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NEW YORK CITY
DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT
COMPASS ELEMENTARY PROGRAMS PUBLIC SCHOOLS
PIN NO. 26018I0006
and
SONYC PROGRAMS PUBLIC SCHOOLS
PIN NO. 26018I0007

May 21, 2018
10:08 a.m.

Transcribed by:

Nicole Ellis

PANEL MEMBERS:

- MICHAEL HICKEY - Department of Education
- TRACY CALDRON - Dept. Commr. of Youth Services
- SUSAN HASKELL - Assistant Commr. of COMPASS
- ROBERT FRENZEL-BERRA - Director of Research &
Program Development
- DANA CANTELMY - Agency Chief Contracting Officer
- ZENAIDA MARIE WHITE - Moderator
Assistant Deputy ACCO

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SPEAKERS:

Jane Lindberg - Boys & Girls Harbor

Dwayne Brown - St. Nick's Alliance

Dominique Jones - Boys & Girls Club Harlem

Rachel Watts - Arts Connection

Matt Schaffer - City Year New York

Anna Turula - North Brooklyn Development Corp.

Lindsay Gabhart - Sheltering Arms

Renard Cardona - Aspira of New York

Riga Noel - Sports & Arts in Schools Foundation

Leonie Gordan - Boys & Girls Harbor

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2 MS. WHITE: Good morning,
3 everyone. On behalf of Commissioner Bill
4 Chong, I would like to welcome you to the
5 Department of Youth and Community
6 Development's Pre-Proposal Conference for
7 COMPASS Elementary Programs Public Schools
8 Pin No. 26018I0006 and SONYC Programs
9 Public Schools Pin No. 26018I0007.

10 My name is Zenaida Marie White,
11 I'm the Assistant Deputy Agency Chief
12 Contracting Officer and today I will be
13 reviewing with you to start off our
14 mission statement at DYCD.

15 Our mission: The New York City
16 Department of Youth and Community
17 Development DYCD invests in a network of
18 community-based organizations and programs
19 to alleviate the effects of poverty and
20 provide opportunities for New Yorkers and
21 communities to flourish.

22 Our vision: DYCD strives to
23 improve the quality of life of New Yorkers
24 by collaborating with local organizations
25 and investing in the talents and assets of

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2 communities to help them develop, grow and
3 thrive.

4 We have an exciting agenda for
5 you today. We have our welcome and
6 timeline, Proposal expectations and
7 instructions, Pre-qualifications and
8 proposal submission, anticipated total
9 funding and price per participant, program
10 background and expectations, post-award
11 requirements, and the question and answer
12 session, which I know you're so eagerly
13 awaiting for.

14 So let's just begin by
15 introducing to you our dynamic panel for
16 this morning. We have from the Department
17 of Education, we have Michael Hickey. We
18 have Tracy Caldron, she's our Assistant
19 Commissioner of COMPASS. We have our
20 Deputy Commissioner of Youth Services,
21 Susan Haskell. We have our Director of
22 Research and Program Development, Robert
23 Frenzel-Berra, he'll be on hand with
24 questions. And our very own beloved
25 Agency Chief Contracting Officer, Dana

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2 Cantelmi.

3 So before we hear from our panel,
4 I want to go over some very important
5 information beginning with the RFP
6 timeline.

7 You'll hear me refer to this date
8 and time a lot throughout this conference.
9 July 10th, 2018 the proposals are due to
10 be submitted by 2:00 p.m. in the HHS
11 Accelerator System. Anticipated award
12 announcements are scheduled for late Fall
13 2018. We have an anticipated contract
14 term of July 1st, 2019 through June 30th,
15 2023 with an option to renew for up to an
16 additional two years.

17 If you have any questions that
18 you would like to submit once this
19 conference is over, please make sure you
20 e-mail your questions to
21 RFPquestions@dycd.nyc.gov.

22 All questions -- in order to
23 ensure that you receive a timely response,
24 we're asking that the questions be
25 submitted no later than July 2nd, 2018.

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2 So we're going to now review the
3 anticipated total funding price per
4 participant.

5 COMPASS Elementary: For the full
6 contract term total funding is anticipated
7 to be \$231,822,428; price per participant
8 is \$3,516.

9 For COMPASS Middle School: The
10 full contract term total funding is
11 \$130,730,936; price per participant is
12 \$3,792.

13 So now we want to make sure that
14 we highlight the proposal expectation and
15 instructions.

16 Required documents. Please
17 ensure that in your submission you have:
18 Your proposal; community partnerships;
19 signed, again, I want to say signed School
20 Partnership Agreement; organizational
21 chart; job descriptions or résumés, if
22 available, for key staff positions;
23 budget; doing business data form; summer
24 activity schedule; school year activity
25 schedule.

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2 The major sections of RFP and how
3 the points will be allocated is as
4 follows: Organizational experience, a
5 maximum of 20 points will be allocated.
6 Program approach, a maximum of 10 points
7 will be allocated. Community
8 partnerships, a maximum of 10 points will
9 be allocated. Program design, a maximum
10 of 30 points will be allocated. Staffing,
11 a maximum of 25 points will be allocated.
12 And for budget management, a maximum of 5
13 points will be allocated.

14 Okay. Now we want to go over the
15 proposal submission pre-qualification
16 requirements, and this is going to -- how
17 many of you are familiar with the HHS
18 Accelerator System? Let me see your
19 hands.

