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In the Matter of
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT
COMPASS
SCHOOL-BASED ELEMENTARY PROGRAMS AND
CENTER-BASED OR NON-PUBLIC SCHOOL
ELEMENTARY PROGRAMS
-----x

2 Lafayette Street, 14th Floor
New York, New York 10007

January 26, 2015
10:12 a.m.

Transcript of Proceedings

Reported By:

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COMPASS
January 26, 2015

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

ZENAIDA MARIE WHITE, Assistance Deputy Agency Chief Contracting Officer

SUZY MULVIHILL, HHS Accelerator

MIKE DOGAN, Senior Director of Operations for COMPASS Programs

SERGE ST. LEDGER, JR., Department of Education

ROBERT FRENZEL-BERRA, Administrative Staff Analyst

ALSO PRESENT:

Denice Williams, Assistant Commissioner

Dana Cantelmi, Agency Chief Contracting Officer

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2 MS. WHITE: Good morning, again.
3 On behalf of Commissioner Bill Chong, I
4 would like to welcome you to the Department
5 of Youth Community Development's
6 Pre-Proposal Conference for COMPASS
7 Elementary School-Based programs and
8 Center-Based or Non-Public School
9 Elementary Programs. That is a mouthful.
10 And just to be clear and make sure you're
11 in the right place, this pre-proposal
12 conference is covering two separate RFPs;
13 the COMPASS School-Based Elementary
14 Programs RFP and the COMPASS Center-Based
15 or Non-Public Schools Elementary Programs.
16 What a mouthful, right?

17 My name is Zenaida Marie White, I am
18 the Assistant Deputy Agency Chief
19 Contracting Officer here at DYCD, and I
20 have the privilege of presenting to you
21 some deadlines.

22 So, we're going to start off with
23 our timeline for these RFPs, and please
24 note that there are two separate RFPs, but
25 they're following the same timeline.

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2 Proposal due date, February 27th at
3 2:00 p.m. We anticipate that the award
4 announcement for these awards will be early
5 spring. Anticipated contract term is
6 July 1st, 2015 through August 31st, 2018,
7 with a program start date of
8 September 1st, 2015.

9 Today is your opportunity after the
10 panel to line up, ask all your questions,
11 get clarifications, but after today if you
12 do have additional questions, we want you
13 to e-mail rfpquestions@dycd.nyc.gov. And
14 we also have a deadline for those
15 questions, and that is February 20th. We
16 want to ensure you get a timely response
17 before the deadline. So again, we ask all
18 questions be submitted via e-mail by
19 February 20th.

20 Evaluation criteria: Each proposal
21 will be rated based on the following
22 criteria, the following categories will
23 have the maximum points as indicated here.
24 There are 20 possible points for
25 organizational experience, 20 possible

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points for staffing, 15 possible points for school partnership center-based expectations, 40 possible points for program design, and 5 possible points for budget management, and that is your evaluation criteria for these two RFPs.

Now, I would like to introduce you to our panel. We have from the Department of Education, Serge St. Ledger, Jr. From HHS Accelerator, we have Suzy Mulvihill. From COMPASS programs, we have Mike Dogan. And also to help answer questions later on from our Planning, Research and Program Development, we have Bob Frenzel-Berra.

What I want to make note of is in the deadline for February 27th, you can only submit your proposals through the HHS Accelerator system, and you must be preregistered in this system.

So without further ado, I'm going to call Suzy Mulvihill. She is going to review HHS Accelerator with you. Please make note of your questions and hold all questions until after the panel's done.

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2 Thank you so much.

3 MS. MULVIHILL: Thank you. Good
4 morning. So I'm just going to run us
5 through a brief overview of submitting
6 proposals in HHS Accelerator.

7 A little bit of background for those
8 of you who may not be familiar, Accelerator
9 was launched to improve the contracting
10 process between the City and service
11 providers. On a basic level, the way it
12 works is requests for proposals are
13 published in the system by the Agency, and
14 then providers who are pre-qualified with a
15 relevant service application can log in and
16 submit a proposal for that specific
17 procurement.

18 As was mentioned, all proposals must
19 be submitted in HHS Accelerator. No paper
20 proposals will be accepted. And proposals
21 must be submitted by the due date and time.
22 We do have a help desk to help you
23 troubleshoot any issues that you may
24 encounter when using the system. You can
25 e-mail us at info@hhsaccelerator.nyc.gov,

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2 and a member of our team will help you
3 troubleshoot anything that you encounter.

4 So to get started on submitting
5 proposals, when you log into the system,
6 you're going to navigate to our
7 Procurements tab. The Procurements tab is
8 going to display all RFPs that are on the
9 road map. So we have a couple of tools to
10 help you essentially find what you're
11 looking for a little bit quicker. You can
12 use the "Filter Items" feature, which when
13 you click on that you can specify certain
14 criteria. For instance, Agencies, you can
15 specify DYCD, it will show you all
16 proposals that are listed on the road map
17 for DYCD. Alternatively, we have a
18 Favorites feature where you can check the
19 boxes next to any of the blue hyperlinks,
20 and then you simply click "Save Updates to
21 Favorites," and then you click "Display
22 Favorites" and it will just show you what's
23 saved on your favorites.

24 Listing: This just makes it easy,
25 when you come in, we have all those

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2 procurements on there, you can quickly
3 identify what you're looking for. So then
4 once you're ready to submit your proposal,
5 you're going to click on the blue
6 hyperlink; for instance, for COMPASS, and
7 that will put you into the Proposal section
8 of Accelerator.

9 There are four sections in this
10 area. We have Procurement Summary, which
11 is just going to give you basic details on
12 the procurement itself; Services and
13 Providers, which is going to tell you about
14 additional services that apply for this
15 procurement, as well as providers who are
16 also eligible to compete for this
17 procurement; RFP Documents, very important
18 because it's where you're going to download
19 all the documents for this particular
20 procurement, as well as any addenda that
21 are released with instructions for your
22 proposals; and then lastly, your Proposal
23 Summary page, which is where you're going
24 to actually start the proposal and enter
25 all the details there.

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2 So when you're ready, you'll come
3 in, you'll click "Add New Proposal", and it
4 will put you into the Proposal Details
5 screen. Again, you're going to enter
6 anything with a red asterisk, these are
7 required fields, and you also want to just
8 pay careful attention to competition pools
9 and make sure if you have multiple entries
10 there, you're selecting the correct one
11 that you're looking for.

