth development  
4 specialists. The kids have input into  
5 what that planning process is and that  
6 there's problem solving for them. There's  
7 active learning where they're engaged  
8 routinely as a part of the solution  
9 making. There's collaboration amongst  
10 peers and working with adults to be able  
11 to have meaningful activities and critical  
12 thinking, critical thinking for  
13 21st Century skills.

14 The RFP listed inaccurately --  
15 which we'll address -- the ratio for  
16 students. So I'll just talk briefly about  
17 this. This slide is correct (indicating).  
18 So programs serving 9 and younger would  
19 have a staff-to-participant ratio of  
20 one-to-ten. Children ages 10 and older  
21 would be to one-to-fifteen. This is exact  
22 and commiserate with the State Office of  
23 Children and Family Services school-aged  
24 childcare guidelines for ratios. It is  
25 what the larger universe knows to be

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Proceedings

effective in terms of safety otherwise.  
It was an error. It is not our intention  
to offer a higher standard than what's  
already in place.

You should also understand in  
the way about thinking about ratio,  
because this goes to what staff and how  
many you will hire, is that if you have a  
group of 9- and 10-years-olds, these  
ratios are true for the youngest child in  
the group. So I want -- even though we  
are not requiring school-aged childcare  
licensing in this initiative because its  
single focus, single purpose of such, I do  
want to commit that these ratios are still  
the same.

I just want to talk briefly  
about the rate of participation, and I'll  
probably draw this out in a different  
slide. Why we say fully enrolled by the  
end of the fiscal year is because of what  
I mentioned earlier about cycles. For  
most of our programs, we want to see  
evidence of full enrollment as soon as

1 Proceedings

2 possible. So, most typically, that  
3 program would want to be fully enrolled by  
4 October. It makes sense. We want to see  
5 evidence of effective programming as soon  
6 as possible. But, since we know these  
7 programs in particular may operate -- they  
8 may not start until January or February of  
9 next year, right, there's no clear way for  
10 us to be able to have a point in time to  
11 be fully enrolled, but the need for  
12 programs to demonstrate that they are  
13 fully enrolled. You propose for 75, that  
14 is true that you would enroll and have  
15 maintained enrollment for 75 kids to that  
16 course of that program period.

17 Again, a four-week minimum. So  
18 that could happen in the summertime. It  
19 could be in intensive services during the  
20 summertime as well.

21 I'm not a math major. I don't  
22 know how many math majors there are in the  
23 field of youth development, but we'll  
24 pretend we all are for a second. I'm  
25 drawing this out for a program with a

1 Proceedings

2 hypothetical of 100 slots so you could  
3 understand what this looks like. It's  
4 really the 150 hours by the amount of  
5 contracted kids in your program. That is  
6 your denominator. The rate of  
7 participation is nothing but a fraction, a  
8 numerator and a denominator. Every  
9 program that has 100 kids will have this  
10 exact same denominator (indicating). What  
11 makes the numerator is the amount of hours  
12 your kids that you've enrolled participate  
13 in your programs.

14 And so, one way to think about  
15 that is any young person, to be minimally  
16 successful in your program, would need 105  
17 hours, right? Out of the 150, that would  
18 be 70 percent of the 150 hours. It's  
19 calculated by program, right, so it's  
20 cumulative by the program. And you can  
21 also think about it this way, if you have  
22 a young person who leaves and moves to  
23 Ohio, you can backfill that slot. So if  
24 that young person gets five hours, they  
25 participate in the program, you can

1 Proceedings

2 backfill that slot with another  
3 participant and that new participant can  
4 get 150 hours, and the hours contributed  
5 by the participant who later moved to  
6 Ohio, those hours would count towards that  
7 too.

8 You should know that we cap the  
9 amount of hours that any one participant  
10 gets at 150. You wouldn't want a program  
11 with 75 kids to have two programs  
12 getting -- I'll just make up a number --  
13 three gazillion hours to meet your rate of  
14 participation, right? Our goal is to go  
15 deeper with as much of the cohort as we  
16 can, 75 participants getting 150 hours.

17 I'll talk briefly about the  
18 addendum, because people had been asking  
19 questions about programs that were  
20 co-located either in Beacon sites or  
21 cornerstone sites or SONYC sites and to  
22 what that, kind of, meant. I expect there  
23 will be more questions after I do this  
24 presentation here, but I'll give you an  
25 idea. Our portfolio currently exists of

1 Proceedings

2 programs in detention facilities. They're  
3 in NYCHA facilities. We have programs  
4 right now that are in Beacon sites. We  
5 are not precluding those sites for this  
6 initiative, all right? So those people  
7 who were in those sites in the past can  
8 see those still. What we want to draw out  
9 is that they are unique and distinct on  
10 features of a new program. They are not  
11 add-on components.

12 So I'll give you an example of  
13 what we don't want to see. It is not that  
14 you're running a SONYC program or a  
15 COMPASS program and would like to offer a  
16 karate class in the middle of that. That  
17 is not what we're looking to see. It is  
18 not an additional component to a currently  
19 existing program for which one could see a  
20 young person receiving two different  
21 funding sources for the same program at  
22 the same time, also sometimes called  
23 double-dipping. This is precisely what we  
24 want to, kind of, avoid.

25 We want to be able to bring

1 Proceedings

2 deeper enrichment. I'm also to say that  
3 this is not the same that a young  
4 person -- a young person can be a SONYC  
5 participant, can be a Beacon participant  
6 and be an Explore participant.

7 So let me let you know what I'm  
8 thinking in my head. In a COMPASS  
9 Monday-through-Friday after-school program  
10 doing a variety of different kinds of  
11 activities and then you go to your  
12 neighborhood and you have a Saturday  
13 soccer program or step-it-up program and  
14 then you go to, later on that afternoon,  
15 an Explore program, where you're building  
16 model rockets. Wouldn't that be awesome  
17 for the young person? That's why we don't  
18 want to preclude that, but that's on our  
19 mind about the separateness and  
20 distinctiveness of what it is that we want  
21 to see.

22 It is not just an additional  
23 feature of a currently existing SONYC,  
24 Beacon, or COMPASS program, right? But we  
25 understand that there is an

1 Proceedings

2 infrastructure, an administration  
3 infrastructure, that happens in these  
4 places that you may want to include to go  
5 deeper to do unique projects, such is the  
6 scope of what we want to do with Explore.

7 So I wanted so share with you  
8 the intentionality of what we intended to  
9 do. And so, I'm sure there's going to be  
10 more questions at the end, but thank you  
11 for sticking with us late on a Friday  
12 afternoon. So, thank you.

13 MR. BUNCH: Thanks, Mike.

14 I just want to go over some post  
15 award requirements. First, we have the  
16 public assistance hiring commitment rider.  
17 We also have some general information and  
18 regulatory requirements. I just want to  
19 touch on the responsibility determination.  
20 We at DYCD stress the importance of  
21 finding all awarded vendors responsible  
22 through our responsibility determination.  
23 Therefore, please make sure your VENDEX  
24 filings are up-to-date, your charities  
25 filings are current and make sure that any

1 Proceedings

2 outstanding liens or adverse information  
3 has been addressed.

4 And one other note, we have the  
5 Notice for Proposer Subcontractor  
6 Compliance. I just want to give further  
7 explanation on this. So all  
8 subcontractors and subcontracts are  
9 subject to DYCD approval before any  
10 expenses are incurred or any payments are  
11 made to them by the prime contractor and  
12 must be reported using the Payee  
13 Information Portal, also known as P-I-P,  
14 or PIP. Therefore, it is important to  
15 identify all subcontractors as soon as  
16 possible.

17 All right. At this time, if you  
18 have any questions, we're going have our Q  
19 and A session. Anyone who wishes to ask a  
20 question or if you need further  
21 clarification, please line up in front of  
22 this microphone. Please be sure to state  
23 your name and your agency and reference  
24 the page of the RFP that pertains to your  
25 question. So if you have any questions,

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

36

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Proceedings

please feel free to line up by this  
microphone.

MS. BRUCE: Hi. I'm Dorothy. I  
work for the Boy Scouts, and I actually  
had two quick questions.

The first question, I'm looking  
at the budget and I'm just wondering,  
since it's a three-year contract, whether  
we would fill in costs for just one year  
or three years? Just a housekeeping  
question.

MR. DOGAN: You would fill out a  
budget for one year.

So the question was: For this  
proposal for which it's a multiple-year  
award, should the budget be filled out for  
one year or three years, and the answer is  
one year.

MS. BRUCE: Okay.

And then the second question is:  
I saw that it says that for each year you  
have to have a separate application, so my  
question is, if you have the same program  
at a couple of different schools, do you

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

need separate applications or just  
separate linkage agreements?

MR. DOGAN: We would require  
separate applications for each, or  
applications for each of the locations  
with agreements for each of those  
locations.

MS. BRUCE: Great. Thank you.

MS. SIMMONS: Hello, my name is  
Chiniqua. I'm from the Boy Scouts as  
well.

I have a question off of  
page thirty-one. We are not part of the  
Beacon, SONYC, or cornerstone programs,  
but we do have an existing program but it  
has not been funded by the DYCD. Would  
this meet the requirements?

MR. DOGAN: Yes. So current  
existing programs that are not funded by  
DYCD could be funded by this initiative.

MS. SIMMONS: Thank you.

MS. THEVENOT: Good afternoon.  
Yvonne Thevenot, Harlem Commonwealth.

Two questions, if that's okay.

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Proceedings

I want to find out if a public school partnership is required or could we partner with community-based organization?

MR. DOGAN: It is not required to partner with a public school. A program can partner with -- we can be anywhere. We're not prohibiting partnerships.

MS. THEVENOT: Okay. Great.

And then the second question is: Could I, as a contractor, apply to two different sites? Say, if I wanted to offer two different programs with two different linkages, is that permissible?

MR. DOGAN: Each location in this case should have its own proposal.

MS. THEVENOT: Okay. So I can have two proposals?

MR. DOGAN: Yes.

MS. THEVENOT: Thank you.

MR. DOGAN: We're not limiting the amount of proposals.

MS. THEVENOT: Okay, understood.  
Thank you.

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

MS. HOLLOWAY: Hi. Oma  
Holloway, New York City Coalition of  
Community Charter Schools.

I would like to know if charter  
schools are eligible to apply for this  
proposal?

MR. DOGAN: To be a requirement,  
a nonprofit, a qualified not-for-profit  
can be a proposer. A charter school can,  
if that's true for that charter school.

MS. HOLLOWAY: Right.

MR. DOGAN: If a charter school  
is also a qualified not-for-profit, they  
could propose. It is also an appropriate  
location for services.

MS. HOLLOWAY: Great.

Thank you.

MS. CRAIG: Hello. Gretchen  
Craig from YMCA of Greater New York.

Our questions are about the  
LGBTQ. I was a little confused, because  
in the PowerPoint it says borough-based  
competition and in the RFP it said one  
citywide competition. So we wanted to

1 Proceedings

2 clarify that.

3 And we also, because of the  
4 nature of our programs, we were wondering  
5 if it were a citywide competition, could  
6 it be centrally managed but have -- but be  
7 pulling young people at different  
8 locations? I don't know if that makes  
9 sense. Like, we would be in line as an  
10 association, but managing separate clubs  
11 doing a same format.

12 MR. DOGAN: So my -- and I  
13 apologize, my slide was incorrect. It is  
14 not one borough-based competition, it is  
15 one citywide competition, as in the RFP.  
16 We are not -- it's not one proposal for  
17 multiple locations, it's proposals for one  
18 location.

