

Compass Elementary Programs - Pin_26018I0006-7 - Afternoon
May 21, 2018

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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
2:09 p.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 CANTELM I - Agency Chief Contracting Officer
ZEN AIDA MARIE WHITE - Moderator
Assistant Deputy ACCO

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SPEAKERS:

Mac Levine - Concrete Safaris

Sharon Hamits - Casita Maria

Theseus Rose - Manhattan Youth

Evelyn Herrera - JCC of Staten Island

Manny Infantes - Police Athletic League

Hannah - Arab-American Family Support Center

Ramik Williams - Directions For Our Youth

Quimetta Perle - Young Adult Institute

Amy Harris - Primary Stages

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2 MS. WHITE: Good afternoon. Good
3 afternoon. All right. We've got a lively
4 crowd this afternoon. Happy to see that.

5 All right. On behalf of
6 Commissioner Bill Chong, I would like to
7 welcome you to the Department of Youth and
8 Community Development's Pre-Proposal
9 Conference For COMPASS Elementary Programs
10 Public Schools RFP, Pin No. 26018I0006,
11 and SONYC Programs Public Schools RFP Pin
12 No. 26018I0007.

13 My name is Zenaida Marie White,
14 I'm the Assistant Deputy Agency Chief
15 Contracting Officer here at DYCD and today
16 we will have -- we will begin with our
17 mission and vision for DYCD.

18 The New York City Department of
19 Youth and Community Development, DYCD,
20 invests in a network of community-based
21 organizations and programs to alleviate
22 the effects of poverty and provide
23 opportunities for New Yorkers and
24 communities to flourish.

25 Our vision: DYCD strives to

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2 improve the quality of life of New Yorkers
3 by collaborating with local organizations
4 and investing in the talents and assets of
5 communities to help them develop, grow and
6 thrive.

7 Today's agenda. We have the
8 welcome and timeline, Anticipated total
9 funding and price per participant,
10 Proposal expectations and instructions,
11 Pre-qualification and proposal submission,
12 Program background and expectations,
13 Post-award requirements, and question and
14 answer session, which I'm sure the
15 majority of you are waiting for.

16 Okay. Before we begin with the
17 timeline, I'd like to introduce our
18 dynamic panel. We have some all stars
19 sitting up here and I want to introduce
20 them. Please contain yourself and hold
21 your applause until I've introduced them.

22 I would like to begin with
23 Michael Hickey from the Department of
24 Education, he's the Director of Strategy
25 and Partnerships. We have Tracy Caldron,

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2 our Assistant Commissioner of COMPASS.

3 Susan Haskell, our Deputy Commissioner of
4 Youth Services. Robert Frenzel-Berra, the
5 Director of Research and Program

6 Development. And Dana Cantelmi, our
7 beloved Agency Chief Contracting Officer.

8 So this is our panel for this afternoon.

9 (Applause.)

10 MS. WHITE: Now getting on to the
11 timeline and some important information.

12 The proposal due date and time,
13 July 10th, 2018 at 2:00 p.m. That is the
14 deadline and the time for these proposal
15 submissions. Please note that all
16 proposals are due to be submitted in the
17 HHS Accelerator System and that's on
18 July 10th, 2018, at 2:00 p.m.

19 Anticipated award announcement.
20 We're anticipating that the awards will be
21 announced sometime late fall of 2018.

22 The anticipated contract term for
23 these awards is July 1st, 2019 through
24 June 30th, 2023, with an option to renew
25 for up to an additional two years.

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2 Questions regarding this RFP can
3 be submitted to RFPquestions@dycd.nyc.gov,
4 and that is for the purpose of any
5 questions you may have regarding these
6 RFPs after today's conference.

7 Please note that in order to
8 ensure timely response, we're giving you a
9 deadline for submitting your questions,
10 e-mailing your questions, by July 2nd,
11 2018.

12 On to anticipated total funding
13 price per participant.

14 For COMPASS Elementary: Full
15 contract term total funding is
16 \$231,822,428; price per participant,
17 \$3,516.

18 For COMPASS Middle School: Full
19 contract term total funding, \$130,730,936.

20 We have proposal expectations and
21 instructions, please pay careful
22 attention.

23 When submitting your proposal,
24 the required documents are: The proposal;
25 community partnerships; signed School

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2 Partnership Agreement, let me say that
3 again, signed School Partnership
4 Agreement; Organizational chart; job
5 descriptions or résumés, if available, for
6 key staff positions; budget; doing
7 business data form; summer activity
8 schedule; school year activity schedule.