12 So you'll go through and hit all
13 these details, and then lastly you're going
14 to add the site information. The site
15 information is where the service is
16 actually taking place. Once you do that,
17 you'll go "Save" and "Next", and you'll
18 enter this top page, which is where you're
19 going to upload all the required documents.
20 You must upload a document for every single
21 one of these entries or you will not be
22 able to submit the proposal. So you want
23 to go through, read the instructions
24 carefully, make sure you're lining up
25 documents in the right places.

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And then once you've completed that, one way to confirm that everything is correct is there is a Status column where you can double-check that everything says Completed. If it stays "Not Started" next to something, it means you have to go back in and upload a document there.

So once you've done all of that, you can go "Next" and it will put you to our Confirmation page where you're going to be asked to agree to the terms and conditions and then also to enter your user name and password. You go through, enter that information and click "Submit Proposal". If for some reason you get an error message, in all likelihood you're missing a document from the Proposal Documents page. You want to go back in, verify everything is there. But provided that all is good, you'll click "Submit Proposal," you'll get a green message bar across the top indicating that you've successfully submitted a proposal, and then you'll also get a confirmation e-mail.

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This page will also always show you the status of your proposal, so you'll see the Status here says submitted. We do encourage you to submit your proposal in advance of the deadline. If you do this and you realize, you know, whoops, we uploaded the wrong document in the wrong place, you do have the ability to retract your proposal. You must do this before the deadline. You cannot do it after the deadline. So you can come in, you can, from the "Actions" menu, you can select "Retract Proposal," go back in, make any changes and then resubmit the proposal. You do have to resubmit the proposal because once you click Retract, it's no longer on the Agency side of things, it's back with you.

So if you do decide to do this, make sure you do it with plenty of time; otherwise, your proposal will be submitted. And if you have any questions, we also have our public-facing website. It has a lot of resources on it, including trainings,

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videos and just physical guides that -- with screen shots that will walk you through this process. And as I said in the beginning, if you have any questions, you can also always contact our help desk. Thank you.

MS. WHITE: Thank you, Suzy. And we've also provided -- in your hand you have an HHS Accelerator Guide because that was a lot of information.

Well, moving on, we have now Program Overview by our very own Mike Dogan.

MR. DOGAN: Good morning, everyone. Good to see some faces in this big blizzard, and people were e-mailing yesterday, 6:00, 7:00, 8:00, 9:00, 10:00 about the upcoming blizzard, so thank you for coming out today. It's good to have everybody here.

My name is Mike Dogan, Senior Director of Operations for COMPASS Programs. COMPASS standing for both the elementary programs and our portfolio for which you are here; COMPASS also including

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the SO NYC, School's Out New York City middle school programs; COMPASS includes our option two contracts from way back in 2005; COMPASS also includes our transition to high school programs and initiatives; COMPASS includes our programs in public school, as well as sites that are in NYCHA, park sites, and sites other than that.

Today's PPC is, as Zenaida has mentioned, is about elementary programs, COMPASS elementary programs both in public schools and in community centers. Our -- this system, which is now approximately a quarter of a billion dollars, by far and away the largest municipally-funded child care initiative in the country, including these elementary programs is really just kind of a game changer in terms of an investment by the City, State and other stakeholders in order to be able to make this work for all the kids in New York City. Again, a quarter of a billion dollars investment in terms of after school. What a great time and

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2 opportunity to be in this field.

3 Through the Mayor's commitment and
4 through valuing the partnerships of our
5 community-based organizations, our CBOs,
6 you folks are here in this room here today,
7 it is through you, and your networks, and
8 your staff, and your team, and your work
9 and advocacy in the communities that we can
10 make this work.

11 We have currently over 800 programs.
12 We will have over 900 programs after these
13 solicitations for next year. One of what
14 this initiative has allowed us to do also
15 is to be able to talk about branding and
16 opportunities in a way that we hadn't in
17 the past. OST is what we used to call
18 ourselves. That is the Out of School Time
19 initiative since 2005. There are plenty of
20 research and policy papers for OST programs
21 in Montana, right. That is great we are
22 part of that overall system of Out of
23 School Time activities and research.

24 We are also a bit different and
25 unique to New York City. So part of what

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we've done is we've worked with Rescue Social Change Group and other partners to help define what it is to be a COMPASS program, a Comprehensive After School System Program, as well as a SO NYC program, School's Out New York City.

What I'll do today is I'll walk through these two solicitations, most of them are fairly unified, so I'll talk where it becomes important, I'll talk about what is unique to the center-based programs versus what is unique to the school-based programs. But in either cases, these goals as listed here are lined and true for both of them.

What is different are the eligible sites. The eligible sites as listed in the RFP are the only sites that will be considered for this solicitation. The only school-based sites for this solicitation are listed in the RFP. The goal is to provide a continuity of services throughout our communities, and that is intentional. These sites, for what it's worth, were

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proposed under the 2011 RFP. So our goal in a fairly massive time of change in New York City in terms of investment into communities, is to provide, where possible, a sense of stability to our current system, where possible.

The center-based portion of the RFP is a similar investment as now in two community districts, and we have listed that funding in these community district pools for our center-based portfolio, our non-public school portfolio. Our public school portfolio includes both public schools and charter schools as such. The center-based, the community centers are those that are not public schools or charters. I'm sure that there will be questions during the question and answer period.

Regardless, so I'll talk a little bit about the school partnership agreement for school-based programs and my colleague, Serge St. Ledger from the DOE will talk in even greater depth about that. The

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2 successes of our programs to date have been
3 where they developed and enriched
4 partnership and collaboration with the
5 whole schools, with the principals, with
6 the lunch ladies, with the custodial
7 engineers, with all those key staff in the
8 school. It is really through that
9 partnership and that sharing of common
10 vision about what you aim to get done that
11 makes these programs so successful.

12 So for our school-based programs, a
13 school partnership agreement will be
14 necessary. It includes a strategy for
15 retaining participants and engaging
16 parents. Part of that conversation will
17 include the language about what is the
18 school-aged child care program. I think
19 most of the programs in this school are
20 already currently licensed.

21 Those center-based programs, those
22 programs that do not take place in public
23 schools, should also work and strive to
24 develop a relationship with the schools
25 from which they pull children. So that

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2 includes many of the same conversations
3 that would take place with a school
4 principal, they need to be aligned with the
5 learning standards of the schools and the
6 Department of Education. There's great
7 conversations to be had with the parent,
8 the coordinators within the schools, and we
9 would expect programs to have those
10 conversations and develop those
11 relationships as well.