20 Great, that's the majority of
21 you.

22 So I'll be doing just a real
23 quick overview of the pre-qualification
24 proposal submission, but I want to draw
25 your attention to the back of the room to

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Derrick and Maryanne, they are here from MOCS and they will be on hand if you have any additional questions about the HHS Accelerator System. You can see them right after the conference ends, okay.

The HHS Accelerator System was launched to simplify and improve the competitive contract process for Health and Human Service providers. Agencies publish all request for proposals, RFP, documents in the HHS Accelerator System.

Again, we cannot stress how important it is that you are pre-qualified in the HHS Accelerator System and that you submit your proposals through the HHS Accelerator System. Please do not come with big giant packets of paper, that will not be accepted. You have to submit them electronically through the HHS Accelerator System.

Pre-qualified providers approved for relevant services are eligible to propose and can submit proposals after RFPs are released. Providers must submit

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2 proposals through the HHS Accelerator
3 System by the proposal due date, which is
4 July 10th and by 2:00 p.m.

5 If you have any additional
6 questions, you can please e-mail
7 help@mocs.nyc.gov.

8 And without further delay, I'd
9 like to introduce once again Michael
10 Hickey from the Department of Education,
11 he's going to come up now to the podium.

12 MR. HICKEY: Thank you so much.
13 Good morning, everybody. It's a really
14 lovely day to be here. I don't know about
15 you, but I had a really invigorating
16 30-second walk from the Tweed office
17 building over here to join you today, but
18 it's really great to be outside on such a
19 beautiful day. And we're excited about
20 this, it's a major program for us and all
21 of you.

22 So I'm here -- I'm the Director
23 of Strategy and Partnerships for the
24 Office of Community Schools. Again, my
25 name is Michael Hickey. I want to

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2 acknowledge quickly my colleague Odium
3 Tilihun (phonetic), she's a member of my
4 team. You also might have met Michelle
5 Rosa, also a member of my team. Both have
6 been instrumental as we prepare for the
7 RFP.

8 If you're not familiar with
9 community schools, like broadbrush, there
10 are 227 community schools here in New York
11 City, they service all grades, we work
12 with about 117,000 students. I think the
13 most important thing for you to know about
14 them is that each one of these schools is
15 matched with a lead CBO partner. Many of
16 them are organizations you've heard, many
17 of them are here in the room. I see some
18 familiar faces in room.

19 Each one of those nonprofit
20 partners works with those schools to do
21 four things, primarily. One is ensure
22 that there's additional enrichment time
23 every school day, an extra hour. Two, to
24 support family engagement, so they are
25 actively working with parents to help them

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2 feel more connected to the school. Three
3 is to drive attendance improvement
4 strategies, so ways they are helping
5 students overcome absence. And four is
6 health supports and health initiatives,
7 everything from vision screening to mental
8 health support.

9 I think the most important thing
10 for you all is to know who that lead CBO
11 partner is in any school you're
12 approaching. They're another important
13 partner for you in the application process
14 because they're going to have a lot of
15 insight into what's happening in the
16 school, the other nonprofit partnerships
17 that are in the school, the orientation of
18 the principal toward enrichment
19 programing. They can be very helpful
20 allies. If you'd like to get information,
21 you can just go to communityschools.nyc.
22 And you can find that's our web page,
23 you'll actually see there's an "About
24 Community Schools" and get a full list of
25 our schools, including the nonprofit

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2 partners connected to the school.

3 If there's any questions, come
4 grab me or Odium during or after the
5 presentation. I'm also, you know, I'm
6 happy to take a few questions as we go
7 through, if you have any questions at any
8 point, just feel free to shout out.

9 Okay. So School Partnership
10 Agreements. Is there anybody who this is
11 the first time they are hearing what a
12 School Partnership Agreement is?

13 (Indication from audience.)

14 MR. HICKEY: Okay. This is new
15 -- okay, all right. We've got at least
16 one audience member this is the first
17 time.

18 So it's an agreement between you
19 as an applicant and the school that you're
20 willing to work together to develop a
21 program here. So over the course of this
22 planning period, before you make your
23 application, you're actually encouraged to
24 go out and meet with schools and to
25 negotiate enough about what you might do

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2 with them that the school agrees to sign a
3 School Partnership Agreement with you.

4 Every school -- every school that
5 you reach out to is required to meet with
6 you. They have an obligation, they have
7 to say yes. If they are a community
8 school and you reach out to them and
9 you're just getting crickets, you can
10 reach back to my office and we'll help you
11 get connected. You can also check out to
12 see who that lead CBO partner is in the
13 school, they may be able to help you
14 navigate to make sure you get a response.

15 Principals need to sign them.
16 Okay. So you actually have to have that
17 agreement as part of your submission to
18 the application, you get points for it, so
19 you don't want to leave it off.

20 And is it a formal requirement to
21 have an SPA or just bad point-wise if you
22 don't?

23 Formal requirement. Okay, great.

24 Just so you know, after they do
25 their interview with you, they are going

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2 to tell us that they did the interview
3 with you. That's how we keep track of you
4 all getting a chance to meet with them.

5 Now a principal of a school can
6 sign as many School Partnership Agreements
7 during the application process as they
8 want. Some of them are only going to want
9 to sign one. They'll sign one with your
10 organization because that's who they want
11 to work with and they don't want anybody
12 else competing for that slot. Some
13 principals are going to sign five, in
14 which case your application may be one of
15 several and you'll have to see how you
16 compete.