19 MS. CRAIG: Okay.

20 And just going back to that, one  
21 of the program models we were considering  
22 would be an LGBTQ summer camp in the City,  
23 which, again, would be one location and  
24 could serve 100 kids. So is that a  
25 program model you would be open to if it's

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

meeting all the other criteria or is...

MR. DOGAN: Yes, it needs to meet the minimum criteria in the RFP.

MS. CRAIG: Okay. Thank you.

MS. NATHAN: Hi. Gail Nathan, Bronx River Arts Center. Sorry, I'm late so I missed a bit.

First, I wanted to know, do you have to be currently funded by DYCD to make an application?

MR. DOGAN: No.

MS. NATHAN: Okay, good.

And if you're doing a program that is based at your own site, is there geographic restriction as there used to be where, like, within a half a mile, I remember, for NDA applications or it's just borough-wide or is it even borough-wide? Like, if you have a site within a borough, could youth enroll from other boroughs to your site?

MR. DOGAN: Yes. So the nature of the boroughs is with respect to a competition pool. It is not limited to

1 Proceedings

2 students from that borough. It is  
3 conceivable and often happens in our  
4 current Option 2 programs, and others as  
5 well, where kids from different zip codes,  
6 target or not, however, are served in that  
7 program. You're not limiting to kids from  
8 that school, for instance, or that borough  
9 for participation.

10 MS. NATHAN: Okay. I had to  
11 write on my hand because I forgot my paper  
12 home (indicating). I haven't done that  
13 since grade school.

14 (Laughter.)

15 MR. DOGAN: That's called a Palm  
16 Pilot.

17 (Laughter.)

18 MS. NATHAN: That's a good one.  
19 So one is allowed to apply, to  
20 make multiple applications, submit  
21 multiple applications? We could submit  
22 for multiple applications for different  
23 age groups, we could apply for general and  
24 LBTG if we wanted to? Can they overlap in  
25 time?

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Proceedings

MR. DOGAN: I'm nodding affirmatively, so I should probably just say yes in both of those cases to the questions that were just asked.

MS. NATHAN: Yes, okay.

And could the programs operate at the same time but with different groups? So, for example, we have a very large facility and we could run different programs for different age groups in different locations in our facility, but at the same time. So, for example, like, 4:00 to 6:00 we could run a program for youth ages 7 through 10, and another one -- not the same teacher and not the same classes -- but in another location in the building at the same time?

MR. DOGAN: So, if I understand you --

MS. NATHAN: That means 4:00 to 6:00, for example.

MR. DOGAN: -- correctly in this, you have a location that has the capacity to serve multiple groups of, say,

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Proceedings

75 younger kids, another 75 of middle-school-aged youth and another hypothetically of 75 high-school-aged youth.

MS. NATHAN: Exactly.

MR. DOGAN: Could you submit three proposals?

MS. NATHAN: If we wanted to do 75, we'd have different proposals at different price breaks and number breaks, right?

MR. DOGAN: Yes.

MS. NATHAN: Right. We have 18,000 square feet, so.

Okay, I think that's all my questions.

MS. LEE: Hi. I'm Anne Lee from Apex for Youth.

So we currently have a side program, so I just wanted to ask just to clarify, if we had something that was same time as our side program at the same site but it served a different age group, that would be okay?

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

45

1 Proceedings

2 MR. DOGAN: Correct.

3 MS. LEE: Okay.

4 And then also in terms of  
5 staffing, if we have someone who's  
6 currently on our staff and her salary does  
7 not come from DYCD, is she allowed to  
8 oversee both the SONYC and the COMPASS  
9 program? Just in terms of, like, staffing  
10 if they're all the at the same school,  
11 like, how that division works.

12 MR. DOGAN: If I understand your  
13 question, you said someone to oversee both  
14 SONYC but not paid by SONYC, but they can  
15 oversee SONYC and Explore?

16 MS. LEE: Right.

17 MR. DOGAN: I think we would  
18 expect to see someone who's overseeing  
19 SONYC to be paid for by SONYC.

20 MS. LEE: But if not her entire,  
21 like, salary is not coming from there, if  
22 it's, like, partially, is that okay or it  
23 should have to be a separate person?

24 MR. DOGAN: The expectations,  
25 not of Explore but of SONYC, are that the

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

site director overseeing that for programs  
90 or over that are fully involved with  
that program.

MS. LEE: Right.

MR. DOGAN: So a program design  
that would allow that person to also  
oversee another project, such as Explore,  
would be no, even if they're not paid  
fully by SONYC, because the expectation is  
that they have adequate supervision to  
ensure that the SONYC program is running  
fully.

MS. LEE: Okay. And the same as  
contracted teachers if they're already  
doing something SONYC, should they not be  
allowed to do additional things?

MR. DOGAN: There is no  
prohibition on teachers working for both a  
SONYC or Explore program, nor general  
staff. Staff could be part-time employed  
of doing specialized work for CBO five  
hours a week for the SONYC program and two  
hours a week with the Explore program.  
That makes a lot of sense for the CBO to

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

leverage those superstructures. My point earlier was to address -- because I think you had connected the role of --

MS. LEE: Yeah, sorry. I think I got her title incorrect.

MR. DOGAN: -- supervision, and so that's a bit more unique. But there's no other prohibition against staff leveraging key personnel to operate in that way.

MS. LEE: Okay. Thank you.

MS. D'ANJOU-POMERLEAU: Hi. My name is Vicky from Bedford Stuyvesant New Beginnings Charter School.

I'm wondering if there are any expense restrictions for field trips. So I have in mind a program which would be mostly based on our sites, but with a partnership with a facility nearby and we might need transportation every once in a while. So I'm wondering if that would be eligible, both having occasional off-site time and billing for transportation.

MR. DOGAN: It needs to fit into

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

48

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Proceedings

your overall program design and should be drafted as such into your proposal.

MS. D'ANJOU-POMERLEAU: Okay.

MR. DOGAN: The RFP has not limited transportation.

MS. D'ANJOU-POMERLEAU: So I can use the funds for salaries, for materials, for transportation, for FICA and all that good stuff?

MR. DOGAN: All that good stuff.

MS. D'ANJOU-POMERLEAU: Great.

Thank you so much.

MR. PHAM: Hi. John Pham from the Queens Borough Public Library.

What kinds of participant data are we required to capture of name, school, age -- I'm sorry, school levels, any others?

MR. DOGAN: Yes, our application is probably about five pages. So it would be all of those things. There's typically about ten required fields, it includes parent consent, photo/video consent and other consents to participate, emergency

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Proceedings

contact information, things of that nature. There may be aspects where your program is serving younger kids, to have who can pick up. That will also be material, part of what you asked.

MR. CHANG: Thank you.

MS. WORD: Hi. Chrissy Word, City Parks Foundation.

I think you answered this already, so my apologies, but I just want to clarify, make sure that I've got it straight. We are currently running two programs for high school students that are apprenticeship programs. One is a horticulture-based and the other is media arts, and so we would apply for these programs. Would we put in two separate applications because they are two separate single-focused programs?

MR. DOGAN: I will leave that up to you in your design of the nature of its integration.

MR. CARUSO: Okay, great.

And so, the students from these

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Proceedings

programs transition from school year services into summer internship programs that are paid. Would funds from the grant be allowable for those internship stipends for students?

MR. DOGAN: Our current DYCD fiscal manual allows for incentives such as participant stipends.

MR. CARUSO: Okay.

MR. DOGAN: And so, that is an acceptable program model and expense relative to the program design and what you want to conduct.

MS. WORD: Okay, great.

Thank you so much.

MR. FRENZEL-BERRA: I just want to be clear. Your two program models, are they at the same site or at different sites?

MS. WORD: They are not at the same site, no.

MR. FRENZEL-BERRA: That would suggest separate proposals for each.

MR. DOGAN: Yes.

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Proceedings

MR. CARUSO: All right, that's helpful. Thank you.

MS. NATHAN: Again, Gail, Bronx River Arts Center.

If program design has a partner, can we budget them either as a subcontractor and/or can we list in our budget lines, budget items, any particular staff from the partner, perhaps a certain amounts of their -- if they're staff at the partner on salary and we want to budget them as a portion of their staff, of their pay, can we budget that into this grant?

That's nice and complicated.

MR. DOGAN: It is nice and complicated. I think, if I understand that question correctly, there's also two questions about whether another partnering organization, right, either their staff time or as a subcontractor? I would encourage providers to identify which of those two as quickly as possible for the time of the proposal, because there are

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Proceedings

real time limits in terms of the subcontracting amount that's -- that can be accepted for this proposal.

The RFP lists a 30 percent maximum rate for subcontractors. And so, the answer could be either one, however they would like to do that. But most typically, if you're partnering with an organization, it would be a subcontractor provide program-related services. So the limit would be 30 percent of the total contract value.

MS. NATHAN: Okay, but if it's a -- because you encourage partnerships, right, on this?

MR. DOGAN: Yes, we do.

MS. NATHAN: So if it's a close partnership, not just subcontract --

MR. DOGAN: Exactly.

MS. NATHAN: Then could we then put into the budget a portion of the salary of a staff person from the partner?

That's a clearer statement.

MR. DOGAN: Yes.

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Proceedings

MS. NATHAN: Thank you.

MR. ROGERS: Hello. My name is Alvin Rogers. I'm from Phattime, "The Learning Network." We provide stem programs, mainly mobile app development, and we actually provide a lot of the coding concepts in New York.

We mostly work with Harlem students, but we also go to other cities for, like, coding camp, programming more in advance. Can we count some of those hours as a part of the 150 hours, or we have to do all of the training in New York? Can we count some of that as they travel to other cities, can we count those as being a part of 150 hours needed per person?

MR. DOGAN: I would like for you to repeat that question.

(Laughter.)

MR. ROGERS: We provide coding camps in New York, but ours are like precoding camps, so we teach them some of the basics, and we also go to Philadelphia

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Proceedings

for more advanced coding techniques. So they start with the precoding camps, then we take them to Philadelphia, where they meet other programmers and they learn more advanced techniques.

So what I'm asking is, could we count some of that, when I go to the other cities, as a part of the 150 hours they need in terms of their training?

MR. DOGAN: Is this about travel expense?

MR. ROGERS: Not travel expense, just hours in general. In other words, do we have --

MR. DOGAN: Do the trips count?

MR. ROGERS: The trips, yes, as part of their training. Because you said we have to have 150 hours per participant, so some of that training is also in a different city.

MR. DOGAN: Is the request for this to pay for trips to other cities?

MR. ROGERS: And also to count for the hours, a part of the participant

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

hours. Because they need 150 hours,  
correct?

MR. DOGAN: Right.

MR. ROGERS: So I'm asking, we  
spend about ten hours in Philadelphia,  
could we --

MR. DOGAN: Program hours?

MR. ROGERS: Yes.

MR. DOGAN: Yeah, sure.

MR. ROGERS: Okay.

MR. DOGAN: Not travel hours,  
right? Not travel time?

MR. ROGERS: Not necessarily  
travel. No, not the travel, just the  
actual training when they're there.

MR. DOGAN: That's been asked in  
other PPCs in terms of, like, attributing  
hours and counting to the 540 hours. I  
just need to clear up what I'm -- it's  
important for me to know what I'm agreeing  
to.

MR. ROGERS: Yeah, okay.

Yeah, I'm not talking about the  
actual travel, I'm talking about when they

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

get there, they go through more training.