12 The program design: To draw
13 specifically, it is just for the school
14 year. I am sure that there are questions
15 about the summer, it is clear in the RFP
16 that summer is not included as of yet, but
17 it is not included in this RFP. The hours
18 of service as listed here on this slide are
19 for school year only. They are not to be
20 allocated to the summer; 540 hours during
21 the school year, three hours per day,
22 Monday through Friday. RFP, a similar
23 program model, 13 holidays to be able to
24 support the needs of working families. So
25 13 holidays at 10 hours a day for 130 hours

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2 is how we get to the 600 hours -- 670 hours
3 worth of service.

4 For those programs, the 2,112 is a
5 higher -- represents a higher price per
6 participant than previously was in this
7 initiative. So that is commiserate with
8 our RFP-funded programs and so it's aligned
9 to have a system by price per participant
10 with expectations in terms of modeling,
11 that is the goal of this initiative. A
12 higher price per participant will be
13 considered for participants with special
14 needs, including emotional, behavioral, and
15 cognitive impairments. Specifically,
16 within this model for elementary, literacy
17 and STEM activities including creative arts
18 that incorporate literacy into learning
19 goals. There are plenty of ways and
20 opportunities for kids to learn.

21 We believe that after school
22 programs represent a great and unique
23 opportunity to engage kids in different
24 ways than they do during the school day.
25 We'll understand the learning goals and we

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2 can manifest them through a whole variety
3 of arts programs, literacy programs, and
4 great opportunities for youth, two hours
5 minimum per week per participant of either
6 STEM, or two hours minimum per week per
7 participant of literacy. Two hours a week
8 of STEM or two hours a week of literacy
9 minimally per participant.

10 Also important is physical activity
11 and healthy living. Kids need to play. I
12 do not have to tell you that. You can see
13 it in your own program. I will speak the
14 obvious when it needs to be spoken, so kids
15 do need to play. It will get their energy
16 going, it will burn the calories, but it
17 will clear their mind for the next
18 activities, and really frankly, in many
19 ways, even if you're pursuing an
20 educational goal, that's how kids learn;
21 kids learn through play. Appreciate the
22 play of the young people.

23 This program, a BA or a BS degree is
24 required for the Site Director, the Program
25 Director, sometimes called the On-Site

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2 Program Director. This position must be
3 full-time for programs with 90 or more
4 participants. Again, for a program with 90
5 or more participants, this position is a
6 full-time position, full-time meaning
7 35 hours per week minimally. As a former
8 Program Director, 35 sounds a bit short in
9 terms of how many I worked, but we'll
10 appreciate the minimum requirement.

11 The Education Specialists, we
12 believe and have been talking about for
13 years, the value of having a person who can
14 help shepherd the lesson plans, work with
15 the staff, help work towards the education
16 goals, liaise correctly with the
17 school-based personnels, including the
18 teachers, help work with the curriculum and
19 help support the learning goals of the kids
20 by working with the staff. It is a key
21 critical part of this initiative globally,
22 both in terms of our elementary and middle
23 school programs.

24 It could be a Department of Ed
25 teacher. If a CBO has multiple programs,

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this Education Specialist could work up to four programs, a 25 percent full-time attribution. If a Program Director for a program that it's operating under has fewer than 90 participants and that Program Director is a part-time person, that person could also be the Education Specialist.

We value the Senior Supervisor. Everybody has a boss. As we know, the On-Site Program Director will report to a Program Supervisor, that person is the key critical position who offer their support and at multiple sites to be able to drive this initiative. That quality control, that checks and balances, and that support system of the site in collaboration with the principals is a key critical facet of quality improvement.

Activity Specialists, Data Management, we know since you have government-funded contracts, that we ask a lot in terms of data is almost ceaseless, I imagine, at some points in time. So Data Management is a key facet, it is an

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attributable role in terms of the budget that you have with that. So think about the personnel at your site, what they do, how they use data, how they use the data to support program quality.

The ratio for elementary programs is a 1 to 10; 1 to 15 for youth ages 10 to 12 years of age.

I'll talk just briefly about our partnerships for those programs in public schools. Our colleague -- my colleague, Serge, will talk a little more about the in-kind contribution, about extended use permits, what we covered in food, what we covered in public schools. For these programs that are not located in public schools or charter schools, the Child and Adult Care Food Program, CACFP, is a mechanism to get free -- or to get reimbursed meals, a federally reimbursed meal program.

I talked a little bit about Rescue Social Change Group and their work in support of the naming and branding with

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2 DYCD. And Department of Health and Mental
3 Hygiene, all of our programs are
4 school-aged child care licensed.

5 I'll just draw that our goal
6 historically is to be able to work with
7 providers to help make sure that you guys
8 have the capacity, the technical assistance
9 that you need to make this a sustainable
10 venture. We believe that this current
11 investment in DYCD, this quarter of a
12 billion dollars, is because that we've been
13 able to work with you guys, to help build
14 everybody's capacity, that we are
15 sustainable in this together. So we're
16 working with other partners to help make
17 sure that you guys have the technical
18 systems you need in order to make this a
19 continuing enterprise.

20 So right now I'll turn it over to
21 questions for -- or I'll turn it over to
22 Serge St. Ledger from the Department of Ed.
23 We will have more questions at the end.
24 Thank you.

25 MR. ST. LEDGER: Good morning,

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everybody. Thanks for coming out this morning. You have to excuse my voice, I'm just getting over a cold so just bear with me.

So I'm going to go through some slides about the Chancellor's priorities, how to sort of navigate best the schools as it pertains to either the elementary or the community-based COMPASS programs, and try to give you some insight about some new developments as well. So let me start with the Chancellor's priorities. She wants to foster the love of reading throughout these programs, after school programs specifically. So structured independent reading, book clubs, reading and tutoring are just examples of those, but she definitely wants the literacy to come to life for the kids in the after school program. Also arts, one of things that she also wants to stress. Mentoring, use of structure in an unstructured time for cultural activities, choice of engagements.

Let me sort of just flesh those all

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2 out. During the after school, and this is
3 something that the Chancellor talks about
4 all the time, she wants it to be a
5 connective tissue, she wants it to be a
6 seamless experience for our kids. So for
7 example, if the kids are learning some sort
8 of -- they're going through a book in their
9 English classes, perhaps having a play
10 after school to bring that to life and
11 perhaps having a culminating trip to a play
12 or something like that, that would sort of
13 bring together what goes on during the
14 school day and after school.

