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2   NEW YORK CITY

3   DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT

4   COMPASS ELEMENTARY PROGRAMS PUBLIC SCHOOLS

5   PIN NO. 26018I0006

6   and

7   SONYC PROGRAMS PUBLIC SCHOOLS

8   PIN NO. 26018I0007

9

10   May 24, 2018
                                2:09 p.m.

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13   Transcribed by:

14   Nicole Ellis

15

16   PANEL MEMBERS:

17   MICHELLE ROSA - Department of Education

18   NEVITA BAILEY - Director of Operations

19   TRACY CALDRON - Assistant Commr. of COMPASS

20   ROBERT FRENZEL-BERRA - Director of Research &
                             Program Development

21

22   DANA CANTELMI - Agency Chief Contracting Officer

23   ZENAIDA MARIE WHITE - Moderator
                          Assistant Deputy ACCO

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2   SPEAKERS:

3   Kurt Eldridge - PTA P.S. 180

4   Saadia Lawton - ATLED

5   Lisa Sapichino - 87 After School

6   Crystal Constant - Coalition for Community Action

7   Andrea Jerves - HANAC Inc.

8   Mark Loyka - Glasswing International

9   Reavey - Global Kids

10   Rebecca Gurtsdi - Citizen Schools

11   Eric Grande - Principal P.S. 56

12   Elysa Fein-Cunningham - Queens Community House

13   Merna Davidowitz - JCC of GCI

14   Katrina Dennard - Morningside Center

15   Carrie Black - Chinese-American Planning Council

16   Marissa Munn - One To World

17   DJ Now - Dignity of Children

18   Rashida Ladner-Seward - Expanded Schools

19   Elizabeth Cuebas - Kips Bay Boys & Girls Club

20   Shanequa Moore - I'RAISE

21   Barbara Watkins-Samuels - Union Settlement

22   Mathieu - Glasswing International

23   Diamond St. Thomas - LEAP

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2   MS. WHITE: Good afternoon. We

3   will now begin.

4   Good afternoon. On behalf of

5   Commissioner Bill Chong, I would like to

6   welcome you to the Department of Youth and

7   Community Development's Pre-Proposal

8   Conference for COMPASS Elementary Programs

9   Public Schools RFP 26018I0006 and SONYC

10   Programs Public School RFP 26018I0007.

11   My name is Zenaida Marie White,

12   I'm the Assistant Deputy Agency Chief

13   Contracting Officer here at DYCD and we

14   would like to begin by reviewing DYCD's

15   mission and vision.

16   Our mission: The New York City

17   Department of Youth and Community

18   Development, DYCD, invests in a network of

19   community-based organizations and programs

20   to alleviate the effects of poverty and

21   provide opportunities for New Yorkers and

22   communities to flourish.

23   Our vision: DYCD strives to

24   improve the quality of life of New Yorkers

25   by collaborating with local organizations

4

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1   and investing in the talents and assets of

2   communities to help them develop, grow and

3   thrive.

4   Our agenda for this afternoon.

5   We are going to review the timeline.

6   Anticipated total funding and price per

7   participant. Proposal expectations and

8   instructions. Pre-qualification and

9   proposal submission. Program background

10 and expectations. Post-award

11 requirements. And we will conclude with a

12 question and answer session.

13   Before I continue on with the

14 timeline, I'd like to introduce you to our

15 dynamic panel. This panel of all-stars

16 who's been with us all week, we want to

17 introduce them and let you know who's

18 going to be here to answer your questions

19 as well as to present to you.

20   I ask that you contain yourselves

21 and hold your applause until I'm done

22 introducing the entire panel.

23   We'd like to begin with our

24 special guest Michelle Rosa from the

1   Proceedings

2   Department of Education, she is the

3   Director of Interagency Partnerships. We

4   also have with us Nevita Bailey from

5   COMPASS, Director of Operations. We have

6   Tracy Caldron, our Assistant Commissioner

7   of COMPASS. Robert Frenzel-Berra,

8   Director of Research and Program

9   Development. And last, but never least,

10   Dana Cantelmi, our Agency Chief

11   Contracting Officer. This is our panel

12   for this afternoon.

13   (Applause.)