9 Now the basis for evaluating the
10 proposals. The evaluation criteria as
11 outlined in the RFP are as follows:

12 Organizational experience, a total of
13 20 points, maximum points, available for
14 -- will be allocated for organizational
15 experience. For program approach, a
16 maximum possible 10 points. For community
17 partnership, a maximum of 10 points will
18 be allocated. For program design, a
19 maximum of 30 points will be allocated.
20 For staffing, a maximum of 25 points will
21 be allocated. And budget management, a
22 maximum of 5 points will be allocated.

23 How many of you here are familiar
24 with the HHS Accelerator System? Please
25 raise your hand.

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2 (Indication from audience.)

3 MS. WHITE: All right, great. So
4 this part you are probably all familiar
5 with, but I just want to review. And
6 before I do that, I just want to
7 acknowledge from MOCS we have Maryanne and
8 Derrick from MOCS sitting right back
9 there, and they are available right after
10 the conference if you have any additional
11 questions or need clarifications regarding
12 the pre-qualification submission process.

13 The HHS Accelerator System was
14 launched to simplify and improve the
15 competitive contract process for Health
16 and Human Service providers.

17 Agencies publish all Request For
18 Proposals, RFP, documents in the HHS
19 Accelerator System.

20 Pre-qualified providers approved
21 for relevant services are eligible to
22 propose and can submit proposals after
23 RFPs are released.

24 Providers must submit proposals
25 through the HHS Accelerator System by the

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2 proposal due date and time. And the
3 proposal due date and time for these RFPs
4 is July 10th by 2:00 p.m.

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

8 And now I'm going to turn it over
9 to a couple members of our panel to go
10 over some information. But before I do,
11 please note that if you have any questions
12 please jot down your questions, make note
13 of them where you can reference where your
14 question comes from, which RFP, what page
15 if at all possible. And again, hold your
16 questions until after the presentation.
17 We have a whole segment just for your
18 questions.

19 And now without further ado, let
20 me introduce to you Michael Hickey,
21 Department of Education.

22 MR. HICKEY: Thank you so much.
23 Isn't she a lovely MC? She does a really
24 nice job. I'm going to have you do my Bar
25 Mitzvah or something.

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2 So Michael Hickey, Director of
3 Strategy and Partnerships at the Office of
4 Community Schools. It's nice to be here
5 with you today, we're super excited about
6 this.

7 The Office of Community Schools
8 is responsible in the Department of
9 Education for supporting a program that
10 engages with 227 schools around the City.
11 There's plenty of information about that
12 program available on our website, which is
13 communityschools.nyc.

14 But the important thing to know
15 is that we're actually also the team
16 within the Department of Education that
17 has the role of acting as a liaison with
18 DYCD on COMPASS, Beacon, and many other
19 kinds of programs.

20 I want to give a quick shout out
21 to Odium Tilihun (phonetic) on my team.
22 Odium and her colleague, Michelle Rosa,
23 are the two people that lead a lot of that
24 work. And that will be important as we
25 kind of walk through the different aspects

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2 of how to interact with the DOE around
3 this application.

4 So the School Partnership
5 Agreement, is there anybody who they are
6 hearing about the School Partnership
7 Agreement for the first time?

8 (No response.)

9 MR. HICKEY: Oh, yeah, that got a
10 laugh. Most people are familiar with it.
11 All right.

12 I think, then, that I'll simplify
13 my comments here by saying that of course
14 it's a really good thing to get, you need
15 to have it executed as part of your
16 application.

17 The process for interacting with
18 principals around this, I know, can
19 sometimes be challenging, principals are
20 really busy. And I know that you're going
21 to want to have opportunities to speak
22 with them in order to see if they're the
23 right fit.

24 Principals are obligated to meet
25 with you, they are not obligated to sign a

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2 School Partnership Agreement with you.
3 Some principals may opt to sign only one
4 School Partnership Agreement because they
5 really feel strongly that's the right CBO
6 partner for their school. Some principals
7 may opt to sign many School Partnership
8 Agreements, in which case, of course,
9 you'll be competitively bidding against
10 other partners for that opportunity with
11 that school.

12 We'll be checking in with the
13 school leadership about their process of
14 speaking with you all. We're actually
15 documenting their interviews with you.
16 And one of the ways that -- one of
17 resources we want you to know about is how
18 you can escalate if you're having some
19 challenges connecting with a principal,
20 right.

21 We ask that you try to reach them
22 three times, you know. I know you're
23 busy, I know they're busy and we don't
24 want to make people waste their time, but
25 it's also important to persist a little

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2 bit before you reach out to us.