15 Another example is a STEM, and this
16 is something that Mike talked about, giving
17 the kids the opportunity to really get
18 their hands dirty, literally, as it
19 pertains to STEM activity so they can begin
20 to apply what they're learning during the
21 school day to the after school. So it's
22 very important that we stress this
23 connectivity, that you guys build it into
24 your planning and programming.

25 As far as costs are concerned, the

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2 Department of Education will cover
3 fingerprinting, snacks, security, nursing
4 and facilities. Okay. So you do not have
5 to worry about those in your budget, but
6 obviously if you have any questions please
7 let us know, but these are the costs that
8 will be covered by the Department of Ed.

9 MS. WILLIAMS: For school-based.

10 MR. ST. LEDGER: For school-based
11 programs, thank you for that distinction.
12 Those who are not school-based programs,
13 we're not going to be paying for all your
14 security and all that stuff. You're on
15 your own. Thank you for that. Good catch.

16 So as I just eluded to, as far as
17 making the connection to what goes on
18 during the school day and after school,
19 common core, something that we know is out
20 there, despite the sort of the political
21 machinations that are around common core,
22 common core is here and it's here to stay.
23 So having said that, it's very important
24 that you understand what common core is,
25 try to build it into your after school

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programs as best as possible. But having said all of that, this is all going to come to light during your planning. So let me just go to that.

Planing and programming, programming is the next slide, but let me talk about planning. Planning starts today. The schools with which you'll be partnering for your elementary COMPASS programs and the schools you'll be recruiting from for your community-based programming, very important that you start the conversations as soon as possible and be very deliberate about those particular conversations. The planning starts when the RFP starts. Do not approach this as you sort of put together an RFP and the planning will start once the RFP is awarded. You will be behind the eight ball and you will never catch up.

And let me just state the obvious, that schools are a very complicated organism, so if you really think that you can sort of walk through the RFP and then sort of wing it once it's awarded, you're

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2 sadly mistaken. So make sure you start the
3 planning as soon as possible, be very
4 deliberative with the partnerships that you
5 form, talk with the principals. And
6 another obvious statement, principals are
7 very busy, we all know that, but try to
8 make sure at the very least you have one
9 conversation with them about this
10 particular program, but also make sure that
11 they designate staff to help you plan.

12 Now, what we've done on the DOE
13 side, we have informed all superintendents
14 about this particular RFP so they are aware
15 of it, but as you all know, we need to
16 remind them over and over again because
17 there are many things that happen. So
18 they're aware of this, but I'll make sure
19 that they will be kept up to speed
20 throughout the process.

21 Let me go back to planning. I mean,
22 you're reading all these things that we
23 suggest, but there's something I always say
24 when it comes to planning and programming,
25 three steps; the first step, follow up,

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2 second step, follow up, third step, follow
3 up. You have to make sure that what you
4 plan is something that you still would need
5 to go back to throughout the process. So I
6 always describe this -- two things, I use
7 sort of an analogy of a relationship,
8 right. I mean, this is sort of -- this is
9 exactly what it is. So, it's sort of, you
10 know, this is the dating process and you're
11 trying to feel each other out, you have
12 your first fight when you start the
13 programming, but you go through that in
14 order to really build something that's
15 really special for our kids.

16 So, to the second to last point
17 here, stay focused. All right. Things
18 will happen. It will happen during the RFP
19 process. We have the storm coming, God
20 knows when schools will be open again after
21 today, so things will happen. So stay
22 focused and make sure that, you know, the
23 deadline is not going to change, so make
24 sure you sort of get out there and redouble
25 your efforts to make sure that you build

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2 really successful programming.

3 Something else that I want to say
4 about the planning programming process:
5 This is a secular process. The planning
6 starts, the programming begins, but
7 throughout the process you're tweaking your
8 programming, you're reassessing, you're
9 adjusting, right. That happens
10 continuously. So don't believe that you
11 have a program and then come September 1st
12 things are not going to change; they might.
13 You might have a new administration at the
14 school, you might have a different grouping
15 of kids depending on if their core location
16 is in that particular building. Many
17 things happen in this landscape here in New
18 York City. So make sure you stay flexible
19 and make sure that -- you make sure that
20 you tweak your program to make sure that
21 we're delivering the best programs as
22 possible for our kids.

23 I just want to mention two more
24 things. So, there will be a staff at the
25 Department of Education helping support

1 Proceedings

2 these COMPASS programs. So, Michelle Rosa
3 is here, she's the Senior Program Manager
4 for After School Programs, COMPASS
5 programs, Beacon programs, and she will
6 have a staff of two other people that will
7 help her throughout the City, and that sort
8 of falls under my portfolio.

9 And secondly, last week there was an
10 announcement about a new structure for the
11 Department of Education; beginning July 1,
12 networks will no longer be in existence.
13 We're going to go back to our sort of
14 borough-based, geographically continue with
15 structure. That will include the
16 District's as well. Now, this does not
17 affect the RFP, but this is something you
18 should keep in mind, come September it's
19 not going to be the same support structure
20 as it is today. Okay. We're going back to
21 District and borough-based. As more
22 details come out about that, obviously
23 we'll let the after school landscape know,
24 but if you have any questions you can reach
25 out to DYCD and in turn they'll get the

1 Proceedings

2 questions to me.

3 So I think we're going to go to the
4 questions. Thank you very much.

5 MS. WHITE: Thank you, Serge.

6 So, this now concludes the panel
7 presentation. Thank you so much for
8 sitting so attentively. This is now the
9 moment you've been waiting for when you get
10 to come to the podium and ask your
11 questions. So what we're going to ask is
12 if you could please -- if you have
13 questions, please step up here. When you
14 come to the microphone, please make sure
15 you state your name, organization and your
16 question, and if you can refer to the page
17 or section in the RFP where your question
18 comes from. Thank you so much.

19 Please come to the microphone for
20 all questions. This session is being
21 recorded.

22 MR. ROCHFORD: I'm Michael Rochford
23 from the St. Nicks Alliance. In the prior
24 RFPs, the community-based centers were
25 often found competing against

1 Proceedings

2 city-controlled sites. In the list that's
3 apart of this RFP, it lists the centers.
4 Will there be an award for each of the
5 centers listed in the RFP?

6 MR. DOGAN: So, we'll see if we can
7 get this on, but I'm hopeful that everybody
8 can hear me.

9 The centers are not listed in the
10 RFP. So in the center-based RFP, it breaks
11 out funding by community district. It does
12 not list any center or address by name.