MR. DOGAN: Absolutely. I think if kids in our programs had an opportunity to go to the White House for a competition, wouldn't that be awesome? It's direct work in relationship to the work that they're doing. It's responsible program hours, that makes a lot of sense.

MR. ROGERS: Okay. Thank you.

MS. S. CHAMBERS: Hi. My name is Sharon Chambers. I am with ZMI Foundation, we run an after-school program and also summer camp.

As part of our program we want to add a martial arts component. Would that be an acceptable component, adding a martial parts component to an existing after-school program?

MR. DOGAN: Is this after-school program funded by DYCD?

MS. S. CHAMBERS: No, it isn't.

MR. DOGAN: In which way is it funded now?

MS. S. CHAMBERS: It's either

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funded by parents -- and I had a second question -- or by children that have subsidies or vouchers through ACS. Would they be eligible to participate?

MR. DOGAN: So I need to address, I guess, the first part of that, first, is that these programs are necessarily and absolutely free. They're not connected otherwise to fee-based programming and they have to be independent of any such fee-based programming. So it could not be a constituent part of a larger fee-based program model.

Does that make sense?

MS. S. CHAMBERS: Yes. Just wanted to make sure. Thank you.

MS. NATHAN: Gail Nathan again, Bronx River Arts Center.

Can a partner be -- does a partner need to be another nonprofit or could it be a for-profit enterprise?

MR. DOGAN: Great question. The proposer, the prime contractor, must be a

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

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Proceedings

qualified not-for-profit. A subcontractor  
can be a not- for-profit or a profit --

MS. NATHAN: Thank you.

MR. DOGAN: -- organization.

MS. MONGILLO: Hi. I'm Lisa  
Mongillo. I'm with Grand Street  
Settlement.

We have been hard at work on our  
COMPASS High proposals and we're kind of  
wondering about the timing of this RFP,  
because it came out after COMPASS High but  
is due almost the exact same day. I know  
sometimes you do push deadlines back and  
we were wondering if this was one that was  
being considering for being pushed back  
just because of the overlap in the later  
release.

MR. DOGAN: At this time, we are  
not considering pushing it back.

MS. MONGILLO: Okay. Thank you.

Had to ask.

MS. NATHAN: But hopefully  
you'll consider that.

MR. BUNCH: Any other questions?

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

59

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Proceedings

MS. KORBAL: Gloria Korbal from  
Woodycrest Center for Human Development.

Maybe you don't know this  
answer, but could you apply for  
elementary, middle school and high school  
with different proposal for a school or is  
the age range that we need to apply only?

MR. DOGAN: Providers or  
organizations can apply either with --  
either to serve K through 5, or K through  
8, or K through 12, or whatever subset.  
Our -- it doesn't need to be defined in  
one of those cohorts. There may be a  
multiplicity of needs at that site. The  
proposer would need to demonstrate what  
they intend to do that may be age-specific  
that's with respect to what this project  
of scope is that would allow them to  
participate.

MS. KORBAL: Thank you.

MR. BUNCH: Any other questions?  
Any questions about HHS Accelerator?

Oh, here we go.

MS. B. CHAMBERS: My name is

1 Proceedings

2 Brittany. I'm also from the ZMI  
3 Foundation.

4 And I just wanted to clarify  
5 with the slots. So, say you have 75  
6 students and some students, they either  
7 drop out of the program or no longer come,  
8 would you then have a wait list for  
9 students who would like to get into the  
10 program just to be able to still qualify,  
11 meet your minimum hours or?

12 MR. DOGAN: That's correct. So  
13 the answer is yes. We will also allow the  
14 ability to over-enroll, so if you have a  
15 contract with us for 75, you may  
16 understand that not every young person  
17 comes every day. So you can over-enroll  
18 and we allow over-enrollment with a  
19 recognition that your current cost level  
20 might not be changed if you enroll five  
21 more kids, right? And so those hours of  
22 those additional youth beyond the 75 would  
23 contribute to the numerator that I talked  
24 about earlier.

25 So you just need to marry up

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Proceedings

what your program model is, what your staffing profile is, what the ratios that are incumbent that we talked about in order to do that.

MS. B. CHAMBERS: Thank you so much.

MR. ROGERS: You had mentioned earlier that, let's say if I'm at a site and they want to hire a not-for-profit, they want us to come out and teach the kids, could they request that they don't want us, no other kids can be at that site? Can they restrict it?

Let's say, for example, they only want their kids from that school to be a part of that program, can that exist or can any kid from anywhere join that after-school program?

MR. DOGAN: Kids from anywhere can join, and so the RFP will list that they're not restricted to the kids at that particular site. Most typically it's open to the larger community.

The programs that take place in

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Proceedings

public schools, there is a reason why we include a linkage form for public schools. And I would encourage providers, when they're having that conversation with principals and other stakeholders, be clear about their expectations for such allowances at the time of proposal submission.

MR. ROGERS: Thank you.

MS. NATHAN: Gail Nathan, Bronx River arts Center.

Can you have more than one partner in a proposal? So you might want a school to fill part of your enrollment, perhaps to come to your site and have an open enrollment to more kids, but then you might want to have another partner to, say, provide -- so you might have a school partner for enrollment purposes, a nonprofit entity, or a for-profit entity for program expertise involvement. Can you have more than one partner and address that in your application? Perhaps that would be looked upon more favorably or

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Proceedings

less favorably?

MR. DOGAN: I won't necessarily address that last one. I think the nature of the program itself, like what is it you want to get done, will help inform the partnership you want to have in that. We know -- and so we're not limiting the amount of any kind of linkages, it just needs to be material to the type -- your program design, what is it you want to do.

MS. NATHAN: So you would call that a linkage as opposed to a partner?

MR. DOGAN: Correct.

MS. NATHAN: Or you could have a partner and linkages?

MR. DOGAN: Correct.

MR. BUNCH: Any other questions -- you've got another question?

MS. NATHAN: Could you clarify that the linkages really should be substantive linkages, because all too often when there has been RFPs out, I get a million phone requests from organizations and I have no idea who they

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Proceedings

are. And they even send -- they don't even call me, they send linkage letters already written. I mean, people need to be restricted on this. It's ridiculous.

I mean, I just usually just either ignore them or whatever, but, you know, they think they're going to put you down as a linkage because it looks good for their application and they -- I don't even though who they are.

MR. DOGAN: I hear you and it is unfortunate. It's on our radar as to what we think is mindful or rational, and it needs to be commiserate with the program design. It's unfortunate that sometimes people get their organizations committed in such things. And so, I would agree with you that it's best, all things considered, to be sure that it's evident of -- that it's real evidence.

MR. FRENZEL-BERRA: Yes. I would add, we're not asking for linkage agreement forms that should be submitted with your proposal, except for the

1 Proceedings

2 school-based programs, a linkage agreement  
3 with the school. Other linkages are  
4 described in the structured proposal. We  
5 ask for that in the one item. And you're  
6 right, you should be as specific as  
7 possible with regard to what the linkage  
8 will contribute to the program or  
9 partnership.

10 MR. BUNCH: Any other questions?

11 MS. NATHAN: So there's still,  
12 then, a combination of partnership --  
13 there's a distinction between partnership  
14 and -- I hope I'm being helpful to  
15 everybody, I have so many questions. I'm  
16 sorry, I don't intend to dominate.

17 Gail Nathan, Bronx River Arts  
18 Center.

19 I'm not, then, that clear about  
20 your distinction between what is a  
21 partnership and what is a linkage.

22 MR. FRENZEL-BERRA: Linkages do  
23 not involve the exchange of money, so an  
24 organization is contributing to the  
25 program at no cost. If there's money

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

66

1 Proceedings

2 involved, it's a subcontract. Those are  
3 the two main distinctions.

4 MS. NATHAN: That's clear enough  
5 then.

6 MR. FRENZEL-BERRA: What you  
7 call partnership, I'm guessing, would fall  
8 into one of those categories.

9 MS. NATHAN: Thank you.

10 MR. BUNCH: Anyone have any  
11 questions, any final questions? Any  
12 questions about proposal submission? Any  
13 clarification you need on the RFP?

14 (No response.)

15 MR. BUNCH: All right.

16 So, please remember the due date  
17 is January 12, 2016 at 2:00 p.m. in the  
18 HHS Accelerator System. Also, please be  
19 reminded that one addendum has been  
20 released. Any additional addenda to this  
21 RFP will be released in HHS Accelerator  
22 System.

23 We appreciate you all coming  
24 here and to have your questions answered.  
25 I hope everything was clarified. And this

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

67

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Proceedings  
concludes our pre-proposal conference.  
Thank you.  
(Time noted: 3:13 p.m.)

COMPASS Explore Pre-Proposal Conference  
December 18, 2015

68

C E R T I F I C A T E

STATE OF NEW YORK        )  
                                  ) ss.:  
COUNTY OF RICHMOND     )

I, Therese L. Sturges, a Shorthand Reporter and Notary Public within and for the State of New York, do hereby certify:

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

I further certify that I am not related to any of the parties to this action by blood or marriage; and that I am in no way interested in the outcome of this matter.

IN WITNESS WHEREOF, I have hereunto set my hand this 22nd of December, 2015.