3 If you're having difficultly
4 communicating with a principal, you're not
5 getting a response, then you can reach
6 back through the RFP information line,
7 they will then escalate it to us at the
8 Department of Education and we'll work
9 with that school to respond to your
10 request.

11 If you are working with a
12 community school, and if you don't know
13 what schools are community schools, again,
14 it's communityschools.nyc, you'll see
15 there's a list and a map of all of our
16 schools. Each one of those schools also
17 has a lead CBO partner, a nonprofit that's
18 already contracted by the Department of
19 Education to provide a lot of services in
20 that school, including enrichment time,
21 family engagement, in addition to
22 attendance improvement. So a lot of
23 alignment between that and this program.

24 If you -- you could certainly
25 contact them as well, sometimes those can

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2 be helpful partners in navigating to a
3 conversation with the school leadership.

4 Okay. The principal is supposed
5 to identify someone on their team who is
6 going to communicate with you, that
7 liaison may be an assistant principal or a
8 teacher, but usually someone at that
9 level. And once the COMPASS director has
10 been brought into the program once you
11 guys are selected, the expectation is
12 they'll actually be part of the school
13 leadership team. They'll be consulting
14 actively with the school around a number
15 of its strategies to engage families and
16 provide enrichment.

17 So this stuff is pretty standard,
18 right? The expectation is that the school
19 -- you're going to be working together to
20 really plan what you'd like to do for the
21 enrichment programming. In order to plan
22 that, you want to be in communication with
23 families, with community partners, with
24 the school leadership, with the other CBOs
25 that are already in the school.

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2 And they would like to have a say
3 in the selection of the staff that you
4 bring on. They do want to see that there
5 is some alignment between the skills and
6 the orientation of the person that they
7 are bringing on, because schools
8 frequently have very defined missions and
9 areas of focus as well. The better that
10 alignment is, the more likely that you're
11 going to get the kind of partnership you
12 want.

13 The -- and again, once you're
14 negotiated with the school, the school has
15 obligations to you, right? They need to
16 give you space, they have to give you
17 time, they need to make sure that when you
18 have questions or concerns about resources
19 in the school, they are available to
20 respond to your questions.

21 They also need to provide you
22 with the people you need in the school and
23 the system to navigate any challenges you
24 have with the program, okay.

25 Program development. That's on

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2 you guys in collaboration with the school.

3 All right. I just want to see --
4 oh, one other thing I want to flag. In
5 community schools, I'm going to mention
6 this, I don't want to dwell on this 'cause
7 this is not a community schools
8 initiative.

9 Some of the schools in the RFP
10 are community schools, many are not. But
11 if you are working with a community
12 schooling, the lead CBO partner has hired
13 a full-time staff person to work in that
14 school, you'll hear them call it a
15 community school director. I wouldn't be
16 surprised if in many cases that person is
17 the liaison to you as you navigate the SPA
18 and ultimately implement the program.

19 Okay. I look forward to any
20 questions, I'm going to turn it back to
21 our talented MC.

22 MS. WHITE: Thank you, Michael.

23 And moving right along, I'm going
24 to call on Tracy Caldron, our Assistant
25 Commissioner.

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2 MS. CALDRON: Good afternoon,
3 everyone. I'm Tracy Caldron, Assistant
4 Commissioner for the COMPASS initiative.
5 Welcome. You can thank me later for
6 getting you out of the office on this
7 beautiful day.

8 Before we get into our mission, I
9 want to take a minute to acknowledge my
10 dynamic directors who are sitting on that
11 side. We're here today because of all
12 their hard work, as well as folks on the
13 panel. But directors Roseanna Hersch,
14 Anita Bailey, Paddy Waters, Keith Hicks
15 and Regina Dillard.

16 (Applause.)

17 MS. CALDRON: Okay. Let's review
18 our mission.

19 The COMPASS mission helps young
20 people build knowledge, skills and
21 self-confidence and nurtures their
22 aspirations through a variety of
23 high-quality enrichment opportunities.

24 In partnership with CBOs through
25 funding, capacity building, evaluation and

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2 advocacy, COMPASS strives to enhance and
3 expand a sustainable network of
4 out-of-school time programs for youth,
5 families and communities.

6 We're seeking qualified
7 nonprofits to operate year-round COMPASS
8 programs, both in the elementary and
9 middle schools, serving students in grades
10 K through 5 and 6 through 8 both in public
11 and Charter schools.

12 A broad overview of our COMPASS
13 model. Our elementary school model
14 promotes positive youth development,
15 encourages youth leadership, fosters
16 social and emotional skills and supports
17 the expansion of knowledge and mastery of
18 skills.