13 MR. MOSCOWITZ: Sam Moscovitz from
14 Midwood Development. I've asked this
15 question before but I think it's very
16 important for me to reiterate it. Our Site
17 Director started with us ten years ago as a
18 Counselor. She moved up to Assistant
19 Director and finally to Director. She's
20 grown a lot with the program as the OST and
21 COMPASS have changed over the years with
22 all the new requirements, STEM and activity
23 planning, curriculum, all that good stuff
24 that we've all learned.

25 So, she's a single mom, she works

1 Proceedings

2 two jobs and she is not eligible because
3 she does not have her four-year Bachelor's
4 degree. So I think it's important to maybe
5 think about the value that she adds to the
6 program and people like that that I'm sure
7 some of you employ, and maybe make an
8 addendum saying we have a certain amount of
9 college credits or experience in place for
10 the BA. Thank you.

11 MR. DOGAN: Thank, Sam.

12 So I'll go ahead and, I guess read
13 this in response. This has been a question
14 that we received. "Evaluations of DYCD
15 after school programs have linked program
16 quality to staff whose qualifications
17 enable them to successfully implement
18 project-based learning and skill-based
19 activities to be awarded. COMPASS contract
20 Program Directors were required to have a
21 relevant four-year degree, demonstrated
22 successful supervisory experience, and have
23 completed the site supervisors course work
24 mandated under the SAC regulations,
25 School-Aged Child Care regulations."

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2 DYCD, having said that, recognizes
3 the value that other people such that Sam
4 just referenced, and having different
5 backgrounds, and skills, and educational
6 attainments and working towards their
7 degree can offer and afford programs,
8 particularly as they've come up through the
9 programs. We absolutely value that and
10 we've worked to have waivers as such on by
11 case-by-case basis upon -- that could allow
12 and address some of those questions. It's
13 unlikely that would be addressed formally
14 in the RFP, but waivers are such that our
15 team has entertained, historically with
16 recognition of what Sam has just
17 referenced.

18 UNIDENTIFIED SPEAKER: Just in
19 response to that, are those waivers
20 available or is this something you're
21 planning for the future?

22 MS. WILLIAMS: Hi. Denice Williams
23 with COMPASS. So, for the purposes of the
24 RFP, it will be evaluated based on the
25 criteria that's set out. Assuming you're

1 Proceedings

2 awarded an RFP, we would entertain a waiver
3 and it would be -- I'm sorry, we're being
4 taped.

5 So, for the purposes of the RFP,
6 we're going to evaluate the staffing that
7 you put forward and give you points
8 accordingly. If you are awarded an RFP,
9 you can apply for a waiver for the staff.
10 What I will say that's part of the waiver,
11 they must be in school. So they can be
12 working towards the degree, but they must
13 be in school, and they have to apply every
14 year and the Executive Director has to
15 certify that they are continuing in school.

16 Next question is, do they have a
17 timeframe. I'll be gone by then so you all
18 can figure that out later.

19 MS. BAIRD: Hi. My name is Carol
20 Baird, and I run a program called
21 KinderDance and KinderGym that offers dance
22 movement and gymnastics for children two to
23 twelve years old. And I understand in this
24 particular RFP I would be a subcontractor,
25 rather than a main person since I'm just

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2 coming there, whatever, a couple hours a
3 week, and I wondered, obviously the budget
4 is set per participant and I would be -- so
5 I would be subcontracted. Do I need to put
6 what I'm expecting to get as a
7 subcontractor in there or is that something
8 I work out later? Do I have to already be
9 partnered with the school before they put
10 in the RFP where they put in, we are
11 planning to use KinderDance as our thing,
12 or do I wait until after the RFP, see who
13 has been accepted and then come over and
14 say, hey, would you like to have my
15 program?

16 MS. WHITE: To answer your question,
17 we actually have our Agency Chief
18 Contracting Officer, Dana Cantelmi. She's
19 going to come and answer.

20 MS. CANTELMY: Good morning,
21 everyone. So, to answer your question,
22 because you are operating as a
23 subcontractor, you would actually have to
24 partner with the CBO, with a
25 community-based organization. They would

1 Proceedings

2 actually have to apply and you would have
3 to partner up with them.

4 MS. BAIRD: So how do I do that?

5 MS. CANTELMi: So, the sign-in
6 sheets with everyone that's attending here
7 will be posted on our website and you can
8 contact them and build a partnership.

9 MS. BAIRD: So I contact -- so they
10 include me in their RFP as --

11 MS. CANTELMi: A subcontractor,
12 right. So you wouldn't be able to actually
13 apply for the RFP. If you were a
14 community-based organization and you would
15 be actually providing the services, you
16 know, with the school, then you would
17 actually apply.

18 MS. BAIRD: O.K. So, I'm sorry, this
19 is my first time doing this. So I need to
20 submit the RFP along with my
21 community-based organization or only they
22 do it?

23 MS. CANTELMi: They would do it and
24 you would be listed as a subcontractor.

25 MS. BAIRD: So since I'm already

1 Proceedings

2 approved, I don't have to worry about -- I
3 just have to worry about getting someone
4 interested in my program?

5 UNIDENTIFIED SPEAKER: Carol, I am.

6 MS. CANTELMY: There you go.

7 MS. WHITE: Bob Frenzel-Berra has a
8 clarification.

9 MR. FRENZEL-BERRA: Just to quickly
10 answer two other questions you asked, it
11 doesn't -- what you're compensated for is
12 worked out with the primary contractor.
13 And the other point, you can be enlisted by
14 them either prior to their proposal
15 submission, in which case you are named in
16 what you'll do, or afterwards.

17 MS. BAIRD: But I don't need to
18 submit an RFP?

19 MR. FRENZEL-BERRA: No, no. You
20 don't need to do that.

21 MR. DEAN: Hello. I'm David Dean
22 from Casita Maria Center for Art and
23 Education. My question is about the school
24 partnership. The school that we're based
25 in, Bronx Studio School for Writers and

1 Proceedings

2 Artists, is listed in the school-centered
3 programs, but that are a 6 through 12-grade
4 school. After school program -- we run
5 after school programs, but this one
6 obviously is K through 6. Do we for the
7 school partnership, do we have a school
8 partnership with BIS or do we have the
9 school partnership with our principal --
10 our principal and source of students or do
11 we have both?