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THERESE L. STURGES



**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

<p><b>button (3)</b> 8:21 11:24 12:15</p> <hr/> <p style="text-align: center;"><b>C</b></p> <hr/> <p><b>C (3)</b> 2:2 68:1,1  <b>cabinet (1)</b> 8:5  <b>calculated (1)</b> 30:19  <b>call (4)</b> 8:19 63:12 64:3 66:7  <b>called (7)</b> 16:9 17:11,18 18:12  19:13 32:22 42:15  <b>camp (4)</b> 18:6 40:22 53:11 56:14  <b>camps (3)</b> 53:23,24 54:3  <b>candid (1)</b> 23:19  <b>cap (1)</b> 31:8  <b>capacity (1)</b> 43:25  <b>capture (1)</b> 48:17  <b>carried (1)</b> 20:16  <b>CARUSO (3)</b> 49:24 50:10 51:2  <b>carved (1)</b> 22:21  <b>carving (1)</b> 22:25  <b>case (2)</b> 26:13 38:17  <b>cases (1)</b> 43:4  <b>categories (2)</b> 22:9 66:8  <b>CBO (2)</b> 46:22,25  <b>Center (6)</b> 41:7 51:5 57:20 59:3  62:12 65:18  <b>centrally (1)</b> 40:6  <b>Century (1)</b> 27:13  <b>certain (3)</b> 20:13 24:22 51:10  <b>certify (2)</b> 68:8,12  <b>challenges (1)</b> 15:17  <b>Chambers (7)</b> 56:11,12,22,25  57:17 59:25 61:6  <b>CHANG (1)</b> 49:7  <b>changed (1)</b> 60:20  <b>changes (1)</b> 14:4  <b>charities (1)</b> 34:24  <b>chart (2)</b> 5:17 26:16  <b>charter (6)</b> 39:4,5,10,11,13 47:15  <b>check (2)</b> 13:8,21  <b>Chief (2)</b> 2:4 3:9  <b>child (1)</b> 28:11  <b>childcare (3)</b> 19:20 27:24 28:13  <b>children (3)</b> 27:20,23 57:3  <b>Chiniqua (1)</b> 37:11  <b>Chong (1)</b> 3:4  <b>Chrissy (1)</b> 49:8  <b>cities (4)</b> 53:10,16 54:9,23  <b>city (9)</b> 17:13 18:4,13,15 24:6 39:3  40:22 49:9 54:21  <b>citywide (3)</b> 39:25 40:5,15  <b>clarification (3)</b> 6:15 35:21 66:13  <b>clarified (1)</b> 66:25  <b>clarify (5)</b> 40:2 44:22 49:12 60:4  63:20  <b>class (1)</b> 32:16  <b>classes (1)</b> 43:17  <b>clear (6)</b> 29:9 50:18 55:20 62:7</p>	<p>65:19 66:4  <b>clearer (1)</b> 52:24  <b>clearly (1)</b> 26:21  <b>click (11)</b> 8:20,24 9:3,20 10:13  11:3,19,24,25 13:11 14:16  <b>clicking (1)</b> 14:24  <b>close (1)</b> 52:18  <b>clubs (1)</b> 40:10  <b>co-located (1)</b> 31:20  <b>Coalition (1)</b> 39:3  <b>codes (1)</b> 42:5  <b>coding (4)</b> 53:8,11,22 54:2  <b>cohort (4)</b> 22:17 25:8,23 31:15  <b>cohorts (1)</b> 59:14  <b>collaborating (1)</b> 11:8  <b>collaboration (1)</b> 27:9  <b>colleague (1)</b> 15:6  <b>columns (1)</b> 9:25  <b>combination (1)</b> 65:12  <b>come (12)</b> 3:9 8:18 12:2,8 13:20  14:5,16 22:5 45:7 60:7 61:11  62:16  <b>comes (1)</b> 60:17  <b>coming (2)</b> 45:21 66:23  <b>commiserate (2)</b> 27:22 64:15  <b>Commissioner (4)</b> 2:6 3:4 4:2 16:5  <b>commit (1)</b> 28:16  <b>commitment (1)</b> 34:16  <b>committed (1)</b> 64:17  <b>Commonwealth (1)</b> 37:24  <b>Commonities (2)</b> 19:24 24:4  <b>community (7)</b> 1:3 2:4,8 3:6 21:22  39:4 61:24  <b>community-based (1)</b> 38:4  <b>COMPASS (19)</b> 1:4 2:6 3:7,18,24  15:11 16:5,9 17:4,25 18:2 20:16  21:12 32:15 33:8,24 45:8 58:10  58:12  <b>compete (2)</b> 9:7,19  <b>competition (9)</b> 12:11,13 39:24,25  40:5,14,15 41:25 56:6  <b>complete (1)</b> 12:7  <b>completely (1)</b> 21:17  <b>completing (1)</b> 12:21  <b>Compliance (1)</b> 35:6  <b>complicated (2)</b> 51:16,18  <b>component (5)</b> 18:7 32:18 56:16  56:17,18  <b>components (2)</b> 20:9 32:11  <b>comprehensive (1)</b> 18:3  <b>computer (1)</b> 11:21  <b>conceivable (1)</b> 42:3  <b>concepts (1)</b> 53:8  <b>concludes (1)</b> 67:2  <b>conduct (1)</b> 50:14  <b>conference (4)</b> 1:4 3:7 5:5 67:2  <b>confused (1)</b> 39:22</p>	<p><b>connected (3)</b> 19:4 47:4 57:10  <b>consent (2)</b> 48:24,24  <b>consents (1)</b> 48:25  <b>consider (1)</b> 58:24  <b>considered (1)</b> 64:20  <b>considering (3)</b> 40:21 58:16,20  <b>consists (2)</b> 8:7 9:8  <b>constituent (1)</b> 57:14  <b>contact (2)</b> 11:5 49:2  <b>content (1)</b> 20:13  <b>continue (1)</b> 26:17  <b>contract (4)</b> 5:2 36:9 52:13 60:15  <b>contracted (3)</b> 26:3 30:5 46:15  <b>Contracting (2)</b> 2:4 3:9  <b>contractor (3)</b> 35:11 38:12 57:25  <b>contracts (2)</b> 8:15 22:11  <b>contribute (2)</b> 60:23 65:8  <b>contributed (1)</b> 31:4  <b>contributing (1)</b> 65:24  <b>conversation (1)</b> 62:5  <b>copies (1)</b> 4:14  <b>cornerstone (2)</b> 31:21 37:15  <b>corporate (1)</b> 9:12  <b>correct (6)</b> 27:17 45:2 55:3 60:12  63:14,17  <b>corrective (1)</b> 23:22  <b>correctly (2)</b> 43:23 51:19  <b>cost (3)</b> 24:18 60:19 65:25  <b>costs (1)</b> 36:10  <b>costume (1)</b> 25:6  <b>count (7)</b> 31:6 53:12,15,16 54:8,16  54:24  <b>counting (1)</b> 55:19  <b>COUNTY (1)</b> 68:3  <b>couple (2)</b> 19:16 36:25  <b>course (7)</b> 19:19 20:25 21:3 25:21  26:6,14 29:16  <b>Craig (4)</b> 39:19,20 40:19 41:5  <b>created (2)</b> 7:3 17:14  <b>creativity (2)</b> 22:2 23:12  <b>criteria (3)</b> 5:24 41:2,4  <b>critical (2)</b> 27:11,12  <b>culture (1)</b> 19:4  <b>cumulative (1)</b> 30:20  <b>current (5)</b> 34:25 37:19 42:4 50:7  60:19  <b>currently (7)</b> 31:25 32:18 33:23  41:10 44:20 45:6 49:13  <b>cycle (3)</b> 26:8,10,11  <b>cycles (2)</b> 25:19 28:23</p> <hr/> <p style="text-align: center;"><b>D</b></p> <hr/> <p><b>D'ANJOU-POMERLEAU (4)</b> 47:13  48:4,7,12  <b>dashboards (1)</b> 8:22  <b>data (3)</b> 5:18 10:25 48:16  <b>date (7)</b> 4:11,18,21 7:8 13:13 14:12</p>
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**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

<p>66:16  <b>dates (1)</b> 10:16  <b>day (2)</b> 58:13 60:17  <b>days (1)</b> 18:8  <b>de (1)</b> 18:10  <b>deadlines (1)</b> 58:14  <b>decade (1)</b> 17:16  <b>December (2)</b> 1:9 68:17  <b>deeper (6)</b> 20:4,13 24:22 31:15              33:2 34:5  <b>defined (2)</b> 26:21 59:13  <b>defining (1)</b> 26:20  <b>demonstrate (2)</b> 29:12 59:16  <b>denominator (3)</b> 30:6,8,10  <b>Department (4)</b> 1:3 2:4,8 3:5  <b>depend (1)</b> 23:7  <b>depending (2)</b> 20:10 24:15  <b>Deputy (2)</b> 2:4 3:8  <b>describe (2)</b> 17:3,4  <b>described (1)</b> 65:4  <b>description (2)</b> 5:19 10:15  <b>design (12)</b> 6:4 18:20 20:8 24:14              24:20 46:6 48:2 49:22 50:13 51:6              63:11 64:16  <b>designers (1)</b> 25:6  <b>designs (1)</b> 21:16  <b>desk (3)</b> 7:15,17 14:25  <b>detail (1)</b> 8:9  <b>details (1)</b> 12:2  <b>detention (2)</b> 19:9 32:2  <b>determination (2)</b> 34:19,22  <b>develop (1)</b> 20:3  <b>developing (1)</b> 23:11  <b>development (9)</b> 1:3 2:5,8,8 4:6              27:3 29:23 53:6 59:3  <b>Development's (1)</b> 3:6  <b>different (34)</b> 5:23 8:22,24,25              10:24 14:22,24 19:22,23,23              21:17,20 25:7,8 28:20 32:20              33:10 36:25 38:13,14,15 40:7              42:5,22 43:8,10,11,12 44:10,11              44:24 50:19 54:21 59:7  <b>direct (1)</b> 56:7  <b>directly (1)</b> 22:25  <b>director (4)</b> 2:7 4:6 5:19 46:2  <b>disabilities (1)</b> 24:13  <b>distinct (1)</b> 32:9  <b>distinction (2)</b> 65:13,20  <b>distinctions (1)</b> 66:3  <b>distinctiveness (1)</b> 33:20  <b>distinctly (1)</b> 23:3  <b>distorting (1)</b> 15:23  <b>district (1)</b> 17:14  <b>division (1)</b> 45:11  <b>document (3)</b> 8:4 11:19 12:12  <b>documents (8)</b> 5:14 11:17 12:19              12:20,22,24,25 14:10</p>	<p><b>Dogan (71)</b> 2:6 3:25 15:11,13,16              15:25 16:4,16,18,19 36:13 37:4              37:19 38:5,16,20,22 39:8,13              40:12 41:3,12,23 42:15 43:2,19              43:23 44:7,13 45:2,12,17,24 46:6              46:18 47:7,25 48:5,11,20 49:21              50:7,11,25 51:17 52:17,20,25              53:19 54:11,16,22 55:4,8,10,12              55:17 56:3,20,23 57:6,24 58:5,19              59:9 60:12 61:20 63:3,14,17              64:12  <b>doing (8)</b> 5:17 19:22 33:10 40:11              41:14 46:16,22 56:8  <b>dominate (1)</b> 65:16  <b>Dorothy (1)</b> 36:4  <b>dosage (2)</b> 18:22 19:24  <b>double-dipping (1)</b> 32:23  <b>draft (2)</b> 13:24 14:9  <b>drafted (1)</b> 48:3  <b>draw (4)</b> 21:24 25:9 28:20 32:8  <b>drawing (1)</b> 29:25  <b>drop (1)</b> 60:7  <b>drop-down (1)</b> 14:6  <b>due (7)</b> 4:11,18 7:8 13:13 14:12              58:13 66:16  <b>DYCD (12)</b> 3:10 4:13,22 5:6 34:20              35:9 37:17,21 41:10 45:7 50:7              56:21</p> <hr/> <p style="text-align: center;"><b>E</b></p> <hr/> <p><b>E (4)</b> 2:2,2 68:1,1  <b>e-mail (3)</b> 5:6 13:18 14:25  <b>E-signature (1)</b> 13:10  <b>earlier (4)</b> 28:23 47:3 60:24 61:9  <b>early (1)</b> 14:3  <b>earth (1)</b> 23:24  <b>effective (2)</b> 28:2 29:5  <b>either (9)</b> 31:20 51:7,21 52:7 56:25              59:10,11 60:6 64:7  <b>electrical (1)</b> 25:5  <b>electronic (1)</b> 8:5  <b>elementary (2)</b> 18:4 59:6  <b>eligible (10)</b> 7:10 9:6 10:4,5,9,22              11:15 39:6 47:23 57:5  <b>Email (1)</b> 1:22  <b>embedded (1)</b> 22:4  <b>emergency (1)</b> 48:25  <b>employed (1)</b> 46:21  <b>encourage (3)</b> 51:23 52:15 62:4  <b>engaged (2)</b> 19:5 27:7  <b>enrichment (1)</b> 33:2  <b>enroll (3)</b> 29:14 41:21 60:20  <b>enrolled (5)</b> 28:21 29:3,11,13              30:12  <b>enrollment (5)</b> 28:25 29:15 62:15              62:17,20  <b>ensure (4)</b> 5:8 22:22 23:5 46:12</p>	<p><b>enter (1)</b> 13:9  <b>enterprise (1)</b> 57:23  <b>entire (1)</b> 45:20  <b>entity (2)</b> 62:21,21  <b>error (1)</b> 28:3  <b>establish (1)</b> 9:12  <b>establishing (1)</b> 9:15  <b>evaluate (1)</b> 5:23  <b>evaluated (1)</b> 5:22  <b>everybody (4)</b> 19:21 21:24 23:9              65:15  <b>evidence (3)</b> 28:25 29:5 64:21  <b>evident (1)</b> 64:20  <b>exact (3)</b> 27:21 30:10 58:13  <b>Exactly (2)</b> 44:6 52:20  <b>example (7)</b> 25:19 26:7 32:12 43:9              43:13,22 61:15  <b>Excellent (1)</b> 7:25  <b>exchange (1)</b> 65:23  <b>exist (1)</b> 61:17  <b>existing (5)</b> 32:19 33:23 37:16,20              56:18  <b>exists (1)</b> 31:25  <b>expect (3)</b> 26:19 31:22 45:18  <b>expectation (4)</b> 25:13 26:12,13              46:10  <b>expectations (5)</b> 3:13,17 5:12              45:24 62:7  <b>expense (4)</b> 47:17 50:12 54:12,13  <b>expenses (1)</b> 35:10  <b>experience (1)</b> 5:25  <b>expertise (1)</b> 62:22  <b>explanation (1)</b> 35:7  <b>exploration (1)</b> 21:25  <b>Explore (15)</b> 1:4 3:7 16:8 17:6,8              20:17 21:12 33:6,15 34:6 45:15              45:25 46:8,20,24  <b>extra (1)</b> 21:10</p> <hr/> <p style="text-align: center;"><b>F</b></p> <hr/> <p><b>F (1)</b> 68:1  <b>facilitate (1)</b> 14:18  <b>facilities (3)</b> 19:10 32:2,3  <b>facility (3)</b> 43:10,12 47:20  <b>FACSIMILE (1)</b> 1:22  <b>fairly (1)</b> 18:20  <b>fall (2)</b> 25:25 66:7  <b>families (1)</b> 18:7  <b>family (4)</b> 19:8 22:15 23:4 27:23  <b>favorably (2)</b> 62:25 63:2  <b>feature (1)</b> 33:23  <b>features (2)</b> 24:21 32:10  <b>February (1)</b> 29:8  <b>fee-based (3)</b> 57:10,12,14  <b>feel (2)</b> 7:18 36:2  <b>feet (1)</b> 44:15  <b>FICA (1)</b> 48:9</p>
--	---	--