17 Any questions on that? This is
18 old news for most of you.

19 So this is just some more
20 language talking to you about what I just
21 said. One thing that's really important,
22 right, the whole point of this, in many
23 ways, is to really improve the
24 collaboration between you as the lead CBO
25 partner and the school.

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2 And we strongly encourage you in
3 these early conversations with the school
4 to really talk about how your program is
5 going to integrate, not just with the
6 after-school program but the whole school
7 day.

8 If you're talking about social
9 and emotional learning components for, you
10 know, second graders and third graders, it
11 would be great to know that not only is it
12 happening in the after-school program but
13 during the instructional day teachers are
14 reinforcing that content.

15 Again, in a community school
16 environment you might want to list that
17 lead CBO partner as one of the folks
18 that's helping you strengthen that message
19 throughout the school day.

20 Obviously, the idea behind the
21 School Partnership Agreement is also to
22 make sure there's an agreement about who
23 is responsible for what, who has rules and
24 responsibilities. The school is there to
25 make sure you have space, access to

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2 students, access to staff. The primary
3 objective of the program is, of course, up
4 to you and your organization.

5 So I think actually Tracy, I'm
6 handing off to you? All right, come on
7 up, please.

8 MS. WHITE: Hi. Just before
9 Tracy comes, I want to let you know that
10 your questions, please, we welcome them.
11 Just please save your questions, make note
12 of them for after the presentation, okay,
13 and we'll get right to them once we're
14 done with our presentations.

15 Again, a warm welcome for Tracy
16 Caldron.

17 MS. CALDRON: Thank you. Welcome
18 everybody. I'm really excited to be here
19 this morning.

20 Can you hear me? Is the mic
21 working?

22 So yeah, I'd like to welcome you
23 and I'm really excited to be here. I see
24 a lot of friendly faces in the audience so
25 that's helping.

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2 Before I get started, I wanted to
3 acknowledge my directors, Paddy Waters,
4 Keith Hicks, Roseanna Hersch, Anita Bailey
5 and Regina Dillard Ladder. We're all here
6 to answer and support you during this
7 process and we look forward to working
8 with you.

9 Let's review our COMPASS mission
10 before we get started. So our mission is
11 to help young people build knowledge,
12 skills and self-confidence and nurture
13 aspirations through a variety of
14 high-quality enrichment opportunities.
15 And in partnership with community-based
16 organizations through funding, capacity
17 building, evaluation and advocacy, COMPASS
18 strives to enhance and expand a
19 sustainable network of out-of-school time
20 programs for youth and families and
21 communities.

22 DYCD is seeking qualified
23 organizations to operate year-round
24 COMPASS Elementary -- sorry. How's that?

25 DYCD is seeking qualified

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2 nonprofit organizations to operate
3 year-round programs, COMPASS Elementary
4 and Middle School, serving students in
5 grades K through 5 and 6 through 8, both
6 in public and Charter schools.

7 An overview of our elementary
8 programs: Promote youth -- positive youth
9 development, encourage youth leadership,
10 foster social and emotional skills, and
11 support the expansion of knowledge and
12 mastery of skills.

13 Our middle school programs or
14 SONYC: Encourage youth to experience the
15 joy of learning outside the classroom
16 while fostering social, emotional and
17 cognitive skills with activity options
18 that allow for youth choice and voice.

19 Our goals: Foster academic,
20 social and emotional competencies and
21 physical well-being in a safe and
22 nurturing environment.

23 Two: Provide opportunities for
24 youth to explore their interests and
25 creativity.

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2 Three: Build skills that support
3 academic achievement and raise participant
4 expectations and confidence.

5 Four: Cultivate youth leadership
6 and community engagement.

7 And lastly, engage parents and
8 other caretakers to support the other
9 goals.

10 Okay. Our expectations for our
11 programs. We expect our organizations to
12 have at least three years successful
13 experience within the last five years
14 providing comprehensive services,
15 after-school services.

16 Our philosophy believes in
17 asset-based approaches, focus on positive
18 youth development, social and emotional
19 learning and youth leadership, and family
20 engagement.

21 We expect a minimum of three
22 community partnerships with external
23 organizations that can provide additional
24 services. We -- partnerships with units
25 within your own organizations do not

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2 count. So we want these to be external
3 support services.

4 Enhance program for the benefit
5 of participants and help foster effective
6 provider networks at a local level. So,
7 again, there's a minimum of three of the
8 community partnerships.

9 Target population. Serve
10 students in grades K through 5 and 6
11 through 8 for Middle School SONYC
12 programs. Recruit and tailor programs
13 designed to meet the needs of a wide range
14 of participants including English language
15 learners, students with special needs,
16 children in foster care and children
17 living in homeless shelters, in addition
18 to students identifying as lesbian, gay,
19 bisexual, transgender, queer and
20 questioning.

21 Readiness to begin operations.
22 We expect you to provide and be ready to
23 provide required summer and school year
24 program components throughout the contract
25 period and establish start dates with

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2 cleared staff.

3 This is really important. We
4 have worked really hard to get the RFP
5 ready and are really, really advanced, I'm
6 told, unlike any other before. So we've
7 been working really, really hard because
8 we recognize the need to do this early on.
9 And so we have high expectations that
10 programs are going to start on time,
11 ready, with staffing cleared and all the
12 startup that's required to get programs up
13 and running once we declare the start
14 date.