14   MS. WHITE: Okay. The timeline

15   for these RFPs. Again, this is for

16   COMPASS Elementary Programs and SONYC

17   Programs Public Schools.

18   Proposal due date and time for

19   these RFPs is July 10th, 2018 at 2:00 p.m.

20   These proposals are due to be submitted in

21   the HHS Accelerator System.

22   Please note DYCD will not be

23   accepting any hardcopies of proposals. In

24   order to respond to these RFPs, you must

25   be pre-qualified in the HHS Accelerator

1   Proceedings

2   System.

3   Proposals submitted after

4   July 10th, 2018 will not be accepted.

5   Notification of the award

6   selections will be done through the HHS

7   Accelerator System, and we anticipate that

8   those award announcements will be made

9   sometime in the late fall of this year.

10   Anticipated contract term is

11   July 1st, 2019 through June 30th, 2023,

12   with an option to renew for up to two

13   additional years.

14   Later on we're going to have our

15   question and answer segment and our panel

16   will be available to answer any questions

17   you have, provide any points of

18   clarification. But after the question and

19   answer segment is over, your questions

20   regarding these RFPs must be submitted via

21   e-mail to RFPquestions@dycd.nyc.gov.

22   We're asking that all questions be

23   e-mailed by July 2nd, 2018.

24   Anticipated total funding per

25   participant. The COMPASS Elementary RFP:

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2   Full contract term total funding is

3       $231,822,428; price per participant is

4       $3,516.

5   For the COMPASS Middle School

6   RFP: Full contract term total funding is

7       $130,730,936; price per participant is

8       $3,792.

9   Proposal expectations and

10   instructions. When you upload your

11   proposal, please ensure that you upload

12   the following required documents: The

13   proposal. Community partnerships. Signed

14   School Partnership Agreement. Again,

15   signed School Partnership Agreement.

16   Organizational chart. Job description or

17   résumés, if available, for key staff

18   positions. Budget. Doing business data

19   form. Summer activity schedule and school

20   year activity schedule.

21   All proposals received will be

22   evaluated as outlined in the RFP for the

23   following criteria: Organizational

24   experience, with a maximum of 20 points

25   allocated. Program approach, with a

1   Proceedings

2   maximum of 10 points allocated. Community

3   partnerships, with a maximum of 10 points

4   allocated. Program design, with a maximum

5   of 30 points allocated. Staffing, with a

6   maximum of 25 points allocated. And

7   budget management with a maximum of 5

8   points allocated.

9   HHS Accelerator System. This is

10   the system where we are asking you to

11   pre-qualify in order to submit your

12   proposals. And on hand today from the

13   Mayor's Office of Contract Services, we

14   have Marcilean Dixon (phonetic) right back

15   there in the pink jacket, and she's

16   available for you after the conference if

17   you have any additional questions about

18   the HHS Accelerator System and

19   pre-qualifying.

20   By a show of hands, how many of

21   you here are familiar with the HHS

22   Accelerator System?

23   (Indication from the audience.)

24   MS. WHITE: Great, okay. So this

25   is just a quick overview.

1   Proceedings

2   The HHS Accelerator System was

3   launched to simplify and improve the

4   competitive contract process for Health

5   and Human Service providers.

6   Agencies publish all Request For

7   Proposals, RFP, documents in the HHS

8   Accelerator System.

9   Pre-qualified providers approved

10   for relevant services are eligible to

11   propose and can submit proposals after

12   RFPs are released.

13   Providers must submit proposals

14   through the HHS Accelerator System by the

15   proposal due date and time. And for these

16   RFPs that is July 10th at 2:00 p.m.

17   Well I'm going to take a break

18   from giving you deadlines and telling you

19   what you must do and we're going to get

20   right into some background regarding the

21   content of these RFPs.

22   And let's just give a warm

23   welcome to Michelle Rosa from DOE, the

24   Director of Interagency Partnerships.

25   MS. ROSA: Thank you and good

1   Proceedings

2   afternoon. And welcome everyone. I hope

3   everyone is doing well.