**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**field (2)** 29:23 47:17  
**fields (1)** 48:23  
**figure (1)** 16:3  
**filing (1)** 8:5  
**filings (3)** 9:13 34:24,25  
**fill (4)** 12:17 36:10,13 62:15  
**filled (2)** 12:4 36:17  
**final (1)** 66:11  
**financials (2)** 8:13,14  
**find (4)** 12:20 15:20 23:24 38:2  
**finding (1)** 34:21  
**first (12)** 5:25 8:17 11:11 14:16  
 15:17 22:24 25:22 34:15 36:7  
 41:9 57:7,8  
**fiscal (4)** 21:2,4 28:22 50:8  
**fit (1)** 47:25  
**five (7)** 6:6 23:20 24:5 30:24 46:22  
 48:21 60:20  
**flexibility (2)** 16:23 20:8  
**flow (1)** 12:7  
**focus (1)** 28:15  
**following (1)** 18:2  
**for-profit (3)** 57:23 58:3 62:21  
**forgot (1)** 42:11  
**form (3)** 5:15,18 62:3  
**format (1)** 40:11  
**forms (1)** 64:24  
**forward (1)** 8:20  
**Foundation (3)** 49:9 56:13 60:3  
**four (5)** 5:23 8:3 20:24 21:2 25:10  
**four-week (1)** 29:17  
**fraction (1)** 30:7  
**frankly (1)** 26:22  
**free (3)** 7:18 36:2 57:9  
**Frenzel-Berra (7)** 2:7 4:7 50:17,23  
 64:22 65:22 66:6  
**Friday (5)** 7:18 15:16 18:5,21  
 34:11  
**front (1)** 35:21  
**full (1)** 28:25  
**fully (7)** 28:21 29:3,11,13 46:3,10  
 46:13  
**funded (9)** 22:23 23:5 37:17,20,21  
 41:10 56:21,24 57:2  
**funding (7)** 9:7,19 10:16 17:14  
 22:21 23:15 32:21  
**funds (2)** 48:8 50:4  
**further (4)** 6:14 35:6,20 68:12

**G**

**Gail (5)** 41:6 51:4 57:19 62:11  
 65:17  
**gazillion (1)** 31:13  
**general (4)** 34:17 42:23 46:20  
 54:14  
**geographic (1)** 41:16  
**getting (4)** 9:5 26:5 31:12,16

**give (5)** 16:6 25:19 31:24 32:12  
 35:6  
**glad (1)** 22:16  
**Gloria (1)** 59:2  
**go (24)** 4:9 5:11 8:24 14:8 15:11  
 16:2 17:10 20:4,12 24:22 26:8,9  
 26:10 31:14 33:11,14 34:4,14  
 53:10,25 54:8 56:2,5 59:24  
**goal (6)** 25:2,13 26:2,22,23 31:14  
**goals (4)** 21:14,23 23:8,12  
**goes (1)** 28:8  
**going (13)** 4:2 6:18 15:20 16:21  
 17:2,3,4,9 23:24 34:9 35:18  
 40:20 64:8  
**good (10)** 3:2 6:20 15:13,15 37:23  
 41:13 42:18 48:10,11 64:9  
**grade (3)** 19:2,6 42:13  
**Grand (1)** 58:7  
**grant (2)** 50:4 51:15  
**great (8)** 17:19 37:9 38:10 39:17  
 48:12 49:24 50:15 57:24  
**Greater (1)** 39:20  
**green (2)** 8:20 13:16  
**Gretchen (1)** 39:19  
**group (4)** 25:22 28:10,12 44:24  
**groups (4)** 42:23 43:9,11,25  
**guess (3)** 3:3,11 57:7  
**guessing (1)** 66:7  
**guidelines (1)** 27:24  
**guides (2)** 14:19,20

**H**

**half (1)** 41:17  
**hallmark (2)** 22:2 27:2  
**hand (3)** 7:21 42:11 68:17  
**hands (2)** 7:20,24  
**hanging (1)** 15:7  
**happen (2)** 17:21 29:18  
**happened (1)** 19:18  
**happens (2)** 34:3 42:3  
**happy (3)** 15:16,21 16:3  
**hard (2)** 4:14 58:9  
**Harlem (2)** 37:24 53:9  
**He'll (1)** 15:11  
**head (1)** 33:8  
**Health (2)** 2:9 7:5  
**hear (1)** 64:12  
**heavy (1)** 18:22  
**Hello (4)** 15:13 37:10 39:19 53:3  
**help (9)** 7:15,17 11:14 14:16,18,25  
 22:6,7 63:6  
**helpful (3)** 11:2 51:3 65:14  
**hereunto (1)** 68:16  
**Herman (7)** 2:9 3:24 6:9,17,20,21  
 7:25  
**HHS (17)** 3:16,23 4:12,16,19,25  
 6:17,22 7:3,6 8:12 9:2,8 17:8

59:23 66:18,21  
**Hi (10)** 6:20 36:4 39:2 41:6 44:18  
 47:13 48:14 49:8 56:11 58:6  
**high (5)** 19:2 49:14 58:10,12 59:6  
**high-school-aged (1)** 44:4  
**higher (1)** 28:4  
**highlight (2)** 10:2 11:6  
**hire (2)** 28:9 61:10  
**hiring (1)** 34:16  
**history (3)** 17:5,7 20:14  
**hold (2)** 6:10 22:12  
**holidays (1)** 18:8  
**Holloway (4)** 39:2,3,12,17  
**home (4)** 8:18,22 9:20 42:12  
**homework (2)** 22:5,7  
**hope (2)** 65:14 66:25  
**hopefully (1)** 58:23  
**horticulture-based (1)** 49:16  
**hours (46)** 7:17 13:12 18:23 19:18  
 20:2,25 21:3 25:11,12,14,15,18  
 25:25 26:2,5,15 30:4,11,17,18,24  
 31:4,4,6,9,13,16 46:23,24 53:13  
 53:13,17 54:9,14,19,25 55:2,2,6  
 55:8,12,19,19 56:9 60:11,21  
**house (2)** 15:19 56:5  
**housekeeping (1)** 36:11  
**Human (3)** 2:9 7:5 59:3  
**hundred (3)** 23:20,25 24:5  
**hypothetical (1)** 30:2  
**hypothetically (1)** 44:4

**I**

**idea (3)** 26:18 31:25 63:25  
**identified (1)** 5:20  
**identify (3)** 10:11 35:15 51:23  
**identity (1)** 9:12  
**ignore (1)** 64:7  
**impactful (1)** 24:2  
**importance (1)** 34:20  
**important (6)** 3:19 4:10 10:16  
 14:11 35:14 55:21  
**impulse (1)** 19:17  
**in-person (1)** 14:18  
**inaccurately (1)** 27:14  
**incentives (1)** 50:8  
**include (2)** 34:4 62:3  
**includes (3)** 18:4,9 48:23  
**incorrect (2)** 40:13 47:6  
**incumbent (1)** 61:4  
**incurred (1)** 35:10  
**independent (1)** 57:12  
**indicating (7)** 8:19 10:17 13:17  
 21:23 27:17 30:10 42:12  
**indications (1)** 13:15  
**info@hhsaccelerator.nyc.gov (1)**  
 7:16  
**inform (1)** 63:6

**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**information (6)** 11:5 12:5 34:17  
35:2,13 49:2  
**infrastructure (2)** 34:2,3  
**initiative (6)** 18:10,11 19:21 28:14  
32:6 37:21  
**input (1)** 27:4  
**instance (1)** 42:8  
**instructions (5)** 3:14 5:13 12:12,21  
14:21  
**integration (1)** 49:23  
**intend (2)** 59:17 65:16  
**intended (2)** 24:21 34:8  
**intensive (2)** 18:20 29:19  
**intention (1)** 28:3  
**intentionality (1)** 34:8  
**interest (1)** 21:25  
**interested (3)** 11:2,7 68:14  
**internship (2)** 50:3,5  
**introduce (2)** 3:22 21:11  
**invoices (1)** 8:15  
**involve (1)** 65:23  
**involved (2)** 46:3 66:2  
**involvement (1)** 62:22  
**item (1)** 65:5  
**items (1)** 51:9

**J**

**January (5)** 4:11,19 5:10 29:8  
66:17  
**job (1)** 5:19  
**John (1)** 48:14  
**join (2)** 61:18,21  
**July (1)** 5:3  
**June (1)** 5:3

**K**

**K (3)** 59:11,11,12  
**karate (1)** 32:16  
**keep (2)** 12:6 13:5  
**Keith (2)** 2:4 3:8  
**Kena (1)** 15:6  
**key (1)** 47:10  
**kicked (1)** 17:11  
**kid (1)** 61:18  
**kids (23)** 23:25 26:8,9,10 27:4  
29:15 30:5,9,12 31:11 40:24 42:5  
42:7 44:2 49:4 56:4 60:21 61:12  
61:13,16,20,22 62:17  
**kind (6)** 16:2 24:21 31:22 32:24  
58:10 63:9  
**kinds (2)** 33:10 48:16  
**know (15)** 13:22 18:23 19:17 29:6  
29:22 31:8 33:7 39:5 40:8 41:9  
55:21 58:13 59:4 63:8 64:8  
**known (1)** 35:13  
**knows (1)** 27:25  
**Korbal (3)** 59:2,2,21