15 Okay. Let's look at the required
16 hours now for the programs.

17 For Elementary, the service days
18 are Monday through Friday, three hours per
19 day, with total operating hours for the
20 year 1,020. And that breaks down to
21 540 hours during the school year, that's
22 15 hours per week times 36 weeks;
23 130 hours for holiday programs, so that's
24 10 hours a day for 13 separate holidays;
25 350 hours during the summer, so 50 hours

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2 during seven weeks during the summer time.

3 Required program components for
4 both school year and summer include
5 homework help, academic support, two hours
6 per week of STEM or literacy enrichment
7 activities scheduled for at least one
8 semester at a time.

9 So we're expecting that, you
10 know, you do activities for a length of
11 time, at least a semester, so you can
12 really get into the topic matter and kids
13 can really explore that subject.

14 Ninety minutes of physical
15 activity per week per participant with a
16 target enrollment of kindergarten through
17 fifth grade students.

18 The Elementary Program
19 Activities, again, academic support,
20 enrichment, physical activity. And those
21 categories include a wide range of
22 activities. Academic support could be
23 homework help, small group tutoring, book
24 clubs. Enrichment would be STEM or
25 literacy. And physical activity:

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2 Organized supports, dance, martial arts.
3 And instructed by knowledgeable staff in
4 those areas.

5 In Elementary Optional Content
6 Areas: Art focus, enrichment activities,
7 leadership activities, healthy living.

8 So we encourage healthy living
9 that -- lesson plans that teach
10 relationship between physical activity and
11 good nutrition, healthy lifestyles.

12 Leadership activities should
13 inspire students to take responsibility
14 and lead and feel empowered to make
15 change.

16 And art focus activities, of
17 course, anything in the creative arts;
18 performing theatre. I love dance, any
19 time I can see dance, I love.

20 Middle School. So the required
21 hours for Middle School SONYC: Monday
22 through Friday, 15 hours per week, 9 hours
23 must be structured and operate at least
24 1.5 hours a day for 36 weeks, September
25 through June.

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2 Total hours of 648, that splits
3 up to 540 hours during the school hours
4 and 108 during the summer months.

5 A minimum of 324 structured hours
6 for 36 weeks, and then the summer hours,
7 again, 108 hours of programming over a
8 minimum of four weeks.

9 The required components. The
10 school year schedule must include a
11 minimum of two hours per week of
12 structured literacy or STEM, two hours of
13 structured leadership development,
14 structured academic support and physical
15 or healthy living activities.

16 The summer schedule must include
17 at least two hours per week either of STEM
18 or literacy, at least two hours of
19 leadership development and physical or
20 healthy living activities.

21 And this slide just, again,
22 reiterates the required content areas:
23 Academic support, enrichment, physical
24 activity/healthy living and leadership
25 development.

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2 Okay, staffing. So we expect all
3 of our staff to be familiar with the
4 neighborhood, have the necessary language
5 skills to effectively communicate and
6 serve non-English speaking participants,
7 be sensitive to diverse cultures,
8 traditions, lifestyles, family structures,
9 sexual orientation and gender identities.
10 Possess linguistic and communication
11 skills to be able to reach out and
12 interact with newcomers to the City in
13 positive ways to respond effectively to
14 their needs.

15 There are staffing requirements.
16 As you know, we require a 1 to 10 for
17 Elementary programs and 1 to 15 for Middle
18 School or SONYC programs.

19 Key program staff areas include
20 the program director, who should have at
21 least a Bachelor's with a minimum of three
22 years of experience in a supervisory
23 position or capacity, and be responsible
24 for program operations and supervision.

25 An education specialist provides

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2 on-site observations, evaluates activities
3 weekly while providing feedback, reviews
4 lesson plans and ensures activities are
5 designed with learning goals or skill
6 gains, helps to adapt curriculum to fit
7 program goals.

8 Activity specialist leads program
9 activities in the areas that require
10 specific expertise and experience such as
11 STEM, literacy, dance, art or organized
12 sports.

13 Group leaders are responsible for
14 supervising or leading group activities
15 and creating and implementing activities.

16 Programs with 90 or more
17 participants, the program director must be
18 full-time, at least 35 hours per week.

19 The position of education specialist may
20 be part-time on the condition that he or
21 she provides at least nine hours of
22 support per week to each program for a
23 maximum of three programs.

24 Programs with fewer than 90
25 participants, the program director may be

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2 part-time, less than 35 hours per week,
3 but he or she must be present during all
4 program operational hours for a minimum of
5 five days per week.

6 The program director, whether
7 full-time or part-time, cannot be the
8 education specialist.

9 Performance targets. Full
10 enrollment is expected during the school
11 year by mid-October in each contract year
12 and maintain 100 percent enrollment
13 throughout the school year period for the
14 duration of the contract.

15 For elementary, we expect an --
16 at least an 80 percent rate of
17 participation and for COMPASS. Middle
18 school, at least 75 percent ROP for the
19 structured hours, the 324 structured
20 hours.

21 So after the release of the RFP,
22 we recognized that there needed to be some
23 addendum items and so we're listing them
24 here individually for each of the RFPs.