4   I'm Michelle Rosa from the Office

5   of Community Schools, it's one of the many

6   divisions at our part of the office in the

7   DOE.

8   And here's our mission: The

9   Office of Community Schools supports

10   schools to work with community-based

11   organizations, like many of you here, to

12   become places where children have

13   opportunities to learn, gain skills,

14   create joy, and have experiences that

15   ignite curiosity and allow children to

16   discover their passions and talents. And

17   what better place than in a COMPASS or

18   SONYC program.

19   I'm here to talk a little bit

20   about principles for effective school and

21   CBO partnership. And part of the

22   requirement is a School Partnership

23   Agreement, also known as an SPA. It's a

24   minimum requirement for this RFP, and in

25   order to obtain a signed SPA you must be

1   Proceedings

2   meeting with the principals to discuss

3   your plan or proposals.

4   Meetings with principals can be

5   conducted, they started on Monday on

6   May 21st, and will conclude after

7   July 3rd, 2018. So there's a six-week

8   window period where CBOs can reach out to

9   schools and try to schedule those meetings

10   via phone or via e-mail.

11   This is a very busy time of year

12   for schools as they're closing out,

13   there's graduation, looking at students

14   that need to be assigned to summer school.

15   So I ask to at least try a minimum of

16   three tries and document those, either

17   e-mails, who you spoke with on the phone.

18   And keep a trail of that information if

19   you're trying to reach out to a principal

20   and are unable to obtain a meeting right

21   away.

22   And remember if you need to reach

23   out, reach out to the e-mail inbox that

24   was shown at the beginning of the

25   presentation.

1   Proceedings

2   Principals need to sign off on a

3   School Partnership Agreement or the

4   proposal will not be considered without

5   that signature. Although all meetings

6   with CBO partners need to be honored by

7   principals, the principals are not

8   required to sign all School Partnership

9   Agreements.

10   What happens after interviews are

11   held with all the partners? All

12   partnerships are required to document the

13   meetings and whether or not they did sign

14   an SPA or if they did not sign an SPA and

15   reasons why.

16   This information has been given

17   to principals, they were included in a

18   Google document and they have been sent

19   the Google link so they could have this.

20   So they'll have this information already

21   to enter all the information once they

22   have concluded all the interviews with the

23   CBO partners.

24   Here are some principles for

25   effective partnerships. Very much our

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2   office, Office of Community Schools, and

3   other divisions in the DOE have been

4   working very closely with DYCD through our

5   online efforts to collaborate with CBO

6   partners. We -- since our office does

7   work with a lot of the same CBO partners,

8   sometimes we meet together to assure that

9   we're aligned and that we're serving the

10   community's best -- each school is very

11   different and each community is very

12   different and we want to make sure we're

13   targeting the efforts together and that

14   we're meeting the needs of the students

15   and community members.

16   One of the things that we ask of

17   principals is we know that sometimes their

18   job is very busy, so we ask that they

19   assign a designee if they are not able to

20   meet with CBOs. This is also for the

21   process of setting up meetings with the

22   CBOs for the purpose of this proposal.

23   We're asking them to set up a

24   team of members from an SLT team or

25   parents and others from the school

1   Proceedings

2   community to help support this.

3   One of the things that we know

4   that is best practice, it's not required

5   for this RFP, is that let's say once

6   you're awarded the SONYC or COMPASS RFP,

7   is that principals are included maybe in

8   the interviewing of the director, 'cause

9   that's a crucial role in the program, is

10   making -- maybe they are not in the

11   selection process of who it is, but maybe

12   they have an opportunity to interview the

13   top three to help align and make sure that

14   they feel like they're part of this

15   process.

16   One of the things that we also

17   ask from the school, we actually have

18   responsibilities for the schools, and some

19   of the CBOs we created are guidance notes

20   for principals for this particular RFP, is

21   to also include CBO partners as part of

22   the building council, if they have one, if

23   they have multiple schools in a building;

24   to include CBO partners in the safety

25   meetings and SLT meetings. So that

1   Proceedings

2   everybody understands what are the needs

3   of the schools and what's going on and how

4   can they collaborate to support all

5   efforts.

6   The safety meetings, we ask this

7   because safety doesn't end after 2:30.