**L**

**L (3)** 1:16 68:6,22  
**Lafayette (1)** 1:7  
**language (1)** 20:22  
**large (3)** 20:15 22:8 43:10  
**largely (1)** 19:25  
**larger (4)** 19:20 27:25 57:14 61:24  
**lastly (1)** 14:25  
**late (2)** 34:11 41:7  
**Laughter (3)** 42:14,17 53:21  
**LBTG (1)** 42:24  
**learn (1)** 54:5  
**learning (3)** 25:4 27:7 53:5  
**leave (1)** 49:21  
**leaves (1)** 30:22  
**Lee (9)** 44:18,18 45:3,16,20 46:5  
46:14 47:5,12  
**let's (3)** 25:20 61:9,15  
**letters (1)** 64:3  
**level (1)** 60:19  
**level-two (2)** 13:3 14:5  
**levels (1)** 48:18  
**leverage (1)** 47:2  
**leveraging (1)** 47:10  
**LGBTQ (3)** 22:12 39:22 40:22  
**Library (1)** 48:15  
**licensing (1)** 28:14  
**liens (1)** 35:2  
**limit (1)** 52:12  
**limited (3)** 23:16 41:25 48:6  
**limiting (4)** 24:7 38:22 42:7 63:8  
**limits (1)** 52:2  
**line (3)** 35:21 36:2 40:9  
**lines (1)** 51:9  
**linkage (10)** 5:15 37:3 62:3 63:13  
64:3,9,23 65:2,7,21  
**linkages (7)** 38:15 63:9,16,21,22  
65:3,22  
**Lisa (1)** 58:6  
**list (9)** 9:23 10:19,22 11:6,9 21:19  
51:8 60:8 61:21  
**listed (3)** 20:24 24:12 27:14  
**lists (2)** 21:2 52:5  
**little (10)** 16:6,21 17:3,4 20:18  
21:10,12 24:19 25:17 39:22  
**lives (1)** 11:17  
**location (6)** 38:16 39:16 40:18,23  
43:17,24  
**locations (5)** 37:6,8 40:8,17 43:12  
**log (1)** 8:17  
**longer (1)** 60:7  
**look (2)** 12:9 24:18  
**looked (1)** 62:25  
**looking (2)** 32:17 36:7  
**looks (4)** 8:18 21:11 30:3 64:9  
**lot (6)** 9:24 20:7 23:22 46:25 53:7  
56:9

**loud (1)** 15:24  
**love (1)** 24:4

**M**

**main (1)** 66:3  
**maintained (1)** 29:15  
**major (1)** 29:21  
**majors (1)** 29:22  
**making (2)** 19:3 27:9  
**MAMARONECK (2)** 1:20,21  
**manage (1)** 8:15  
**managed (1)** 40:6  
**management (1)** 6:6  
**managing (1)** 40:10  
**manifest (3)** 19:25 21:17 24:3  
**manual (1)** 50:8  
**marriage (1)** 68:14  
**marry (1)** 60:25  
**martial (2)** 56:16,18  
**match (2)** 20:21,23  
**material (2)** 49:6 63:10  
**materials (1)** 48:8  
**math (2)** 29:21,22  
**matriculating (1)** 19:5  
**matter (2)** 68:10,15  
**maximum (2)** 23:17 52:6  
**Mayor (1)** 18:10  
**Mayor's (2)** 6:22 18:10  
**mean (6)** 11:6 17:22 24:23 25:7  
64:4,6  
**meaningful (1)** 27:11  
**means (3)** 10:5 13:24 43:21  
**meant (1)** 31:22  
**media (1)** 49:16  
**medium (2)** 15:21 16:3  
**meet (6)** 21:22 31:13 37:18 41:4  
54:5 60:11  
**meeting (1)** 41:2  
**meets (1)** 22:8  
**mentioned (3)** 11:12 28:23 61:8  
**Michael (3)** 2:6 3:25 15:11  
**microphone (3)** 15:18 35:22 36:3  
**microphones (1)** 16:20  
**middle (5)** 18:11,13,15 32:16 59:6  
**middle-school-aged (1)** 44:3  
**Mike (3)** 16:4,18 34:13  
**mile (1)** 41:17  
**million (1)** 63:24  
**mind (4)** 12:6 13:5 33:19 47:18  
**mindful (1)** 64:14  
**minimally (1)** 30:15  
**minimum (6)** 21:3 25:9,11 29:17  
41:4 60:11  
**missed (1)** 41:8  
**Missoula (1)** 17:17  
**mobile (1)** 53:6  
**modalities (1)** 23:12

**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**modality (1)** 25:11  
**model (7)** 21:8 24:18 33:16 40:25  
 50:12 57:15 61:2  
**models (3)** 23:6 40:21 50:18  
**module (1)** 8:14  
**modules (1)** 8:3  
**moment (1)** 8:10  
**Monday (3)** 7:17 18:5,21  
**Monday-through-Friday (1)** 33:9  
**money (2)** 65:23,25  
**Mongillo (3)** 58:6,7,21  
**monitor (1)** 7:16  
**Montana (1)** 17:18  
**moved (1)** 31:5  
**movement (1)** 17:20  
**moves (1)** 30:22  
**multiple (5)** 40:17 42:20,21,22  
 43:25  
**multiple-year (1)** 36:16  
**multiplicity (1)** 59:15

**N**

**N (1)** 2:2  
**name (13)** 3:7 6:21 11:4 13:9 16:4  
 16:18 35:23 37:10 47:14 48:17  
 53:3 56:11 59:25  
**names (1)** 26:24  
**Nathan (28)** 41:6,6,13 42:10,18  
 43:6,21 44:6,9,14 51:4 52:14,18  
 52:21 53:2 57:19,19 58:4,23  
 62:11,11 63:12,15,20 65:11,17  
 66:4,9  
**national (1)** 17:19  
**nature (7)** 20:6,10 40:4 41:23 49:3  
 49:22 63:4  
**NDA (1)** 41:18  
**nearby (1)** 47:20  
**necessarily (3)** 55:14 57:9 63:3  
**need (24)** 6:14 10:7 19:25 23:6  
 24:2 25:24 26:4,23 29:11 30:16  
 35:20 37:2 47:21 54:10 55:2,20  
 57:6,22 59:8,13,16 60:25 64:4  
 66:13  
**needed (2)** 20:9 53:17  
**needs (11)** 14:2 18:23 19:23 22:20  
 23:7 24:16 41:3 47:25 59:15  
 63:10 64:15  
**neighborhood (1)** 33:12  
**Network (1)** 53:5  
**new (22)** 1:8,8,21 9:16 11:24,25  
 14:10 17:24 18:3,12,15 19:8 31:3  
 32:10 39:3,20 47:14 53:8,14,23  
 68:2,8  
**nice (2)** 51:16,17  
**Nina (7)** 2:9 3:23 4:3 6:9,17,21  
 15:9  
**ninth (1)** 19:2

**nodding (1)** 43:2  
**non-detention (1)** 19:10  
**nonprofit (3)** 39:9 57:22 62:21  
**not- (1)** 58:3  
**not-for-profit (4)** 39:9,14 58:2  
 61:10  
**Notary (1)** 68:7  
**note (4)** 4:13,17 5:7 35:4  
**noted (1)** 67:4  
**notes (1)** 3:19  
**Notice (1)** 35:5  
**notification (2)** 4:24 13:18  
**number (3)** 24:9 31:12 44:11  
**numerator (3)** 30:8,11 60:23  
**nyc.gov/hhsaccelerator (1)** 14:14  
**NYCHA (1)** 32:3

**O**

**o'clock (4)** 18:6,6,21,22  
**occasional (1)** 47:23  
**October (1)** 29:4  
**off-site (1)** 47:23  
**offer (3)** 28:4 32:15 38:14  
**Office (2)** 6:23 27:22  
**Officer (2)** 2:4 3:9  
**Oh (2)** 15:5 59:24  
**Ohio (2)** 30:23 31:6  
**okay (29)** 7:25 15:25 16:11,16  
 36:20 37:25 38:10,18,24 40:19  
 41:5,13 42:10 43:6 44:16,25 45:3  
 45:22 46:14 47:12 48:4 49:24  
 50:10,15 52:14 55:11,23 56:10  
 58:21  
**older (1)** 27:20  
**Oma (1)** 39:2  
**once (6)** 4:17 7:11 9:17 11:16,25  
 47:21  
**one-to-fifteen (1)** 27:21  
**one-to-ten (1)** 27:20  
**open (3)** 40:25 61:23 62:17  
**operate (4)** 8:23 29:7 43:7 47:10  
**Operations (1)** 6:23  
**opportunities (1)** 9:7  
**opportunity (6)** 10:6,10,12 22:23  
 26:7 56:4  
**opposed (2)** 16:9 63:13  
**Option (7)** 17:9 19:14,15 20:7,15  
 20:17 42:4  
**options (1)** 23:14  
**order (6)** 2:2 4:15 5:8 10:9,21 61:5  
**organization (9)** 10:3 11:7 12:14  
 13:5 38:4 51:21 52:10 58:5 65:24  
**organizational (2)** 5:16,25  
**organizations (4)** 19:22 59:10  
 63:25 64:17  
**OST (5)** 16:9 17:5,11,19,25  
**out-of-school (3)** 17:11,15,20

**outcome (1)** 68:15  
**outstanding (1)** 35:2  
**over-enroll (2)** 60:14,17  
**over-enrollment (1)** 60:18  
**overall (2)** 19:12 48:2  
**overlap (2)** 42:24 58:17  
**oversee (4)** 45:8,13,15 46:8  
**overseeing (2)** 45:18 46:2  
**overview (3)** 2:6 4:3 15:12

**P**

**P (2)** 2:2,2  
**P-I-P (1)** 35:13  
**p.m (5)** 1:10 4:12,19 66:17 67:4  
**page (7)** 8:18,23 9:20 12:5 14:17  
 35:24 37:14  
**pages (1)** 48:21  
**paid (4)** 45:14,19 46:9 50:4  
**Palm (1)** 42:15  
**panel (2)** 3:22 6:11  
**paper (1)** 42:11  
**parent (1)** 48:24  
**parents (1)** 57:2  
**Parks (1)** 49:9  
**part (23)** 17:19 19:7,14,19 22:7,13  
 22:14 23:4 25:6 26:23 27:8 37:14  
 49:6 53:13,17 54:9,18,25 56:15  
 57:7,14 61:17 62:15  
**part-time (1)** 46:21  
**partially (1)** 45:22  
**participant (17)** 21:6,7,9 24:12,17  
 25:14 31:3,3,5,9 33:5,5,6 48:16  
 50:9 54:19,25  
**participants (7)** 23:17,20 25:12,23  
 25:24 26:3 31:16  
**participate (6)** 8:14 30:12,25 48:25  
 57:5 59:20  
**participated (1)** 22:11  
**participation (5)** 25:17 28:19 30:7  
 31:14 42:9  
**particular (9)** 16:8 17:22 20:2  
 21:13,23 22:9 29:7 51:9 61:23  
**particularly (1)** 26:17  
**parties (1)** 68:13  
**partner (15)** 38:4,6,7 51:6,10,12  
 52:23 57:21,22 62:14,18,20,23  
 63:13,16  
**partnering (2)** 51:20 52:9  
**partnership (9)** 38:3 47:20 52:19  
 63:7 65:9,12,13,21 66:7  
**partnerships (2)** 38:9 52:15  
**parts (1)** 56:18  
**password (1)** 13:10  
**pay (2)** 51:14 54:23  
**Payee (1)** 35:12  
**payments (2)** 8:16 35:10  
**peers (1)** 27:10

**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**people (12)** 16:24 20:4,11 23:21  
25:4,8 26:23 31:18 32:6 40:7  
64:4,17