19 Our COMPASS Middle School, SONYC
20 known to most of you, encourages youth to
21 experience the joy of learning outside of
22 the classroom while fostering social,
23 emotional and cognitive skills with
24 activity options that allow for youth
25 voice and choice.

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2 Our goals foster academic, social
3 and emotional competencies and physical
4 well-being in a safe and nurturing
5 environment. Provide opportunities for
6 youth to explore their interests and
7 creativity. Build skills that support
8 academic achievement and raise participant
9 expectations and confidence. Cultivate
10 youth leadership and community engagement.
11 And engage parents and other caretakers to
12 support the other goals.

13 Our overall expectations. We're
14 seeking organizations that have at least
15 three years of successful experience
16 within the last five years providing
17 comprehensive after-school services. Our
18 program philosophy includes asset-based
19 approaches, focus on positive youth
20 development, social and emotional learning
21 and youth leadership, as well as family
22 engagement.

23 We also expect that you should
24 get three partnerships, community
25 partnerships with external organizations

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2 or groups to help provide and enhance your
3 services to participants. Arrangements
4 with other units within your CBOs is not
5 -- does not count for this partnership.

6 We expect you to serve, as I said
7 earlier, students in K through 5 or
8 Elementary Program, and students 6 through
9 8 in our Middle School SONYC programs.

10 Recruit and tailor your programs
11 and designs to meet the needs of a wide
12 range of students including English
13 language learners, students with special
14 needs, children in foster care, children
15 living in homeless shelters, and students
16 who identify as lesbian, gay, bisexual,
17 transgender, queer and questioning.

18 Readiness to begin operations.
19 We expect our providers that are awarded
20 to be ready for programming when we
21 communicate the start date for both summer
22 and school year throughout the length of
23 the contract.

24 This is really important. We've
25 worked really hard to get the RFP out

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2 really early, and so there's a high
3 expectation that everybody is going to be
4 ready with staff and ready to go once we
5 communicate the start date for the
6 program.

7 Okay. So the basic requirements
8 or the requirements for the Elementary
9 School model is that you serve youth
10 Monday through Friday, three hours a day
11 for a total of 1,020 hours, that breaks
12 down to 540 hours during the school year,
13 130 school holiday hours, and 350 hours
14 during the summer within a seven-week
15 period.

16 We require homework help or
17 academic support, two hours per week of
18 STEM or literacy-focused enrichment
19 activities, scheduled for at least one
20 semester at a time. So we expect whatever
21 content area you choose that you do it in
22 depth and at least for one semester so
23 kids can really get into the subject
24 matter.

25 Ninety minutes of physical

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2 activity per week per participant. Target
3 enrollment, again, K through 5 for the
4 Elementary program.

5 A little more about our core
6 requirements for this program. So
7 academic support can include homework
8 help, small group tutors, book clubs.
9 Enrichment would be the STEM and literacy.
10 And again, the physical education, which
11 is 90 minutes per participant, can include
12 anything from organized sports, dance,
13 martial arts, et cetera.

14 Optional areas are art-focused
15 enrichment activities, leadership
16 activities, and healthy living activities
17 that provide and encourage kids to have
18 healthy lifestyles and content area around
19 nutritional habits.

20 Leadership activities should
21 inspire kids to take responsibility, feel
22 empowered and make change in their
23 communities and in themselves.

24 Our SONYC program required hours
25 includes programming Monday through

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2 Friday, 15 hours a week, 9 hours of that
3 15 hours should be structured programming
4 and operate at least 1.5 hours per day
5 within a 36-week period. The total hours
6 for the SONYC program are 648 hours, 540
7 should be school year hours and 108 should
8 be summer hours. There is -- there's a
9 minimum of 324 structured hours between
10 September and June, and then summer hours
11 108 over a four-week period.

12 The required components include
13 two hours per week of structured literacy
14 or STEM, two hours of structured
15 leadership development, structured
16 academic support and physical or healthy
17 living activities.

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

23 And this, again, the required
24 content areas are on this slide. Academic
25 support, enrichment, physical

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2 activity/healthy living and leadership
3 development.

4 Our staffing requirements. Key
5 program staffing includes the program
6 director, which the program director
7 should have at least a Bachelor's degree,
8 three years of experience in supervisory
9 capacity and responsible for the overall
10 program operations and supervision.

11 The ed specialist provides
12 on-site observations, evaluates activities
13 weekly, provides feedback, reviews lesson
14 plans, overall support for the program
15 that's implementing activities.