8   It's through the school day and during

9   after school, everybody should know what

10   are the safety procedures, where are the

11   exits. And although you put that in your

12   SAC information, it's something that you

13   should definitely be talking with your

14   schools with on a constant basis. But the

15   safety meetings are held monthly and

16   that's to look at trends and seeing what's

17   going on in the school community that

18   might impact not only school days but the

19   after school programs that are being

20   served.

21   And one of the things we

22   definitely encourage for schools and CBOs

23   is to meet on a regular basis, whether

24   it's weekly or biweekly, but having set

25   times to discuss what's going on with the

1   Proceedings

2   program, having that open communication

3   does really help support the programs and

4   the students and allows people to know

5   what's going on.

6   So we ask principals if they are

7   not able to do it, to designate somebody

8   from the school administration or somebody

9   else from their team to help support that

10   and schedule those meetings on an ongoing

11   basis.

12   And here are just some tips:

13   Plan collaboratively. One of the

14   things I really want to emphasize is,

15   like, don't over promise what you can't do

16   at a school. So you're going to be

17   meeting with different principals, you

18   want to make sure that you say what you're

19   able to do. If you have -- if you know

20   you could do STEM really well, let them

21   know that. But if you know you can't do

22   something well, don't promise them that

23   you can do those things or offer money you

24   don't have.

25   In the SPA, there's a section

1   Proceedings

2   where you could add information about what

3   your other plans are besides what's

4   required. But if you are going to talk

5   about any other items you want to make

6   sure that you list those in the SPA so

7   that everybody is clear and that everybody

8   is on the same page, and at the end

9   they're not saying, You promised me X, Y

10   and Z and you're not doing that right now.

11   And one of the other things we

12   recommend is to have cleared the roles of

13   the staff members that are working in the

14   programs, as well as we identify roles

15   that principals could play. And one of

16   them is mainly to have open communication

17   and make sure that you guys have the space

18   that you need to operate the high quality

19   program as well.

20   Set ground rules from the

21   beginning. Everybody should know each

22   other, school staff, CBO staff, so that

23   everybody could work together. That's

24   very important.

25   Start small and build gradually.

1   Proceedings

2   Share decision making, include

3   everybody, partners, different

4   stakeholders, that definitely helps.

5   Prepare both teams. Sometimes

6   CBOs hire teachers and you're not

7   required. When something happens, you

8   want to make sure that lines of

9   communication are addressed for both

10   during after school and during the school

11   day.

12   And, you know what, make

13   adjustments. Sometimes you plan this

14   dynamic program and you think it's going

15   to go well, sometimes it doesn't. So you

16   want to take a look and reassess what's

17   going on with the program and you might

18   need to change it.

19   And I just want to wish everybody

20   the best of luck. Thank you.

21   MS. WHITE: Thank you, Michelle.

22   (Applause.)

23   MS. WHITE: Before we continue, I

24   want to make sure to be clear that the

25   anticipated contract term is July 1st,

1   Proceedings

2   2019 through June 30th, 2023. I may have

3   said 20,023 and the contract term is not

4   that long. So just to make sure that it's

5   July 1st, 2019 through June 30th, 2023.

6   The joys of public speaking, right?

7   So moving forward, we would like

8   to welcome Nevita Bailey, our Director of

9   Operations. She's going to take us

10   further into the program background and

11   expectations. Thank you.

12   MS. BAILEY: Good afternoon. As

13   she said, my name is Nevita Bailey, I'm

14   the Director of Operations for COMPASS

15   Programs, it's a pleasure to see all of

16   you today, especially on this beautiful

17   day you're in this cold room. So thank

18   you so much for being here.

19   How many of you are current or

20   former COMPASS providers?

21   (Indication from the audience.)

22   MS. BAILEY: Okay. So many of

23   you are familiar with the information I'm

24   going to share shortly.

25   So in about 2014, as many of you

1   Proceedings

2   know, the Mayor had an expansion of SONYC

3   programs, and at that time we did some

4   reflexion about our mission and where

5   we're going to go.

6   So we created a new mission

7   statement, and I'm going to go over it,

8   and then the remaining slides are for our

9   overview, content and expectations

10   associated with this RFP. Okay?

11   So the Comprehensive After School

12   System of NYC helps young people build

13   knowledge, skills and self-confidence and

14   nurtures their aspirations through a

15   variety of high-quality enrichment

16   opportunities.