**percent (4)** 20:21 30:18 52:5,12

**period (1)** 29:16

**permissible (1)** 38:15

**permissions (1)** 13:7

**person (13)** 13:6 30:15,22,24  
32:20 33:4,4,17 45:23 46:7 52:23  
53:18 60:16

**personnel (1)** 47:10

**pertains (1)** 35:24

**Pham (2)** 48:14,14

**Phattime (1)** 53:4

**Philadelphia (3)** 53:25 54:4 55:6

**phone (1)** 63:24

**photo/video (1)** 48:24

**pick (1)** 49:5

**piece (1)** 3:15

**pilot (2)** 19:8 42:16

**PIP (1)** 35:14

**place (3)** 24:5 28:5 61:25

**places (4)** 17:17 18:24 19:11 34:4

**plan (1)** 11:14

**planning (3)** 2:7 4:5 27:5

**plans (1)** 23:23

**play (2)** 23:13 25:2

**please (11)** 4:13,17 5:7 6:10 7:18  
34:23 35:21,22 36:2 66:16,18

**point (3)** 23:2 29:10 47:2

**points (4)** 6:2,4,5,7

**policies (1)** 9:14

**pool (3)** 12:11,14 41:25

**Portal (1)** 35:13

**portfolio (2)** 19:12 31:25

**portion (2)** 51:13 52:22

**possible (5)** 29:2,6 35:16 51:24  
65:7

**post (2)** 3:18 34:14

**PowerPoint (2)** 16:20 39:23

**PPC (1)** 15:18

**PPCs (1)** 55:18

**pre-proposal (4)** 1:4 3:6 5:5 67:2

**pre-qualification (1)** 8:6

**pre-qualified (5)** 4:16 7:9 9:5,18  
10:21

**pre-qualifying (2)** 3:14 6:18

**precisely (1)** 32:23

**preclude (1)** 33:18

**precluding (1)** 32:5

**precoding (2)** 53:24 54:3

**prepare (1)** 12:10

**presence (1)** 17:16

**presentation (2)** 6:12 31:24

**pretend (1)** 29:24

**previous (1)** 23:10

**price (5)** 21:5,7 24:12,17 44:11

**prime (2)** 35:11 57:25

**principals (1)** 62:6

**print (1)** 11:21

**private (3)** 8:5 20:21,23

**probably (3)** 28:20 43:3 48:21

**problem (1)** 27:6

**proceedings (68)** 1:13 3:1 4:1 5:1  
6:1 7:1 8:1 9:1 10:1 11:1 12:1  
13:1 14:1 15:1 16:1 17:1 18:1  
19:1 20:1 21:1 22:1 23:1 24:1  
25:1 26:1 27:1 28:1 29:1 30:1  
31:1 32:1 33:1 34:1 35:1 36:1  
37:1 38:1 39:1 40:1 41:1 42:1  
43:1 44:1 45:1 46:1 47:1 48:1  
49:1 50:1 51:1 52:1 53:1 54:1  
55:1 56:1 57:1 58:1 59:1 60:1  
61:1 62:1 63:1 64:1 65:1 66:1  
67:1 68:9,11

**process (2)** 7:4 27:5

**processes (1)** 14:19

**procurement (5)** 3:10 7:4 10:4,14  
10:15

**procurements (5)** 8:10,11 9:21,22  
9:24

**profile (1)** 61:3

**profit (1)** 58:3

**program (94)** 2:6,8 3:17 4:3,6 5:19  
6:4 15:12 18:17,19,20,22 19:2,20  
20:8,17,20 21:14,16,18,21 23:6  
23:18 24:7,10,13,14,16,20,25  
25:10,25 29:3,16,25 30:5,9,16,19  
30:20,25 31:10 32:10,14,15,19  
32:21 33:9,13,13,15,24 36:24  
37:16 38:7 40:21,25 41:14 42:7  
43:14 44:21,23 45:9 46:4,6,12,20  
46:23,24 47:18 48:2 49:4 50:12  
50:13,18 51:6 55:8 56:9,13,15,19  
56:21 57:15 60:7,10 61:2,17,19  
62:22 63:5,11 64:15 65:8,25

**program-related (1)** 52:11

**programmers (1)** 54:5

**programming (5)** 22:15 29:5 53:11  
57:11,13

**programs (46)** 16:6 17:18 18:5  
19:9,9,12 20:3,11 21:7,20 22:4  
22:10,12,22 23:2,19 25:18 26:18  
27:18 28:24 29:7,12 30:13 31:11  
31:19 32:2,3 37:15,20 38:14 40:4  
42:4 43:7,11 46:2 49:14,15,18,20  
50:2,3 53:6 56:4 57:8 61:25 65:2

**prohibiting (1)** 38:8

**prohibition (2)** 46:19 47:9

**project (4)** 25:7 26:21 46:8 59:18

**project-based (1)** 26:18

**project-building (1)** 23:11

**projects (3)** 22:2 26:24 34:5

**proposal (35)** 3:13,15 4:18 5:12,14

5:17,22 6:19 7:8 11:22,24 12:2,2  
12:18,20,21,23 13:2,11,20,24  
14:7 36:16 38:17 39:7 40:16 48:3  
51:25 52:4 59:7 62:8,14 64:25  
65:4 66:12

**proposals (12)** 4:15,20 6:25 7:7  
13:4 38:19,23 40:17 44:8,10  
50:24 58:10

**propose (8)** 7:10 10:5,6,9,22 26:7  
29:13 39:15

**proposer (5)** 24:16 35:5 39:10  
57:25 59:16

**Proposer's (1)** 5:16

**proud (2)** 17:20 19:11

**provide (5)** 52:11 53:5,7,22 62:19

**provider (2)** 10:2 11:4

**providers (11)** 7:6,9 10:19,23 11:9  
11:12,15 22:17 51:23 59:9 62:4

**public (8)** 18:19 34:16 38:2,6 48:15  
62:2,3 68:7

**public-private (1)** 20:20

**publicly (1)** 17:16

**publish (1)** 7:5

**pulling (1)** 40:7

**purpose (1)** 28:15

**purposes (1)** 62:20

**push (1)** 58:14

**pushed (1)** 58:16

**pushing (1)** 58:20

**put (6)** 20:12 25:2 26:16 49:18  
52:22 64:8

**Q**

**qualified (3)** 39:9,14 58:2

**qualify (1)** 60:10

**Queens (1)** 48:15

**question (18)** 17:21 22:5 24:14  
35:20,25 36:7,12,15,21,24 37:13  
38:11 45:13 51:19 53:20 57:3,24  
63:19

**questions (33)** 4:4,8 5:4,9 6:10,11  
6:14 7:13 12:10 15:2,5,8 31:19  
31:23 34:10 35:18,25 36:6 37:25  
39:21 43:5 44:17 51:20 58:25  
59:22,23 63:19 65:10,15 66:11  
66:11,12,24