12 MR. DOGAN: So, the question in this
13 case, which it's a bit unique, this
14 question is asked, is this either a
15 center-based or a school-based site and in
16 theory, the nature of this question is that
17 it could be both. What I would ask is
18 that, and the question prior to this, I
19 would respond to rfpquestions, we will be
20 back with you with an explicit answer given
21 the nature of your question.

22 MR. DEAN: Thanks.

23 MS. HOLLOWAY: Hello. Oma Holloway
24 with ADENA Consulting Group and Parent
25 Activists. My question is about the

1 Proceedings

2 COMPASS school-based elementary programs,
3 the list of eligible schools. I'm curious
4 how they were selected and how if there is
5 a charter school that's co-located in a
6 public school that's not on the list, but
7 they do not have an after school program
8 have over 200 children and may even be in a
9 school that does not have a COMPASS program
10 with the co-located public school, how can
11 they become eligible to qualify for this
12 particular RFP?

13 MR. DOGAN: So the question is how
14 does another school get on this list and
15 become eligible, there is not an
16 opportunity for any other school that is
17 not on this list to become eligible. The
18 eligibility criteria in where those called
19 former city council funded programs who's
20 contracts end in June, these are the sites
21 by which we intend to promote a continuity
22 of services and produce stability. There
23 is, therefore, not an opportunity for other
24 sites, including charter schools within
25 schools within schools to become eligible

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2 as a site location in this initiative. If
3 I need to -- if somebody feels like I'm
4 still dancing around the question, let me
5 know, but there is not an opportunity for
6 another school to become an eligible
7 school.

8 MS. WILLIAMS: But she can invite
9 kids from the other school.

10 MS. HOLLOWAY: But there's school
11 that have -- even the public school does
12 not have a COMPASS program and there is a
13 charter school, so there are schools in
14 which that is the case. And then that
15 means that the charter school, even if
16 they're approved through HHS Accelerator,
17 they cannot apply as a non-public school.
18 Can they apply for the other COMPASS grant?

19 MR. DOGAN: If I understand your
20 question, there seems to be a suggestion
21 that there are locations on the list that
22 do not have a COMPASS program; is that
23 correct?

24 MS. HOLLOWAY: Yes.

25 MR. DOGAN: That should not be the

1 Proceedings

2 case.

3 MS. HOLLOWAY: And that is the case
4 in a couple of schools and if the -- if a
5 school has actually, if they do not have a
6 COMPASS program, are they eligible to apply
7 as a non-public school -- I mean if they're
8 an organization, are there any other
9 opportunities in which they can apply for
10 the after school RFP?

11 MR. DOGAN: So I will reiterate
12 again, the idea of what we're trying to get
13 accomplished is that only those sites that
14 are previously funded by the council should
15 be on this list. If there is a mistake to
16 the list, if the lists are showing sites
17 that do not currently have a COMPASS
18 elementary program, then we will amend the
19 list. There is not an opportunity for a
20 charter school or another school to become
21 an eligible school on this solicitation.

22 MR. FRENZEL-BERRA: I'll clarify the
23 other case: If it does not have a COMPASS
24 program, it doesn't by that virtue, is not
25 considered to be added to this list, so the

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2 list stands.

3 MS. SIVA: Hi. I'm Siva and I'm
4 coming from the New York Public Library
5 OST's Program.

6 MR. DOGAN: I'm sorry. Could you
7 start again?

8 MS. SIVA: Oh, sure. My name is
9 Siva, and I'm from the New York Public
10 Library's Out of School Time Program, and I
11 have a couple of questions. I'm just going
12 to ask them all at once.

13 So one is, if we have three to four
14 sites with say 20 to 30 kids at each site,
15 is it okay if we have a part-time person
16 who is the Director and the Education
17 Specialist, assuming that they have all the
18 qualifications necessary per site? So
19 that's one. Two is, for these programs, is
20 20 the maximum capacity for elementary kids
21 or can it be more per site and per group?
22 For community-based applicants, do we need
23 to formally partner with neighborhood
24 public schools, or is that more of an
25 informal recruitment partnership? And

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2 then, if our sites aren't SAC licensed, by
3 what date do they need to be SAC licensed?

4 MR. DOGAN: So, of the first ten
5 questions --

6 (Laughter.)

7 MR. DOGAN: So, you'll have to
8 refresh me. The first question again is
9 about the qualifications of the Director?

10 MS. SIVA: Actually about the
11 staffing, so just making sure we -- we
12 don't have the capacity to have 90 students
13 or more at a site. So, at most we would
14 have 20 to 30 students per library branch.
15 So, can we have a part-time worker who
16 serves both the Program Director and
17 Education Specialist?

18 MR. DOGAN: So, the question seems
19 for programs with under 90 participants in
20 this case, potentially 20 to 30, I think as
21 I outlined in the presentation, a part-time
22 position that meets those requisite
23 qualifications would be acceptable.

24 Your question about group sizes, so
25 the School-Aged Child Care Regulations is

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2 specific to the maximum group size for
3 youth ages up to age -- through age 9 of 20
4 kids; 30 kids for youth ages 10 to 12 under
5 those guidelines. So those are State OCFS,
6 Office of Children and Family Services
7 regulations that are mandated.

8 MS. SIVA: Okay. Thank you.

9 So do we need to formally partner
10 with schools? This was being discussed,
11 but I assumed it was for the school-based
12 programming. Do community-based programs
13 need to do that?

14 MR. DOGAN: So the question is for
15 non-school-based providers, should they
16 formally partner -- I'm interpreting that
17 question as in terms of a school
18 partnership agreement. A school
19 partnership agreement is not required for a
20 center-based proposal. It is best all
21 things considered and wisest, and most
22 beneficial to the kids and the school and
23 community, if there's evidence, write a
24 partnership.

25 MS. SIVA: And the last was just

1 Proceedings

2 about SAC licensing. If any of our sites
3 are not SAC licensed, by what date would
4 they need to be SAC licensed for this RFP?

5 MR. DOGAN: I think by the time of
6 program start date is the goal that we're
7 seeking to have all programs licensed.

8 MS. SIVA: Okay. Thank you.

9 MR. ROCHFORD: Michael Rochford
10 again, St. Nicks Alliance, and I have a
11 follow-up to the young lady's question
12 about charter schools. In those settings
13 where you have co-located public schools
14 and charter schools, are children from the
15 charter school able to participate and
16 enroll in the program in the public school
17 that's on the campus, so to speak; and/or
18 children that are not even attending school
19 in the building, but maybe attending
20 another public school, are they able to
21 participate in that program?