25 So for Elementary we're adding

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2 P.S. 91K in Brooklyn to the eligible
3 school list and we are including the
4 following statement: Required activities
5 and weekly hours for summer program
6 include two hours of STEM or literacy,
7 academic support, 90 minutes of physical
8 activity per participant.

9 For Middle School the addendum
10 items are: Removing the School For Human
11 Rights from the eligibility list for
12 middle schools. We're going to add
13 off-site activity language which is
14 allowed for middle school. And add the
15 word "structured" to language for summer
16 required activities. So all activities
17 for summer, the structured activities will
18 be added. The word "structured"
19 activities will be added.

20 In addition for Middle School,
21 the following statement will be added:
22 Programs are expected to operate a minimum
23 of 15 hours a week, of which a minimum of
24 9 hours are structured and programs are
25 offered for a minimum of 1.5 hours each

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2 weekday.

3 So now we're going to go over the
4 post-award requirements.

5 MS. WHITE: Thank you, Tracy.

6 Okay.

7 So just some additional items
8 before we get into the question/answer
9 segment.

10 For post-award requirements,
11 there is a Public Assistance Hiring
12 Commitment Rider which you should have
13 received a handout when you came in.

14 The Public Assistance Hiring
15 Commitment is an initiative administered
16 by the Human Resources Administration,
17 HRA, through its Business Link Program.
18 The FAQ regarding this requirement has
19 been provided to you once you signed in.

20 Notice for Proposer Subcontractor
21 Compliance. Please be advised that there
22 is a requirement to utilized Payee
23 Informational Portal, PIP, to identify all
24 subcontractors and to enter all
25 subcontractor payment information and

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2 other related information during the
3 contract term.

4 Responsibility determination. In
5 the post-award -- there is a post-award
6 phase once the awards are made. We want
7 to draw your attention to some of those
8 requirements in the post-award phase:

9 Responsibility determination.

10 Please be advised that it is a requirement
11 for all contractors to be determined
12 responsible in the post-award phase;
13 therefore, please make sure your Charities
14 filings are current and ensure that any
15 outstanding liens or adverse information
16 has been resolved. Unresolved issues
17 often cause significant delays -- tell
18 your neighbor, significant delays -- in
19 this post-award process. So please make
20 sure that you address those items.

21 New York City Liability Insurance
22 Requirement. Commercial General
23 Liability; Motor Vehicle Liability, if
24 applicable; Workers' Compensation; an
25 original Certificate of Insurance naming

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2 the City of New York together with its
3 officials and employees as an additional
4 insured.

5 DYCD will not be able to proceed
6 with processing any awarded contract until
7 it has proof of the necessary insurance
8 coverage.

9 MWBE participation. Again, DYCD
10 encourages MWBE participation and
11 recommends the utilization of certified
12 MWBEs.

13 And lastly, the transcript,
14 presentation and attendance rosters will
15 be posted to DYCD's website for your
16 viewing. So this lovely PowerPoint that
17 you see before you, you will be able to
18 access that along with the transcript
19 after it is posted to our website.

20 And now, we begin the question
21 and answer session. And before we do
22 that, I just want to let you know that you
23 can come up and ask your questions.
24 You're going to come up here to this
25 microphone and ask your questions. You

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2 may ask as many questions as you would
3 like; however, every time you come to the
4 microphone, make sure you state your name
5 and your organization, and where
6 applicable, as much you can, please let us
7 know where in the RFP you're asking. And
8 we have two RFPs, so if it's specific to
9 one of them, please make sure you
10 highlight that for our panel as well.

11 So our panel is ready and we ask
12 you now, don't be shy come up and ask your
13 questions. The presentation is not over,
14 this is the question session and then I'll
15 close out and officially let you know when
16 it's been concluded.

17 MS. LINDBERG: Thank you. My
18 name is Jane Lindberg, I'm with Boys and
19 Girls Harbor and I have two questions.

20 One, I note that the QA responses
21 must be submitted by July 2nd. I'm -- I
22 believe the proposals are due on
23 July 10th. That seems to me a short
24 period of time by which one can find out
25 if there are any results from the Q and A.

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2 Can someone explain if I have the
3 dates wrong or what your reasoning is?

4 MS. CANTELMY: Hi. So we
5 typically give one week prior to the due
6 date of the RFP. If we do get a question
7 that we feel it's a significant change to
8 the RFP, we will look to do an addendum to
9 extend the due day.

10 MS. LINDBERG: Thank you.

11 And my second question is to you,
12 Mr. Hickey. You said that a school may
13 sign as many partnership agreements as it
14 pleases, it may decide it only wishes to
15 sign one.

16 So assuming that the school signs
17 only one for ABC CBO, but ABC CBO doesn't
18 get their proposal, is not accepted, what
19 happens to the kids? Do they lose out on
20 the after-school program?

21 MS. HASSELL: If I understand
22 your question correctly. If a school only
23 receives one proposal that meets the
24 minimum qualification of having a School
25 Partnership Agreement and for some reason

1 Proceedings

2 that proposal is not found viable, would
3 the school go without services? The
4 answer is no.

5 We have, in rare circumstances,
6 run into that situation and we will make
7 -- take every measure to make sure that
8 there's no disruption in services. For
9 example, one example might be -- I'm not
10 making a decision on this right now -- but
11 we could reissue an RFP for that site and
12 we could extend the current services for
13 longer. We have mechanisms to make sure
14 that young people don't go without
15 services.