16 Activity specialists lead program
17 activities in the area that require
18 specific expertise and experience. And
19 those would be areas such as STEM,
20 literacy, art, dance and organized sports.

21 Group leaders are responsible for
22 supervising and leading a group of program
23 participants and creating and implementing
24 the activities.

25 Requirements for staffing.

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2 Programs with 90 or more participant, the
3 program director must be full-time. The
4 position of educational specialist may be
5 part-time on the condition that he or she
6 provides at least nine hours of support
7 per week to the program for a maximum of
8 three programs.

9 The position of program director
10 may be part-time if there's less than 90
11 participants. He or she must be present
12 during all of the program operational
13 hours for a minimum of five days per week.

14 The program director, whether
15 full-time or part-time, cannot be the
16 educational specialist.

17 Our performance targets are we
18 expect full enrollment during the school
19 year by mid-October throughout the
20 contract period. The COMPASS program
21 Elementary program should achieve an ROP
22 of at least 80 percent and the SONYC
23 program should achieve at least 75 percent
24 rate of participation for the 324
25 structured hours.

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2 Okay. After the release of the
3 RFP, we did realize there are some
4 addendum items and they are listed here,
5 and so I'll go through them for each RFP.

6 For the Elementary, the changes
7 are as follows: We're adding P.S. 91K in
8 Brooklyn to the eligible school list.
9 We're going to include the statement which
10 is around the summer programming, which
11 just highlights that the requirement for
12 two hours of STEM or literacy, academic
13 support, and 90 minutes of physical
14 activity per participant.

15 For the Middle School RFP, the
16 addendum items are as follows: We're
17 going to remove the human rights -- the
18 School For Human Rights from the middle
19 school eligible school list. We're going
20 to add off-site activity language which is
21 allowed. And we're going to add the word
22 "structured" to language for summer
23 required activities. So the summer
24 required activities should be structured.

25 And then a statement that better

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2 communicates the program expectations for
3 the Middle School program which is:
4 Operate a minimum of 15 hours a week of
5 which 9 hours are structured and programs
6 are offered for a minimum of 1.5 hours
7 each weekday.

8 Now we're going to talk a little
9 bit about the post-award requirements and
10 our dynamic host returns.

11 MS. WHITE: Thank you, Tracy.

12 Okay. So quickly before we get
13 to the question and answer segment, I just
14 want to review for you that a Public
15 Assistance Hiring Commitment Rider, you
16 should have received that upon signing in.

17 The Public Assistance Hiring
18 Commitment is an initiative administered
19 by the Human Resources Administration,
20 HRA, through its Business Link Program.
21 The FAQ regarding this requirement has
22 been provided to you at the sign-in table.

23 Notice for proposer subcontractor
24 compliance. Please be advised that there
25 is a requirement to utilize the Payee

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2 Information Portal, PIP, to identify all
3 subcontractors and to enter all
4 subcontractor payment information and
5 other related information during the
6 contract term.

7 Additional post-award
8 requirements. The responsibility
9 determination. Please be advised that it
10 is a requirement for all contractors to be
11 determined responsible in the post-award
12 phase; therefore, please make sure your
13 Charities filings are current and ensure
14 that any outstanding liens or adverse
15 information has been resolved. Unresolved
16 issues often cause significant delays in
17 the post-award process.

18 New York City Liability Insurance
19 Requirement. Commercial General
20 Liability; Motor Vehicle Liability, if
21 applicable; Workers' Compensation; an
22 original Certificate of Insurance naming
23 the City of New York together with its
24 officials and employees as an additional
25 insured.

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2 DYCD will not be able to proceed
3 with processing an awarded contract until
4 it has obtained proof of the necessary
5 insurance coverage.

6 And lastly, just a couple more
7 important information items. MWBE
8 participation. DYCD encourages MWBE
9 participation and recommends the
10 utilization of certified MWBEs.

11 Posting. Transcript,
12 presentation and attendance rosters will
13 be posted and made available to you on our
14 DYCD website for your viewing.

15 With all that said, we are now
16 entering into the question and answer
17 segment. Please note that this is the
18 time where the panel is here to address
19 any questions that you have regarding
20 either one of these two RFPs. Tell your
21 neighbor, questions just regarding these
22 two RFPs, okay. Those are the only
23 questions we're answering today.

24 So please come up with your
25 questions, and when you come up you can

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2 ask as many questions as you would like
3 regarding these RFPs; however, we want to
4 make sure every time you come to the
5 microphone that you give us your name and
6 the organization you're representing.