22 MR. DOGAN: Great question, thanks
23 Mike. The question is for those COMPASS
24 programs and they're in a school, a campus
25 school or in a community, can they have

1 Proceedings

2 participants from other schools in their
3 program. The answer is absolutely yes,
4 they may.

5 MR. FOX: Hi. Andrew Fox, Sunnyside
6 Community Services. My question is just a
7 direct follow-up to that, actually. In
8 those situations where the program is based
9 in an eligible school, you're serving
10 students from a school that's not on the
11 eligible school list but is in the same
12 building, the same neighborhood, do the
13 principals from those schools then need to
14 sign a school partnership agreement?

15 MR. DOGAN: The principals at
16 schools that is not the primary host
17 school, it is not required that they also
18 sign a school partnership agreement.

19 MR. FOX: Okay. Thanks.

20 MS. LINDBERG: Jane Lindberg, Boys
21 and Girls Harbor. Thank you.

22 On the RFP for center-based
23 applications, it's noted that the fund
24 allocation is based on 77 students per
25 program. Is this the anticipated maximum

1 Proceedings

2 number of participants per contract award?

3 MR. DOGAN: It is not the
4 anticipated maximum amount of participants
5 per award, it is just the distribution.

6 MS. LINDBERG: Thank you. That
7 being said, is there an anticipated maximum
8 or minimum which will be entertained?

9 MR. DOGAN: We did not list and
10 therefore are not putting forward a maximum
11 at this time.

12 MS. LINDBERG: Okey-dokey. Thank
13 you very much.

14 MS. FRIEDMAN: Hi. I'm Dana
15 Friedman from Educational Alliance, and I
16 have two questions. One is about serving
17 children with special needs. Are there
18 particular requirements for kind of
19 illustrating the population that we're
20 serving, or do we just use -- I know it
21 says that we should use a description of
22 what our services will be. Is that
23 sufficient or should we have something more
24 formal?

25 MR. DOGAN: It will be up to the CBO

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2 to do the inventory of those needs, either
3 in partnership with the school or otherwise
4 to ascertain those needs and to see if
5 they're worthy of inclusion as special
6 needs. I sensed by formal you mean perhaps
7 something like an IEP?

8 MS. FRIEDMAN: Exactly.

9 MR. DOGAN: An IEP is not a
10 requisite or required, so that's the formal
11 bit.

12 MS. FRIEDMAN: Precisely.

13 And my second question is, you
14 eluded to this before, will there be a
15 summer component to this in the future?

16 MR. DOGAN: So, I'll just -- we
17 absolutely -- and this is not data
18 mathematically, but we want 189 percent to
19 have summer in our program. It is a
20 powerful indicator of success to kids and
21 families, a continuity of services
22 annually. It is why there is such, in many
23 cases, a profound achievement gap and an
24 engagement gap as well for engaging a young
25 person and an adult to have stewardship

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2 over the summertime. We absolutely value
3 that, we are working on that, but for this
4 solicitation as of now, there is not a
5 summer component.

6 MS. FRIEDMAN: Great. Thank you so
7 much.

8 MS. HENDLER: Hi. Elizabeth Hendler
9 from Chinese American Planning Council. I
10 have a summer question as well. Granted
11 that there is an effort to maintain
12 sustainability and prevent summer learning
13 lists, is there going to be a summer
14 component to continue with past OST
15 practices? I know you just answered it,
16 but I would like to put it out there.

17 Also, on the RFP, page six it says,
18 "meet or exceed program goals as evidenced
19 by self-assessments". Do you have any
20 preferences on quality monitoring tools
21 that you prefer that agencies use for
22 quality self-assessments, school-based?

23 MR. DOGAN: I don't think I can
24 answer the summer bit any better than that
25 last one. So there's a lot of work being

1 Proceedings

2 done on that, but I'll turn the quality
3 instrument tool and the assessment over to
4 my colleague, Bob.

5 MR. FRENZEL-BERRA: We don't have a
6 prescribed instrument. If you're using one
7 and want to bring it forward and mention it
8 in your response to the RFP, then you
9 should describe what you use.

10 MS. LEE: Catherine Lee from the
11 Chinese American Planning Council. It is
12 often mentioned that the school partnership
13 is of utmost importance that we have the
14 facilities and the ability to offer
15 successful and quality programming,
16 especially in another person's facility.
17 And it's nice that Serge had mentioned all
18 the goals of the Chancellor and how we can
19 partnership with the principals.

20 Would it be possible that we all
21 receive the outline that you described, and
22 also to have some type of system where DOE
23 directly communicates with the principals
24 and the people at the schools so that it
25 would be more of a direct source from the

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2 Department of Education? We can go back to
3 the schools and describe our goals and to
4 have some type of system where we
5 continuously work together to maintain that
6 quality communication between the CBOs and
7 the Department of Education. I mean, it's
8 been described here, but how do we
9 communicate these actual goals to the
10 principals and have them meet with us
11 regularly to continue to assess our
12 programs?

13 MR. ST. LEDGER: As it relates to
14 the PowerPoint presentation, I'm assuming
15 -- Mike, will that be made available to --

16 MR. DOGAN: Absolutely.

17 MR. ST. LEDGER: So, the PowerPoint
18 presentation will be made available to
19 everyone here.

20 To your second question, most
21 importantly, as it relates to communication
22 within the Department of Education with
23 principals as it related to after school
24 programming, it's an ongoing challenge and
25 we understand that -- the difficulty at

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2 times to communicate with principals on a
3 consistent basis, only because they are
4 being pulled in 25 different directions as
5 everyone here well knows. But having said
6 that, because of the new structure that
7 will be coming online, we're in the process
8 of building those -- rebuilding I should
9 say, rebuilding those communication lines
10 with all superintendents and to make sure
11 that trickles down to the principals that
12 have the COMPASS programs, among other
13 after school programming as well.

14 So, I understand what you're
15 staying. It is an ongoing challenge and
16 we're trying to address it as best as
17 possible. Not to mention the fact, as it
18 relates directly with COMPASS, you know, we
19 have a team that will be dedicated to doing
20 that. So if there are any issues as it
21 relates to principal communication or
22 consistent communication, you know, you can
23 reach out to me and the team will
24 be -- they're excellent as far as following
25 up and helping mitigate those particular

1 Proceedings

2 circumstances.