16 MS. LINDBERG: That's great news.
17 Thank you.

18 MR. BROWN: Good morning. Dwayne
19 Brown St. Nick's Alliance.

20 This question is a general
21 COMPASS question. I want to know how DYCD
22 and the Department of Education is working
23 together to facilitate a more open
24 competition with this process?

25 I've seen -- and I've been around

1 Proceedings

2 for a while, and a lot of principals
3 sometimes they want another provider but
4 not necessarily have the information or
5 they don't respond to e-mails in the
6 timely manner. So how are we doing --
7 what mechanisms are in place to make sure
8 this competition is an open competition
9 and maybe help better facilitate that
10 process?

11 MS. CALDRON: Okay. Well we've
12 done some sessions with principals, we've
13 done a webinar to inform principals about
14 the process, we just did that last week.
15 We've e-mailed them information about the
16 School Partnership Agreements and given
17 them guidance on interviewing CBOs. We've
18 encouraged them to sign with as many
19 good-fit partners as possible. And we've
20 informed them, also, the possibility of
21 just, you know, what happened if you just
22 sign one partnership, agreement which, you
23 know, if it -- if it's not deemed viable,
24 what that would mean.

25 And so we've encouraged them --

1 Proceedings

2 they have to interview every one and we
3 have encouraged them to sign with as many
4 good-fit partners. So we've done some
5 work on our end as well.

6 MR. BROWN: I do have one
7 suggestion, as well, maybe borough
8 meetings with principals and CBOs that
9 are, you know, concentrated in a certain
10 borough that they can really get a chance
11 to meet the principals.

12 MR. HICKEY: Dwayne, I think
13 that's a really compelling suggestion.

14 I also, just from the DOE's
15 perspective, we do have, again, for
16 community schools, that lead nonprofit
17 partner that, I think, can help facilitate
18 in cases where you're not getting prompt
19 response from the principal.

20 In general, you can't escalate
21 through our team with the Department of
22 Education and we'll make sure you get a
23 response. Principals have five firehoses
24 aimed at them and we understand that they
25 are under a lot of time pressure, but we

1 Proceedings

2 understand that you want to make this
3 program as competitive as possible and all
4 have access to the principals and schools
5 you're engaging.

6 Susan is just prompting me. And
7 this is a good process if you have
8 difficulty accessing a school, you can
9 e-mail RFP questions through the RFP and
10 DYCD will forward them to us so we can
11 escalate them appropriately.

12 MR. BROWN: Thank you.

13 MS. JONES: Hi, good morning.
14 Dominique Jones from Boys and Girls Club
15 of Harlem.

16 Can I ask several questions or
17 should I go back in the line 'cause I have
18 several? Okay, I'll roll through them.

19 This is just kind of an origin
20 question. How are schools selected? What
21 is the criteria? I believe some of them
22 have been renewed, but it would be
23 important to understand kind of what the
24 criteria was for selection of those
25 schools.

1 Proceedings

2 MR. HICKEY: We're going to take
3 it one at a time here, right?

4 MS. CALDRON: Well, the schools
5 on the eligible school list are from the
6 2011 RFP. So those are the same schools,
7 they have not been changed. So we want
8 continuity of services and so that's why
9 we kept the list the same.

10 MS. JONES: So the origin
11 question of what was the criteria for
12 selecting those schools initially,
13 particularly for new folks that are
14 applying?

15 MR. FRENZEL-BERRA: Just -- I
16 can't recount all the factors, but we
17 considered multiple factors in identifying
18 the schools in certain locations and
19 certain parts of the city.

20 MS. JONES: Okay. Well that's
21 helpful.

22 Then I guess the second question
23 is: You mention that community schools
24 are in some of the schools. Are they all
25 community schools or are they -- are all

1 Proceedings

2 the schools on the list community schools
3 that would actually have this type of
4 community school sponsor?

5 MS. HASSELL: No.

6 MS. JONES: And then are
7 community school sponsors, are they allow
8 to apply as after-school providers as
9 well?

10 MS. HASSELL: Yes.

11 MS. JONES: Okay. Next question.

12 Are there a maximum number of
13 students per site or is this governed by
14 OCFS SAC requirements? 'Cause they set
15 the ceiling, so is there -- do you have
16 any -- is there a cap on the dollar? Is
17 there a cap on the number of students?

18 MS. HASSELL: We did not note a
19 cap per site. You would be restricted by
20 SAC requirements.

21 And I think it's worth noting
22 that there is not additional funding for
23 additional seats or schools in this RFP.
24 It really is an RFP for continuity of
25 services.

1 Proceedings

2 MS. JONES: So you would need to
3 know the number of students currently
4 allocated for that program?

5 MS. HASKELL: We're not being
6 rigid about the amount per school, but I
7 think as a proposer, it's important
8 context that we don't have funding to add
9 seats to all of the proposed schools.

10 MS. CANTELMY: And I also want to
11 note as part of the discussions that
12 you're all having with the principals,
13 really talk to them about how many slots
14 are needed for the school, but be mindful
15 that DYCD does have the right to award
16 less than what you're asking for.

17 MS. JONES: So then the question
18 is, if you are able to award an amount and
19 those slots are underutilized, is it
20 possible for sites that have co-located
21 schools for those children to be eligible
22 to enter into that particular COMPASS
23 site?