7 And don't be shy, just come up
8 right over here and you can ask our panel
9 your questions.

10 MS. LEVINE: Hi, everyone. My
11 name is Mac Levine from Concrete Safaris.
12 I have three questions. I'll just say
13 them all and then you guys can figure out
14 how you want to answer them.

15 So question number one is the RFP
16 said that a lot of activities should be
17 indoors, and most of what we do as a
18 nonprofit is get kids to play outside. So
19 it includes biking and gardening and other
20 types of activities. Would this be
21 preventative to us possibly winning? So
22 that's question one.

23 Number two, should we put in our
24 budget economics for security inside the
25 school building?

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2 And three, what is the likelihood
3 of new providers winning, given that they
4 would have -- if we had all the support
5 and everything that's required over a
6 provider that already made -- had this
7 contract in previous years?

8 MS. CALDRON: The last one is
9 easy, so I'll answer that one first.

10 Answer for the security, no, you
11 do not have to pay for security. Security
12 is included. You do not have to pay for
13 that.

14 We encourage outdoor activities,
15 we would love it. One of the core
16 components for the Elementary is, you
17 know, the 90 minutes of recreational
18 activity, physical activity. So we want
19 kids moving, we want them exposed to new
20 things. So absolutely, we want you to
21 provide indoor and outdoor activities.

22 New providers have an opportunity
23 to propose to principals. We have
24 encouraged principals to accept every --
25 to invite all CBOs who are interested in

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2 proposing for their school to be
3 interviewed, and it's an opportunity for
4 you to showcase how your program and your
5 model is a good fit or better fit for that
6 particular school.

7 So we feel like new providers
8 have just as much opportunity as providers
9 who have been around for a while or are
10 currently providing services at that
11 school.

12 MS. LEVINE: Thank you.

13 MS. HAMITS: Hi. My name is
14 Sharon Hamits, I'm from Casita Maria in
15 the Bronx.

16 My questions are pretty simple
17 and pretty much about us. So we already
18 have a COMPASS program that is at our
19 facility, which is a middle school and
20 high school, and we bring kids in from a
21 bunch of elementary schools.

22 So my question is: Who needs to
23 sign the school form? And what does that
24 mean for the competition? Because I know
25 they are all school-based competitions.

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2 MS. CALDRON: So the community
3 centers are not included in this RFP
4 but --

5 MS. HAMITS: Well we're -- we run
6 a COMPASS program, we have an existing --

7 MS. CALDRON: So there will be a
8 separate RFP for the community centers.

9 MS. HAMITS: That answers my
10 second question, which was for everybody
11 else.

12 We have a two-year contract, our
13 two-year contract was renewed for current
14 COMPASS programs so do we need to reapply?

15 MS. CALDRON: You will when that
16 RFP comes out.

17 MS. CANTELM: So this RFP is
18 only for the schools that are listed in
19 Attachment C, the eligible schools list.
20 And they are for services that are
21 happening in the school. So for the
22 contracts that you're requesting, they are
23 not part of this RFP.

24 MS. HAMITS: So there's going to
25 be another RFP in like a year?

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2 Okay. Thank you. You just made
3 my day.

4 MR. ROSE: Theseus Rose,
5 Manhattan Youth. I have two questions
6 from Section 4 of the RFP.

7 One is about the contract award.
8 That the winning proposal is determined to
9 be the one most advantageous for the City,
10 taking into consideration the price and
11 other factors. So I'm wondering if a
12 provider that has a more aggressive
13 approach and thinks they can serve more
14 students and therefore have a higher cost
15 to the overall contract, is that less
16 attractive as a proposal than someone who
17 is coming in to serve fewer children?

18 And the other is, I think,
19 probably just a relic of a cut and paste,
20 but on the last page it talks about DYCD
21 reserving the rights to amend contracts to
22 include a summer component. So I'm
23 assuming that's just -- this is SONYC, on
24 Page 25 at the bottom.

25 MS. HASSELL: This RFP, this

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2 SONYC RFP includes year-round services so
3 summer are embedded in both the elementary
4 and middle school services of this RFP.

5 And we have stated a price per
6 participant. Unless you are planning to
7 propose for additional special needs seats
8 at a hire PPP, everyone will be contracted
9 at the same price per participant.

10 If you propose more seats than we
11 think, looking -- citywide we're able to
12 fund, we reserve the right to fund you for
13 fewer seats. So you would not be
14 penalized for proposing the amount that
15 you and the principal think are
16 appropriate.

17 MR. ROSE: I'm wondering if
18 there's more than one provider that the
19 principal signs with, is the less
20 expensive proposal more attractive?