17   In partnership with

18   community-based organizations through

19   funding, capacity building, evaluation and

20   advocacy, COMPASS strives to enhance and

21   expand a sustainable network of

22   out-of-school-time programs for youth,

23   families and communities.

24   As an overview of the

25   solicitation, DYCD is seeking qualified

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 1                    Proceedings
 2        nonprofit organizations to operate
 3        year-round programming.  I want to
 4        reiterate that, this is year-round
 5        programming.  Programs will be expected to
 6        start in July.
 7              For Elementary programs, the
 8        expectation is our programs will be
 9        operating K through 5.  For Middle School
10        programs, the expectation is 6 through 8.
11              Our Elementary programs are
12        seeking to promote positive youth
13        development, encouraging youth leadership,
14        fostering social and emotional skills and
15        supporting the expansion and knowledge in
16        mastery of those skills.
17              The Middle School programs we're
18        trying to encourage youth to experience
19        the joy of learning outside the classroom.
20        Again, fostering that social, emotional
21        and cognitive skills, and really creating
22        activities that promote youth voice and
23        choice.
24              So we have five goals associated
25        with the COMPASS initiative.  And they
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1   Proceedings

2   are, again, fostering academic, social and

3   emotional competencies to create a safe

4   and nurturing environment.

5   Promoting opportunities for young

6   people to explore their interests and

7   creativity, building skills that support

8   their academic achievement, cultivating

9   leadership and community engagement.

10   We'll be stressing that in this

11   solicitation. And engaging parents and

12   families to support those goals.

13   So program expectations. It is

14   our expectation, and this is valuable in

15   the RFP, that there's three years of

16   successful experience within the last five

17   years providing comprehensive after-school

18   services.

19   We expect our program approach to

20   be asset-based, focusing on youth

21   development, social/emotional learning and

22   leadership, and lastly the circles of

23   family support. And so these are also

24   mentioned in the previous slide.

25   Lastly, we will be expanding our

1   Proceedings

2   community partnerships so we expect a

3   minimum of three partnerships at external

4   organizations. So when I stress that,

5   it's not acceptable to have it within your

6   organization, we expect you to go out to

7   the community and really try to complement

8   the services you're providing for these

9   participants.

10   Program design. So for each of

11   these RFPs, we expect you, again, to serve

12   for Elementary, K through 5; for Middle, 6

13   through 8.

14   It's important that all of your

15   programs are inclusive of all

16   participants. So the expectation is that

17   you serve English language learning,

18   students with special needs, children in

19   foster care, children living in homeless

20   shelters, and students who identify as

21   lesbian, gay, bisexual, transgender, queer

22   and questioning.

23   The next part is really

24   important, and it's really important to us

25   that you are ready to begin operations at

1   Proceedings

2   the start of your contract term. So the

3   contract term is starting July, services

4   will begin that summer. So it's our

5   expectation that if you are awarded a

6   contract, that you will have recruited and

7   trained and have cleared staff at the

8   start of program services.

9   Now as far as our model regarding

10   Elementary services. It's the expectation

11   that programs are operating Monday through

12   Friday, three hours per day. That's over

13   36 weeks, so that's 540 hours during the

14   school year.

15   Then we have 13 holidays. So

16   there are a number of holidays that DOB

17   has, it's our expectation that you operate

18   13 of those holidays for ten hours of

19   those days.

20   For summer, we expect that

21   Elementary programs operate over seven

22   weeks for 50 hours, so that's ten hours a

23   day over those seven weeks. So the total

24   operating hours for this initiative will

25   be 1,020.

1   Proceedings

2   Regarding the model components.

3   Each week you should be offering academic

4   support or homework help; two hours of

5   enrichment, which can be STEM or literacy,

6   but it's important that you schedule at

7   least one of those for a semester at a

8   time, it shouldn't be interchangeable each

9   week; 90 minutes of physical activity per

10   participant.

11   And again I'm going reiterate

12   that you should be serving kids K through

13   5, you cannot select one grade only, it

14   should be a comprehensive model serving

15   all kids in that school.