3 MS. LEE: Thank you.

4 MR. ST. LEDGER: You're welcome.

5 MS. LINDBERG: Hi. Jane Lindberg
6 again from Boys and Girls Harbor. I
7 understand that HHS Accelerator has just
8 released an addendum to these requests for
9 proposals. For those of us who cannot
10 access HHS Accelerator at this second, can
11 we have some advice on what that addendum
12 entails? Thank you.

13 MS. WHITE: Just to answer that
14 question, the addendum was released to make
15 sure everyone knows this afternoon session
16 has been postponed due to the inclement
17 weather. Another addendum will be released
18 to let you know when that session is going
19 to be rescheduled.

20 MS. LINDBERG: Thank you very much.

21 MR. SCHAFFER: Hi, everyone. Matt
22 Schaffer from City Year New York. I have a
23 question just about the requirement for
24 holiday programming. I heard 30 hours of
25 holiday programming. I want to confirm, is

1 Proceedings

2 that a necessary component of a responsive
3 proposal? In other words, would a proposal
4 be responsive if it just addressed the 540
5 hours of service during the regular school
6 year?

7 MR. DOGAN: So it is -- the word
8 responsive to us has a more complicated set
9 of language. It's meaning like if you do
10 not have a not-for-profit organization and
11 you apply, you wouldn't be non-responsive,
12 you didn't meet the basic criteria. So, it
13 is not incumbent in terms of being
14 responsive, meaning that we can evaluate.
15 It is a clear and precise goal that we want
16 in order to support the needs of working
17 families. Contracts would not be issued if
18 that were not possible, all things
19 considered.

20 MR. SCHAFFER: So it's a necessary
21 condition?

22 MR. DOGAN: It is a necessary
23 program component, yes.

24 MR. SCHAFFER: And a follow-up, the
25 reason I ask is we'd be running a program

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2 that reserves -- we have an intensive
3 training period during mid-winter break and
4 spring break, so there's a conflict with
5 our program design as it stands, we have
6 four SO NYC contracts now that involve that.
7 So, I guess my follow-up question is, is it
8 permissible to subcontract with another
9 organization to meet the needs of the
10 130-hour requirement?

11 MR. DOGAN: The question is about a
12 uniquely -- about subcontracting
13 essentially 130 of the 670 program hours
14 over the holidays to another organization.
15 I won't break out my calculator to see how
16 much that fits in under the 35 percent
17 subcontracting rule guideline. The prime
18 contractor irregardless is still
19 responsible for all programming and
20 activities. I'll state that there's over
21 20, some up to 25 holidays by the
22 Department of Ed, you know non-days when
23 the DOE schools are not in session, so
24 those 13 days represent a small fraction of
25 their overall possible days. So most

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2 typically, programs work with their
3 partners, pairs and others to identify
4 those days that meets their needs out of
5 those potential pool. I don't know how to
6 best answer your subcontracting question
7 otherwise.

8 MR. SCHAFFER: Thank you.

9 MS. LEE: Hi. I'm Lois Lee, Chinese
10 American Planning Council. We're out in
11 Queens and I heard that in the -- I might
12 have missed the beginning of the DOE
13 principal's agreement. In the Principals'
14 Weekly, was there a notice sent out that if
15 you're satisfied with your CBO you can just
16 click here and say satisfied and they're
17 not interested in having anyone else in
18 their building? Someone told me that, that
19 it was just a click off if you already have
20 the sign in. I have to sign the agreement,
21 but I was just curious.

22 And then in-kind, what is considered
23 in-kind with the DOE? You said not
24 classrooms, but they had given us their
25 resource -- meeting resource rooms, so we

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have all of their level books at our disposal, the entire library -- we actually run their library for them. And is that considered in-kind, using of their smart board; is that considered in-kind?

MR. ST. LEDGER: Let me get the first question first as far as the notification to principals, as far as either staying with your CBO or continuing. There's some confusion when it comes to that. I think principals were -- they drew the wrong conclusion thinking that they can just say yes and then they don't have to fill out an RFP. So, we've cleared it up, but I'm sure we're going to have to clear it up again, to let principals know that as far as it relates to the COMPASS school-based programs, they can either stay with their current CBO or they can partner with another CBO, but they still need to go through the RFP. Obviously the school is not going through the RFP process, but the CBO is, so they need to sign that partnership, either with the existing CBO

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2 or the new CBO. So I will help make sure
3 that we message that a bit more accurately.

4 As it relates to the ten percent
5 in-kind, the books is a good example, PDs,
6 Professional Development opportunity is
7 another example, staff time is another
8 example for in-kind. Now, if you're
9 staffing a library, I mean, that's like
10 in-kind plus on that one, but so those are
11 examples of in-kind contribution.

12 MS. LEE: What happens if the
13 principal couldn't put a monetary value on
14 it?

15 MR. ST. LEDGER: You have to try
16 to -- try to value it as best as possible.
17 All right. As best as possible. I mean,
18 time, you know, everyone can value their
19 time differently, right, but it's very
20 important that you try to itemize that and
21 monetize it as best as possible.

22 MR. FRENZEL-BERRA: I just wanted to
23 clarify, for the school partnership
24 agreement, reading from the RFP, that the
25 in-kind contributions are in addition to

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2 the space the school dedicates for use by
3 the program.

4 MS. LEE: That was materials, not
5 space.

6 MR. FRENZEL-BERRA: So it needs to
7 be in addition.

8 MS. LEE: Because the library is not
9 space, it was actual -- the materials that
10 they were donating to us to be used, and
11 that's okay?

12 MR. FRENZEL-BERRA: Yes.

13 MS. WHITE: Anymore questions?

14 (No response.)

15 MS. WHITE: Well, you've been a
16 great audience today through the fire
17 alarms, through the technical audio
18 difficulty. Thank you for your patience,
19 but before you go, this Pre-Proposal
20 Conference is concluded, but I just want to
21 make sure the PowerPoint presentation, it
22 was said that it will be available and if
23 you want to know how, it's going to be
24 available through the DYCD website, along
25 with the sign-in sheets and the agenda.

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In addition, please be reminded that any addendums to this -- to both of these RFPs, excuse me, any addenda will be issued through the HHS Accelerator system. So please look out for the rescheduled session, any clarifications or modifications to the RFP through HHS.

And lastly, please be reminded that all proposals are due in HHS Accelerator system no later than 2:00 p.m., February 27th. Thank you. Be safe, be well. Good luck.

(Time noted: 11:17 a.m.)

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