21 MS. HASKELL: No.

22 MS. CANTELM: Sorry, so price in
23 this case is not taken into consideration
24 'cause we outline the price per
25 participant.

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2 MR. ROSE: Okay.

3 MS. HERRERA: Good afternoon. My
4 name is Evelyn Herrera from the JCC of
5 Staten Island.

6 I have two questions. The first
7 one is, the contract is supposed to start
8 on July 1st, 2019, is there a specific
9 deadline of enrollment? Because it seems
10 like it's going to start in the summer
11 component. Is there a specific deadline
12 for that summer piece?

13 MS. CALDRON: We will outline,
14 like, start dates and enrollment dates
15 once we get near to the program start
16 date. But yeah, we usually give you a
17 time frame to fully enroll for programs.

18 MS. HERRERA: Okay. The next
19 question is when writing the RFPs, right
20 now particularly we have been meeting with
21 different schools to see if we could, you
22 know, get several more COMPASSes, and it
23 seems that services -- the program design
24 is going to be tailored to what the
25 principal needs based on the population.

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2 When we write the RFP, is it one
3 RFP for, per se, three COMPASSes that we
4 may go for or do we write each one
5 according to?

6 MS. CALDRON: Yeah, it should be
7 specific to the program site. At each
8 site we would assume that it has its own
9 unique populations and, you know, things
10 that you need to support in your program
11 model. But it's a negotiation so it
12 shouldn't just be the principal's, you
13 know, vision for the program. It should
14 be a collaborative effort to design a
15 program that best fits the population and
16 the needs of the school.

17 MS. HERRERA: Absolutely. That's
18 just -- I was asking because keeping in
19 mind that certain schools have community
20 schools programs in it already, it's
21 pretty much tailored to what they don't
22 have.

23 MS. CALDRON: Yeah, I mean that
24 would probably be the direction it has to
25 go if you have additional services already

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2 and support that. And that means there's
3 an actual need as well that they are not
4 addressing.

5 MS. HERRERA: Okay, thank you.

6 MR. INFANTES: Good afternoon.

7 My name is Manny Infantes from Police
8 Athletic League.

9 My question is with price per
10 participant. During the calculations with
11 what we have now, it seems the price is
12 lower than what we're getting now due to
13 the student percent, indirect costs, and
14 all the other amendments. So are there
15 going to be more amendments coming in once
16 this RFP comes out or this is it?

17 MS. EDENBERG: Inessa Edenberg,
18 DYCD Fiscal.

19 So we're not anticipating any
20 further amendments right now. The final
21 is set at what the cost per participant is
22 in the RFP.

23 MR. INFANTES: Thank you.

24 MS. HANNAH: My name is Hannah
25 from the Arab-American Family Support

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2 Center.

3 I think my question is kind of
4 simple, but with the SONYC RFP can we
5 continue center-based programming outside
6 the school itself? Could we continue our
7 center-based programming outside of the
8 school building? So how most of your
9 services are in your center --

10 MS. CALDRON: So you have an
11 existing center-based program. So an RFP
12 for the center-based will be issued later.
13 This particular RFP is -- these two RFPs
14 are specific to school-based programs and
15 only for the eligible schools that are
16 listed in the RFP.

17 MS. HANNAH: Thank you.

18 MR. WILLIAMS: Ramik Williams,
19 Directions For Our Youth.

20 If a school has, let's say, 300
21 students and an RFP or application only
22 caters to 90 of those students, how is
23 that factored in? Are there multiple
24 applications from different organizations?
25 How is that factored in the process?

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2 MS. CALDRON: You mean to serve
3 the entire population of the school?

4 MR. WILLIAMS: Right.

5 MS. CALDRON: So typically you
6 provide services to, you know, your
7 capacity as an organization, and that
8 doesn't necessarily mean it's every
9 student in the school.

10 Some schools, as it was just
11 discussed, have additional services and
12 perhaps so, you know, we don't want you to
13 provide beyond your capacity as an
14 organization and what's a good size for
15 you to handle within the school.

16 And if that's what it is, and
17 it's less than what the population is,
18 then that's what you should propose for.

19 MR. WILLIAMS: And for schools
20 that have special demographics, SpEd, ESL,
21 for those students, how are we catering to
22 that population in the application? For
23 example, if we're saying for one
24 application we're going to serve 92
25 students of high needs and then we'll have

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2 another application -- should we have
3 another application that says we're going
4 to cater to another 90-plus students of
5 General Ed or should that be a combined
6 application?