16   The components of the model are

17   academic support; enrichment, which could

18   be STEM or literacy; physical activity;

19   arts -- and then optional content areas

20   that we want to encourage are arts-focused

21   enrichment activities, leadership

22   activities for especially fifth graders

23   who are transitioning to middle school,

24   and healthy living.

25   So the Middle School

1   Proceedings

2   requirements, also known as SONYC. I got

3   a question yesterday saying, I thought I

4   was applying for the SONYC initiative? So

5   this PowerPoint refers to COMPASS Middle

6   School, but I'm also referring to the

7   SONYC RFP that's released.

8   So SONYC programs are expected to

9   operate Monday through Friday, 15 hours a

10   week, 9 hours of those operations must be

11   structured and you must be operating

12   1.5 hours a day. So you want to make sure

13   that young people have an opportunity to

14   interact with your program each day of the

15   week.

16   The expectation is for over

17   36 weeks. So as far as operating hours

18   and service days, Monday through Friday,

19   15 hours a week, 9 hours of structured

20   time, 1.5 hours.

21   For the school year we're

22   expecting that you provide at least a

23   minimum of 324 hours of structured

24   activities, you can go above that but you

25   must do at least a minimum of 324.

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2   For the summer, it's expected

3   that you provide 108 hours of programming

4   over a minimum of four weeks.

5   The total hours you provide

6   services are 648 for the entire program

7   year.

8   Regarding requirements for this

9   initiative, it's the expectation that you

10   provide, again, two hours of structured

11   enrichment services, which can be literacy

12   or STEM; two hours of structured

13   leadership development; structured

14   academic support; and physical or healthy

15   living activities. These services should

16   also be provided for the summer as well.

17   And again just to reiterate the

18   content areas that you should be offering.

19   It should be academic support; enrichment,

20   which is STEM or literacy; physical

21   activity or healthy living; or leadership

22   development.

23   So the program size requirements.

24   If you are operating a program overall,

25   every single program should be having an

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2   education specialist. We have our

3   colleagues from the DOB here and we really

4   encourage the education specialist to work

5   with the schools to make sure that you

6   have aligned programming. And I'll go

7   more into the staff requirements and

8   expectations in the upcoming slides.

9   But if you have a program with 90

10   or more participants, the expectation is

11   that you have a full-time program director

12   serving at least 35 hours a week. The

13   position of the education specialist could

14   be part-time, but they must serve at least

15   nine hours of support per week to the

16   program and can only support a maximum of

17   three programs.

18   For programs that have less than

19   90 participants, the program director can

20   be part-time but he or she must be present

21   through all program operational hours and

22   must work for a minimum of five days a

23   week. And, again, the program director,

24   whether full-time or part-time, cannot be

25   an education specialist. I want to

1   Proceedings

2   reiterate that. The program director,

3   whether full-time or part-time, cannot be

4   an education specialist.

5   So the performance targets

6   associated with this initiative. All

7   programs are expected to meet full

8   enrollment, so you must recruit and retain

9   participants throughout the year.

10   Regarding retaining. We ask that

11   for Elementary programs, you achieve a

12   minimum ROP of 80 percent throughout the

13   year. And for the Middle School programs,

14   you must achieve by the end of year

15   75 percent ROP for the 324 hours of

16   structured activities.

17   I noticed I didn't go through

18   staffing so I'm going to go back. There

19   we go, sorry.

20   So previously I mentioned the

21   requirements and rolls associated with

22   staff so I just want to expand on that a

23   bit.

24   For our program directors we

25   expect you to have at least a Bachelor's

1   Proceedings

2   degree that's relevant, a minimum of three

3   years of experience in a supervisory

4   position, and be responsible for program

5   operations and supervision.

6   The ed specialist must provide

7   on-site observation and evaluate weekly

8   activities while providing feedback. We

9   ask that they also do lesson plans and

10   ensure activities are designed with

11   learning goals and skill gains, as well as

12   adopting curricula for program goals.

13   Our activity specialist, we

14   expect them to be experts in the content

15   area that they are providing services for.

16   They should lead program activities and

17   those can be in STEM, literacy, art,

18   dance, organized sports.

19   Lastly our group leaders are

20   responsible for supervising and leading a

21   group of program participants and creating

22   and implementing activities.