24 MS. HASKELL: That's not
25 prohibited.

1 Proceedings

2 MS. JONES: That's it.

3 MS. WATTS: Hi. My name is
4 Rachel Watts, I'm from Arts Connection.

5 My -- I have a similar question
6 'cause one of questions I had was where is
7 the list of eligible schools? I wasn't
8 sure where to find that.

9 And part of that, hearing the
10 answer about eligible schools being
11 schools previously. Is this about
12 principals wanting to change their vendor
13 because they -- it sounds now like they
14 already have programming and so it's
15 really about one either reapplying with
16 the current or changing their vendor?

17 MR. FRENZEL-BERRA: The school
18 list is Attachment C in the RFP.

19 MS. WATTS: So my question about
20 that is if they already have DYCD
21 programming, this is really about changing
22 the vendor?

23 MS. CANTELMY: It's not. It's
24 about making sure that we have a contract
25 in place to continue services for the

1 Proceedings

2 students.

3 The principals, it's up to them.

4 They are going to interview whoever

5 reaches out to them, but it's not about

6 the vendor.

7 MS. WATTS: Okay. Addendum C?

8 Attachment.

9 Then in terms of year round, is

10 it required to have summer programming?

11 MS. CALDRON: Yes.

12 MS. WATTS: Okay.

13 Does the educational specialist

14 have to be a certified teacher?

15 MS. CALDRON: No.

16 MS. WATTS: Okay. That's it.

17 Thank you.

18 MR. SCHAFFER: Good morning,

19 everyone. My name is Matt Schaffer from

20 City Year New York.

21 First, I want to say thank you

22 for releasing the RFP over a year before

23 the program beginning. I think -- we

24 appreciate it, and I think everyone in the

25 room does also. So thank you very much.

1 Proceedings

2 Just two questions really
3 quickly. My understanding is that the
4 RFPs have a maximum amount, a limit for
5 how much can be subcontractor contracted,
6 and we're asking respectfully that you
7 consider relaxing that requirement.

8 And I'll just motivate it a
9 little bit in the case of COMPASS, City
10 Year is unable to provide summer
11 programming, we're an Americorps program,
12 Americorps serve for about ten months, we
13 can't provide summer programming.

14 There are also limits to how much
15 holiday programming we can provide. If
16 you add up the hours of holiday
17 programming and the summer, it exceeds the
18 35 percent which is the maximum for
19 subcontracting. So we're asking that you
20 consider relaxing that. So it was a
21 request more than a question, but I just
22 want to throw it out there.

23 And then a question is in terms
24 of the COMPASS programming, is it a
25 necessary condition that a program serves

1 Proceedings

2 all grades K through 5 or can a program
3 serve a subset of those grades?

4 MS. CALDRON: We'd like for all
5 grades to be serviced in the school. If
6 there's a particular reason why a grade
7 can't be serviced or serviced in another
8 capacity, we would consider it. But it's
9 our expectation that all grades in the
10 school are serviced.

11 MR. SCHAFFER: And then just one
12 more note. That information ties back
13 into the first question.

14 So City Year also serves third
15 through fifth grade primarily, but we work
16 with a number of other CBO partners who
17 serve the younger grades. So we're
18 interested in a collective impact model
19 where a number of CBOs can come together
20 and provide a proposal that's responsive
21 and serves all the students, but to do
22 that we would need to have fair revenue
23 sharing, we'd need for that 30 percent
24 limit to be raised. Thank you.

25 MS. TURULA: Good morning. My

1 Proceedings

2 name is Anna, I'm with North Brooklyn
3 Development Corporation. I have question
4 regarding the number of participants.

5 If program goes above 90
6 participants, we're required to have an
7 educational specialist. Let's say we
8 apply for 87 seats and we use our
9 20 percent over enrollment, which will
10 bring us up to almost 100 students, are we
11 still required to have educational
12 specialist even though our 100 percent is
13 87?

14 MS. CALDRON: So an ed specialist
15 is required no matter how many slots you
16 have. Is that your question whether or
17 not?

18 MS. TURULA: Let's say we apply
19 for 87 seats, right. This is our contract
20 for 87, so basically under 90 seats. We
21 are not required to have educational
22 specialist when the program serves above
23 90. And my question is --

24 MS. CALDRON: Okay so page 19,
25 that's where we go over the requirements

1 Proceedings

2 for the ed specialist and the program
3 director. So it's required for 90 slots
4 or less than 90 slots or higher. So you
5 have to have an educational specialist.

6 MS. TURULA: I have to have.

7 Okay.

8 And my second question,
9 partnership agreement. When we signed
10 them with the principals, the principal
11 agrees to secure space for our program for
12 the school year program and summer camp
13 program.

14 We are dealing with, I would say,
15 effort from the principal not welcoming
16 the program for the summer camp. How does
17 that work? Should we demand from the
18 principals to secure space in our
19 neighborhood in a different school or at
20 her school? How does that work? Because
21 we do sign partnership agreement and
22 memorandum of understanding where they
23 sign -- the principal sign that they come
24 into secure space for us and then we
25 always struggle to find room for the

1 Proceedings

2 summer camp. Are they obligated to --

3 MS. CALDRON: Yeah, I mean,
4 summer -- there are challenges during the
5 summer because that's when the DOE does a
6 lot of construction and major projects in
7 the school building.

8 My staff works really hard during
9 the summertime to support CBOs with either
10 relocations or requiring the right amount
11 of space within the building.