**quick (1)** 36:6

**quickly (1)** 51:24

**R**

**R (2)** 2:2 68:1

**radar (1)** 64:13

**raise (2)** 7:20,24

**range (1)** 59:8

**rate (5)** 25:16 28:19 30:6 31:13  
52:6

**ratio (4)** 24:15 27:15,19 28:7

**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

<p><b>rational (2)</b> 24:7 64:14  <b>rationality (1)</b> 22:6  <b>ratios (4)</b> 27:24 28:11,16 61:3  <b>reach (3)</b> 7:14,18 26:15  <b>read (2)</b> 10:12 12:12  <b>ready (3)</b> 9:19 11:23 12:7  <b>real (2)</b> 52:2 64:21  <b>really (4)</b> 14:11,14 30:4 63:21  <b>reason (1)</b> 62:2  <b>reasonable (1)</b> 24:6  <b>reasonably (1)</b> 22:7  <b>receive (6)</b> 6:2,3,5,6 13:18 22:11  <b>received (1)</b> 5:9  <b>receives (1)</b> 25:14  <b>receiving (1)</b> 32:20  <b>recognition (1)</b> 60:19  <b>recognitions (1)</b> 19:16  <b>recognized (1)</b> 17:17  <b>recommend (1)</b> 13:12  <b>record (2)</b> 9:15 68:11  <b>red (1)</b> 12:3  <b>reference (1)</b> 35:23  <b>references (1)</b> 17:9  <b>referencing (1)</b> 20:23  <b>refresh (1)</b> 8:21  <b>regard (1)</b> 65:7  <b>regarding (1)</b> 7:13  <b>regulatory (1)</b> 34:18  <b>rehearsals (1)</b> 25:4  <b>related (1)</b> 68:12  <b>relationship (2)</b> 10:3 56:7  <b>relative (1)</b> 50:13  <b>release (2)</b> 8:11 58:18  <b>released (6)</b> 7:12 11:13,16,18  66:20,21  <b>relevant (1)</b> 7:10  <b>remember (3)</b> 14:11 41:18 66:16  <b>reminded (1)</b> 66:19  <b>repeat (1)</b> 53:20  <b>reported (3)</b> 1:15 35:12 68:9  <b>Reporter (1)</b> 68:7  <b>REPORTING (1)</b> 1:20  <b>request (2)</b> 54:22 61:12  <b>requests (1)</b> 63:24  <b>require (1)</b> 37:4  <b>required (10)</b> 5:13 9:6 10:7 12:4,24  20:21 38:3,5 48:17,23  <b>requirement (1)</b> 39:8  <b>requirements (4)</b> 3:18 34:15,18  37:18  <b>requiring (1)</b> 28:13  <b>Research (2)</b> 2:7 4:5  <b>resources (1)</b> 14:15  <b>respect (2)</b> 41:24 59:18  <b>respond (1)</b> 4:15  <b>response (1)</b> 66:14  <b>responses (1)</b> 5:8</p>	<p><b>responsibility (2)</b> 34:19,22  <b>responsible (2)</b> 34:21 56:8  <b>restrict (1)</b> 61:14  <b>restricted (2)</b> 61:22 64:5  <b>restriction (1)</b> 41:16  <b>restrictions (1)</b> 47:17  <b>resubmit (1)</b> 14:12  <b>resumes (1)</b> 5:18  <b>retract (1)</b> 14:7  <b>RFP (27)</b> 4:10,11,16 7:11,21 11:13  11:16,17,17 12:12,22 17:10  20:22,24 21:2,15 27:14 35:24  39:24 40:15 41:4 48:5 52:5 58:11  61:21 66:13,21  <b>rfpquestions@dycd.nyc.gov (1)</b>  5:7  <b>RFPs (2)</b> 7:6 63:23  <b>RICHMOND (1)</b> 68:3  <b>rider (1)</b> 34:16  <b>ridiculous (1)</b> 64:5  <b>right (30)</b> 3:21,22 6:16 8:21 12:15  15:10 23:8 24:24 25:3 29:9 30:17  30:19 31:14 32:4,6 33:24 35:17  39:12 44:12,14 45:16 46:5 51:2  51:21 52:16 55:4,13 60:21 65:6  66:15  <b>River (5)</b> 41:7 51:5 57:20 62:12  65:17  <b>roadmap (1)</b> 9:22  <b>Robert (2)</b> 2:7 4:7  <b>rockets (1)</b> 33:16  <b>Rogers (14)</b> 53:3,4,22 54:13,17,24  55:5,9,11,14,23 56:10 61:8 62:10  <b>role (1)</b> 47:4  <b>room (2)</b> 1:7 19:15  <b>routinely (1)</b> 27:8  <b>run (4)</b> 25:19 43:10,14 56:13  <b>running (3)</b> 32:14 46:12 49:13</p> <hr/> <p align="center"><b>S</b></p> <hr/> <p><b>S (5)</b> 2:2 56:11,22,25 57:17  <b>safety (1)</b> 28:2  <b>salaries (1)</b> 48:8  <b>salary (4)</b> 45:6,21 51:12 52:23  <b>Saturday (1)</b> 33:12  <b>save (2)</b> 11:21 12:5  <b>saw (1)</b> 36:22  <b>saying (2)</b> 13:18 15:24  <b>says (6)</b> 10:4,23 13:21,23 36:22  39:23  <b>school (28)</b> 5:15 18:11,13,15,19  19:2,4,4 38:2,6 39:10,11,13 42:8  42:13 45:10 47:15 48:18,18  49:14 50:2 59:6,6,7 61:16 62:15  62:19 65:3  <b>school-aged (3)</b> 19:20 27:23 28:13  <b>school-based (1)</b> 65:2</p>	<p><b>schools (7)</b> 18:9,12 36:25 39:4,6  62:2,3  <b>scope (3)</b> 24:8 34:6 59:19  <b>Scouts (2)</b> 36:5 37:11  <b>screen (2)</b> 11:20 13:17  <b>screenshots (1)</b> 14:20  <b>seasonal (1)</b> 20:10  <b>second (4)</b> 29:24 36:21 38:11 57:2  <b>see (23)</b> 5:24 9:23 10:7,15,19 12:9  13:25 14:7 16:22 17:8 20:22 22:4  24:11 26:19 27:3 28:24 29:4 32:8  32:13,17,19 33:21 45:18  <b>segment (1)</b> 3:20  <b>select (2)</b> 12:13 14:7  <b>selected (1)</b> 10:20  <b>selections (1)</b> 4:24  <b>semester (1)</b> 25:22  <b>send (2)</b> 64:2,3  <b>sense (6)</b> 23:10 29:4 40:9 46:25  56:9 57:16  <b>separate (9)</b> 36:23 37:2,3,5 40:10  45:23 49:18,19 50:24  <b>separateness (1)</b> 33:19  <b>serve (10)</b> 18:24 22:17 23:2,18,25  25:20 26:4 40:24 43:25 59:11  <b>served (2)</b> 42:6 44:24  <b>service (8)</b> 7:5 8:8 9:10,14 10:7,9  22:16 23:14  <b>services (13)</b> 1:20 2:9 7:10 9:15  10:18,20,24 11:10 27:23 29:19  39:16 50:3 52:11  <b>serving (4)</b> 18:7 19:2 27:18 49:4  <b>session (3)</b> 6:13 18:9 35:19  <b>set (1)</b> 68:16  <b>setting (2)</b> 26:22,24  <b>Settlement (1)</b> 58:8  <b>share (1)</b> 34:7  <b>Sharon (1)</b> 56:12  <b>Shorthand (1)</b> 68:6  <b>show (2)</b> 7:20 10:23  <b>side (2)</b> 44:20,23  <b>signature (1)</b> 18:10  <b>SIMMONS (2)</b> 37:10,22  <b>single (3)</b> 18:19 28:15,15  <b>single-focused (1)</b> 49:20  <b>site (13)</b> 12:15 41:15,20,22 44:23  46:2 50:19,22 59:15 61:9,14,23  62:16  <b>sites (9)</b> 31:20,21,21 32:4,5,7  38:13 47:19 50:20  <b>six (2)</b> 23:20 24:5  <b>size (1)</b> 24:8  <b>sizes (2)</b> 23:10 24:10  <b>skill (1)</b> 21:25  <b>skills (6)</b> 16:23 20:2,5 23:11 25:5  27:13  <b>slide (4)</b> 7:19 27:17 28:21 40:13</p>
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**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**slides (2)** 5:24 21:10  
**slot (2)** 30:23 31:2  
**slots (2)** 30:2 60:5  
**soccer (2)** 21:18 33:13  
**solution (1)** 27:8  
**solving (1)** 27:6  
**SONYC (19)** 18:12,19 31:21 32:14  
 33:4,23 37:15 45:8,14,14,15,19  
 45:19,25 46:10,12,16,20,23  
**soon (3)** 28:25 29:5 35:15  
**sorry (4)** 41:7 47:5 48:18 65:16  
**sources (1)** 32:21  
**speak (1)** 8:9  
**SPEAKER (2)** 15:22 16:13  
**special (3)** 22:20,21 24:15  
**specialists (1)** 27:4  
**specialized (1)** 46:22  
**specific (1)** 65:6  
**spend (3)** 21:16 23:21 55:6  
**spring (1)** 4:23  
**square (1)** 44:15  
**ss (1)** 68:3  
**staff (10)** 28:8 45:6 46:21,21 47:9  
 51:10,11,13,21 52:23  
**staff-to-participant (1)** 27:19  
**staffing (4)** 6:3 45:5,9 61:3  
**stakeholders (1)** 62:6  
**standard (1)** 28:4  
**start (6)** 3:3,11 16:10 20:9 29:8  
 54:3  
**started (2)** 11:25 19:17  
**state (4)** 27:22 35:22 68:2,7  
**statement (1)** 52:24  
**status (4)** 10:2,3 13:21 14:8  
**stem (1)** 53:5  
**STENO-KATH (1)** 1:20  
**stenokath@verizon.net (1)** 1:22  
**step-by-step (1)** 14:21  
**step-it-up (1)** 33:13  
**sticking (1)** 34:11  
**stipends (2)** 50:5,9  
**story (1)** 16:7  
**straight (1)** 49:13  
**streamline (1)** 7:4  
**streams (1)** 17:14  
**Street (2)** 1:7 58:7  
**stress (1)** 34:20  
**structured (2)** 5:14 65:4  
**student (1)** 18:15  
**students (15)** 18:12 19:3 23:8  
 25:20 26:2,14 27:16 42:2 49:14  
 49:25 50:6 53:10 60:6,6,9  
**stuff (2)** 48:10,11  
**Sturges (3)** 1:16 68:6,22  
**Stuyvesant (1)** 47:14  
**subcontract (2)** 52:19 66:2  
**subcontracting (3)** 11:3,8 52:3

**subcontractor (5)** 35:5 51:8,22  
 52:10 58:2  
**subcontractors (3)** 35:8,15 52:6  
**subcontracts (1)** 35:8  
**subject (2)** 24:22 35:9  
**submission (4)** 3:15 6:19 62:9  
 66:12  
**submit (14)** 5:21 6:24 7:7,11 10:8  
 12:23 13:2,4,6,11 14:3 42:20,21  
 44:7  
**submitted (9)** 4:20 9:17 13:16,19  
 13:22,23 14:2,8 64:24  
**submitting (2)** 9:9 13:12  
**subset (1)** 59:12  
**subsidies (1)** 57:4  
**substantive (1)** 63:22  
**successes (1)** 22:3  
**successful (2)** 26:20 30:16  
**successfully (4)** 13:15,19,23 19:6  
**suggest (1)** 50:24  
**summary (4)** 5:17 10:14 11:23  
 13:20  
**summer (4)** 18:6 40:22 50:3 56:14  
**summertime (2)** 29:18,20  
**superstructures (1)** 47:2  
**supervision (2)** 46:11 47:7  
**support (1)** 21:24  
**sure (11)** 12:17 13:6 19:3 34:9,23  
 34:25 35:22 49:12 55:10 57:18  
 64:20  
**system (16)** 4:13,17,20,25 6:24 7:3  
 7:14,22 8:16,23 9:2,24 14:22  
 18:3 66:18,22  
**system's (1)** 10:25

**T**

**T (2)** 68:1,1  
**tab (17)** 9:4,21 10:14,18,19 11:17  
 11:22,23 12:3,8,18,19 13:2,3,21  
 14:6,16  
**tab-based (1)** 8:23  
**tabs (3)** 8:24 11:11,14  
**take (4)** 9:21 10:13 54:4 61:25  
**talk (6)** 21:9 24:19 25:16 27:16  
 28:18 31:17  
**talked (4)** 23:9,15 60:23 61:4  
**talking (2)** 55:24,25  
**target (1)** 42:6  
**tasks (3)** 8:19 14:22,24  
**tax (1)** 9:13  
**teach (2)** 53:24 61:11  
**teacher (1)** 43:16  
**teachers (2)** 46:15,19  
**team (1)** 9:18  
**technical (2)** 15:17 25:3  
**techniques (2)** 54:2,6  
**tell (2)** 20:18 24:17

**ten (3)** 22:24 48:23 55:6  
**tenth (1)** 19:6  
**term (1)** 5:2  
**terms (8)** 12:6 20:8 28:2 45:4,9  
 52:2 54:10 55:18  
**thank (27)** 8:2 15:4,8,9 34:10,12  
 37:9,22 38:21,25 39:18 41:5  
 47:12 48:13 49:7 50:16 51:3 53:2  
 56:10 57:18 58:4,21 59:21 61:6  
 62:10 66:9 67:3  
**Thanks (1)** 34:13  
**theater (1)** 24:25  
**Therese (3)** 1:16 68:6,22  
**Thevenot (6)** 37:23,24 38:10,18,21  
 38:24  
**things (7)** 4:10 19:18 46:17 48:22  
 49:2 64:18,19  
**think (15)** 16:14,23 24:8 30:14,21  
 44:16 45:17 47:3,5 49:10 51:18  
 56:3 63:4 64:8,14  
**thinking (5)** 26:20 27:12,12 28:7  
 33:8  
**thirty-one (1)** 37:14  
**three (6)** 23:13,24 31:13 36:11,18  
 44:8  
**three-year (1)** 36:9  
**time (29)** 3:21 6:8,16 7:8 12:9  
 14:12 15:10 17:12,15,20 22:24  
 23:22 25:10 29:10 32:22 35:17  
 42:25 43:8,13,18 44:23 47:24  
 51:22,25 52:2 55:13 58:19 62:8  
 67:4  
**timeline (2)** 3:13 4:10  
**timely (1)** 5:8  
**timing (1)** 58:11  
**title (3)** 10:13 11:19 47:6  
**today (4)** 3:12 16:7,25 17:12  
**top (1)** 8:21  
**total (1)** 52:12  
**touch (1)** 34:19  
**track (1)** 9:15  
**training (6)** 53:14 54:10,18,20  
 55:16 56:2  
**trainings (2)** 14:17,18  
**transcript (2)** 1:13 68:10  
**transition (2)** 18:25 50:2  
**transportation (4)** 47:21,24 48:6,9  
**travel (8)** 53:16 54:11,13 55:12,13  
 55:15,15,25  
**trips (4)** 47:17 54:16,17,23  
**true (5)** 23:9 28:11 29:14 39:11  
 68:11  
**try (1)** 18:24  
**trying (1)** 23:23  
**turn (1)** 15:23  
**two (18)** 11:11,14 31:11 32:20 36:6  
 37:25 38:12,14,14,19 46:23



**COMPASS Explore Pre-Proposal Conference  
December 18, 2015**

**7 (1)** 43:15  
**70 (1)** 30:18  
**722-0816 (1)** 1:22  
**75 (13)** 26:7,13 29:13,15 31:11,16  
44:2,2,4,10 60:5,15,22

---

**8**

---

**8 (1)** 59:12

---

**9**

---

**9 (1)** 27:18  
**9- (1)** 28:10  
**90 (1)** 46:3  
**914 (2)** 1:21,22  
**95-DEPOS (1)** 1:21  
**953-3767 (1)** 1:21