23   So we think that's really

24   important and we expect that they are

25   cleared by the time of program operations.

1   Proceedings

2   So there will be an addendum that

3   will be released, I believe, next week and

4   so I want to go over some of the items

5   that may be on it.

6   One, we'll be adding P.S. 91K to

7   the Elementary eligible schools list, this

8   is a school in Brooklyn. And we will be

9   including language around summer hour

10   requirements. And that, again, is the two

11   hours of enrichment, which can be STEM or

12   literacy, academic support and 90 minutes

13   of physical activity per participant.

14   For Middle School we're removing

15   the School of Human Rights from the

16   eligible schools list, adding language

17   regarding off-site activities, talking

18   about -- mentioning the structured

19   language regarding summer activities. And

20   lastly we will be discussing or mentioning

21   the minimum hour requirements are 15 hours

22   a week, 9 hours of structured activities

23   and programs offering 1.5 hours per

24   weekday.

25   At this time, I'm going to turn

1   Proceedings

2   it back over to Zenaida who is going to

3   discuss the post-award requirements.

4   MS. WHITE: Thank you, Nevita.

5   Okay.   So before we move on to

6   the question and answer segment, just a

7   few more items.

8   Post-award requirements.   Public

9   Assistance Hiring Commitment Rider.   The

10   Public Assistance Hiring Commitment Rider

11   is an initiative administered by the Human

12   Resources Administration, HRA, through its

13   Business Link Program.   The FAQ regarding

14   this requirement has been provided to you

15   at the sign-in table.

16   Did everybody receive it upon

17   signing in?

18   Notice for Proposer Subcontractor

19   Compliance.   Please be advised that there

20   is a requirement to utilize the Payee

21   Information Portal, PIP, to identify all

22   subcontractors and to enter all

23   subcontractor payment information and

24   other related information during the

25   contract term.

1   Proceedings

2   Responsibility determination.

3   Please be advised that it is a requirement

4   for all contractors to be determined

5   responsible in the post-award phase.

6   Therefore, please make sure your New York

7   State Charities filings are current and

8   ensure that any outstanding liens or

9   adverse information has been resolved.

10   Unresolved issues often cause significant

11   delays in the post-award process so we

12   wanted to be sure to mention that here

13   during the pre-proposal conference.

14   New York City Liability Insurance

15   Requirements. Commercial General

16   Liability; Motor Vehicle Liability, if

17   applicable; Workers' Compensation; an

18   original Certificate of Insurance naming

19   the City of New York together with its

20   officials and employees as an additional

21   insured.

22   DYCD will not be able to proceed

23   with processing an awarded contract until

24   it has obtained proof of the necessary

25   insurance coverage.

34

1   Proceedings

2   MWBE participation. DYCD

3   encourages MWBE participation and

4   recommends the utilization of certified

5   MWBEs.

6   Posting. Transcript presentation

7   and attendance rosters will be posted for

8   your convenience on our DYCD website.

9   And now we are preparing to enter

10   the best part of this conference, when you

11   get the opportunity to ask your questions

12   of the panel.

13   Now before you come up to ask

14   your questions, we have a few housekeeping

15   rules. Please ensure that your questions

16   solely pertain to these RFPs. Please do

17   not ask any questions outside of the

18   content of these RFPs.

19   Also when you come up to the

20   microphone, please make sure that you

21   state your name and your organization.

22   And if at all possible, please ensure that

23   you cite which RFP you're asking your

24   question about and what the page number

25   is.

1   Proceedings

2   So with that said, please feel

3   free, you're welcome, don't be shy. You

4   can come up to this side of the podium and

5   ask your questions.

6   MR. ELDRIDGE: Hi. I'm Kurt

7   Eldridge, I'm with PTA for P.S. 180. So

8   it may be actually not right with this

9   group, but we want to get on the list, we

10   already have a provider. What's our next

11   step? We have a provider that wants to

12   give us services and we want to have the

13   COMPASS and SONYC funding for it, what do

14   we do next?

15   MS. CANTELMI: So you're looking

16   to apply to this RFP, is that what --

17   MR. ELDRIDGE: We're actually in

18   the school and so we're looking to be on

19   the list.