7 MS. CALDRON: It should be a
8 combined application. So one application
9 per school, and you should be addressing
10 the needs, if you can, for multiple needs
11 within that one application within your
12 capacity, again, for your organization.

13 So it should be one proposal for
14 each school from your organization.

15 MR. WILLIAMS: Got it, thank you.

16 One more question. For schools
17 -- for community schools that have a CBO
18 provider already located within, what is
19 the mechanism to make sure that outside
20 organizations receive a fair opportunity
21 not only to present, but actually to get
22 that signature from the principal?

23 MS. CALDRON: We've encouraged
24 principals to interview all interested
25 CBOs and we've encouraged them as well to

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2 sign with as many good-fit partners as
3 possible.

4 And so, again, part of your
5 meeting with the principals is to
6 demonstrate how you can successfully
7 support the school and the youth and the
8 needs of the school. But again, you know,
9 we're giving -- getting you the interview
10 and encouraging principals to sign with
11 more than one provider as well.

12 MR. WILLIAMS: Thank you.

13 MS. PERLE: Hi. Quimetta Perle
14 from YAI, Young Adult Institute, and I
15 have a question.

16 Can we design our project around
17 serving children with disabilities
18 specifically or does it have to include
19 all children? And also if that were the
20 case, then how do we construct a budget
21 around that?

22 MS. CALDRON: So serving kids
23 with special needs, just special needs
24 children?

25 MS. PERLE: Yes.

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2 MS. CALDRON: As opposed to all
3 the kids in the selection of all the kids?

4 MS. PERLE: Correct.

5 MS. CALDRON: We're encouraging
6 you to serve all the grades so that would
7 mean, you know, exclusively serving a
8 particular need probably would not happen
9 if you're serving, you know, all the
10 grades in the school.

11 But we are encouraging you to
12 design a program that can also support
13 multiple needs and kids within in your
14 proposal but not addressing just one need.

15 MS. PERLE: And then the RFP
16 states that for children with special
17 needs, there's a different cost per
18 participant. So how do we plan for that?

19 MS. CALDRON: So you would have
20 to demonstrate why you need additional
21 funds for that specific need.

22 MS. PERLE: But there's no
23 specific --

24 MS. CALDRON: No, because there's
25 so many needs and we wouldn't know how to

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2 price it. You have to tell us and
3 convince us that's why you need additional
4 funds.

5 MS. PERLE: Great. Thank you so
6 much.

7 MS. HARRIS: Hi. Amy Harris from
8 Primary Stages.

9 I'm wondering if there's a
10 mechanism by which subcontractors can
11 reach out, at this point, to let larger
12 organizations know they are interested in
13 partnering at this point in the RFP
14 process?

15 MS. CALDRON: Yeah, you would be
16 communicating with providers on your own
17 and demonstrating to them, you know, your
18 resource, and be -- asked to be included
19 in the RFP. That's the best way in the
20 proposal, that would be the best way to do
21 that.

22 MS. HARRIS: Is there a list of
23 those providers available on the website?

24 MS. CANTELMY: So I guess there's
25 a couple ways.

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2 One is that DYCD will be posting
3 the sign-in sheet from today's session and
4 all the pre-proposal sessions. And when
5 you guys all signed in today, we did ask
6 the question whether or not you'd be
7 interested in subcontracting or to have
8 someone contact you for subcontracting.

9 So just in case that you didn't
10 answer that question and you are
11 interested, fill that out and it will be
12 posted on our website.

13 The other way is going to HHS
14 Accelerator System and seeing groups that
15 are pre-qualified for this type of service
16 area that has this proposal and reaching
17 out to them.

18 And also Discover DYCD on your
19 website also has existing providers.

20 MS. HARRIS: Great, thank you.

21 MS. WHITE: If there are no more
22 questions, I would just like to remind you
23 that after this conference has concluded,
24 the panel will no longer be available to
25 answer any questions. You will have to

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2 e-mail them as stated earlier at
3 RFPquestions@dycd.nyc.gov.

4 With that said, I just want to
5 remind you that the due date for
6 submitting your proposals in the HHS
7 Accelerator System is July 10th, 2018 at
8 2:00 p.m.

9 Also please note that any addenda
10 issued for any of these RFPs will be
11 issued through the HHS Accelerator System.
12 Please make sure that when you pre-qualify
13 and submit your information that you
14 submit your e-mail address correctly so
15 that you can get all notifications
16 regarding these RFPs.

17 This officially concludes our
18 pre-proposal conference. Thank you. All
19 the best to you, you were a great
20 audience. Have a good evening.

21 (Time noted: 2:57 p.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

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