12 So if we deem that there's too
13 much going on in the school and it's just
14 not enough space for a program, then we'll
15 help to find you a suitable location
16 that's close.

17 MS. TURULA: Okay, thank you.

18 MS. GABHART: Hi. Lindsay
19 Gabhart, Sheltering Arms. We have four of
20 your schools. Our current contract ends
21 in 2019, but several others end in 2020.
22 Do we need to write for all of them?

23 MS. CALDRON: No, these are only
24 for the schools that are eligible schools
25 that are in the RFP Attachment C. So

1 Proceedings

2 we're only writing -- this RFP is only for
3 those schools, and the contract period was
4 from 2011 which is extended through
5 another ten months and so it's only for
6 those schools.

7 MS. GABHART: Okay. Thank you.

8 MR. BROWN: Dwayne Brown,
9 St. Nick's Alliance.

10 Again, in the spirit of
11 competition, are the contractors that are
12 in Charter schools, are they eligible to
13 apply for their own contract? So instead
14 of getting an outside provider, they
15 would --

16 MS. CALDRON: If they are an
17 actual -- file 501(c) nonprofit, yes, they
18 can.

19 MR. CARDONA: Good morning,
20 everybody. Renard Cardona, Aspira of New
21 York.

22 For clarity, what's the cost per
23 child for the summer program for COMPASS?

24 MS. CALDRON: We haven't broken
25 it down, it's a year-round fee. I know in

1 Proceedings

2 the past we've determined an amount for
3 the summer. But we have an actual cost
4 for the entire year.

5 MR. CARDONA: So when we do the
6 budget, we do the same cost during the
7 school year?

8 MS. CALDRON: Yeah, you allocate
9 within your summer and school year in that
10 amount of money.

11 MR. CARDONA: In that same --

12 MS. CALDRON: It's the same
13 budget.

14 MR. CARDONA: Another question.
15 As far as community partners, if you have
16 subcontractors, they would they also be
17 considered as a community partner or do
18 they have to be partners that are
19 providing services free of charge?

20 MS. CALDRON: Yes, you can have a
21 subcontractor.

22 MR. CARDONA: And that could be
23 considered a community partner?

24 MS. CALDRON: Yes.

25 MR. CARDONA: Thank you.

1 Proceedings

2 MR. NOEL: Good morning. Riga
3 Noel, Sports & Arts in Schools Foundation.

4 I just want to assume that the
5 contracts that end in 2020 will be
6 released one year from now? The RFP, I
7 just want to make that assumption.

8 MS. CALDRON: We don't know right
9 now.

10 MR. NOEL: Thank you.

11 MS. GORDAN: Hi, how are you?
12 Leonie Gordan with Boys and Girls Harbor.

13 I have a question. As
14 community-based organizations that provide
15 after-school programming within our
16 community center, how do we comport with
17 working with those school partners if we
18 do have a center where students come to
19 for after-school programming headquartered
20 somewhere else? How does that relate to
21 the application process? That means we're
22 not physically in that building, but they
23 are going to be located within but we're
24 partnered with the schools?

25 MS. CALDRON: So the center-based

1 Proceedings

2 RFP is coming out soon. This is just for
3 the schools, school-based programs right
4 now. But we will have a center-based RFP
5 coming out.

6 MS. GORDAN: Thank you.

7 MS. JONES: One last question
8 around the cost sharing. We talked about
9 -- our colleague from City Year talked
10 about cost sharing.

11 Would that -- if you're partnered
12 with someone, would that be considered --
13 could you co-apply 'cause we all have
14 individual queues within HHS Accelerator?
15 Or would we have to be considered a
16 subcontractor as a part of a cost-sharing
17 agreement?

18 MS. CANTELMY: So I'm sorry, are
19 you pre-qualified with your own?

20 MS. JONES: We're pre-qualified
21 with our own. Another organization is
22 pre-qualified, but they've come in and
23 they have decided they want a partnership.
24 There would have to be one that serves in
25 a --

1 Proceedings

2 MS. CANTELMY: So it's one
3 organization applying to the proposal.
4 What you can do is if you're looking to
5 subcontract, as long as you're within that
6 current amount, then you could submit that
7 with your proposal as well.

8 MS. JONES: Thank you.

9 MS. WHITE: I tried the dramatic
10 pause just to make sure there wasn't
11 anyone else with any questions.

12 Okay, last chance. And please
13 note that once I say the conference is
14 concluded, the panel is no longer
15 available for questions. Okay.

16 All right. With that said, the
17 question and answer session has been
18 concluded. And we want to remind you that
19 the due date and time for these RFPs is
20 July 10th, 2018 at 2:00 p.m. in the HHS
21 Accelerator System.

22 Please note that any addenda that
23 would be issued for any of these RFPs, any
24 of these two RFPs, will be issued via the
25 HHS Accelerator System so make sure that

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Proceedings

any information you submit, such as your
e-mail address, when you're pre-qualified,
make sure it's correct and exact so you
can receive the notifications.

And that, ladies and gentlemen,
concludes our pre-proposal conference.
Thank you so much. Have a great rest of
the day.

(Time noted: 11:03 a.m.)

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C E R T I F I C A T E

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

I, NICOLE ELLIS, a Notary Public for and within
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 by
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 24th day of May 2018.

Nicole Ellis

NICOLE ELLIS

**Compass Elementary Programs - Pin_26018I0006-7 - Morning
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