20   MS. CANTELMI: So unfortunately

21   this is only for existing programs,

22   there's no additional funding that's

23   provided to add schools at this time.

24   MR. ELDRIDGE: So there's no

25   additional steps, all right.

1   Proceedings

2   MS. LAWTON: I'm Saadia Lawton,

3   and I'm out in the Rockaways with ATLED.

4   So this is a follow-up question

5   to that. What is the anticipated when

6   your steps moving forward, in terms of

7   developing or building a comprehensive

8   list, that actually adds schools that

9   aren't listed? And how far out do you

10   plan to have this award program being

11   offered in the future?

12   MS. CALDRON: So if additional

13   funding becomes available, then we can add

14   additional programs and schools. But at

15   this juncture, we're working with existing

16   funding and it's only for the schools that

17   are on the eligible school list.

18   MS. SAPICHINO: Good afternoon.

19   I'm Lisa Sapichino from 87 After School,

20   and can you tell me what degrees for

21   Bachelor's degrees are relevant for the

22   program directors?

23   MS. CALDRON: Education degrees,

24   social work are two of the primary ones.

25   Psychology.

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 1                    Proceedings
 2            MS. SAPICHINO:  Great.  Thank
 3      you.
 4            MS. CONSTANT:  My name is Crystal
 5      Constant, I'm from the Coalition For
 6      Community Action.
 7            What if you have two schools that
 8      are interested in working with you, are
 9      you allowed to apply for two schools or
10      only one?
11            MS. CALDRON:  Absolutely, as many
12      as you like, but separate proposals for
13      each school.
14            MS. CONSTANT:  So entirely full
15      package for each one.  Are you allowed to
16      duplicate the material, like the layout?
17      Let's say if both schools were interested
18      in the same exact programming layout,
19      would you be allowed to use that?
20            MS. CALDRON:  Your program model
21      should cater to the population of each
22      school.  It could be similar, but you
23      should be looking to support the community
24      needs of the schools.
25            MS. CONSTANT:  Okay, thank you.
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1   Proceedings

2   MS. JERVES: Hi, good afternoon.

3   I'm Andrea from HANAC Inc.

4   I have two questions. The first

5   one is if a school signs with two

6   different CBOs and the two CBOs get

7   awarded, is that possible?

8   MS. CALDRON: No. Only one

9   contract per school, one CBO per school.

10   MS. JERVES: And the second

11   question is: We have also had SONYC

12   program, but the name of our school is not

13   in the list. So it means that we have the

14   two additional years, right?

15   MS. CALDRON: Right.

16   MS. JERVES: Thank you.

17   MR. LOYKA: Mark Loyka from

18   Glasswing International.

19   I want to piggyback off that. So

20   a school can sign a partnership agreement

21   with multiple CBOs but only one will be

22   accepted, is that for both a 90 and above

23   enrollment and part-time?

24   MS. CALDRON: Yes. For all the

25   proposals, I mean, all the schools

1   Proceedings

2   principals can sign with multiple

3   providers, it's an open competition, and

4   it's for all -- both elementary and middle

5   and any size.

6   MR. LOYKA: So if you're a CBO

7   that currently doesn't have a COMPASS

8   program or SONYC program, what's the

9   likelihood -- because if unless you have a

10   bad relationship with the current CBO,

11   wouldn't they just kind of continue with

12   the current CBO?

13   MS. CALDRON: Not necessarily,

14   which is why all principals have to accept

15   a meeting with each CBO. And so it's, you

16   know, the onus is on the CBO to convince

17   the principal that they should sign the

18   SPA with you.

19   And we are encouraging -- we did

20   a webinar last week with principals and we

21   encouraged them to sign with multiple

22   providers that, you know, are a good fit

23   for their community so.

24   MR. LOYKA: Thank you.

25   MS. REAVEY: Hi, I'm Reavey from

1   Proceedings

2   Global Kids.

3   I have a question also about

4   principals signing on to multiple

5   agreements. Do they include any ranking

6   or is it solely based on the score of the

7   proposal?

8   MS. CALDRON: It's solely based

9   on the score of the proposal.

10   MS. GURTSDI: Hi, my name is

11   Rebecca with Citizen Schools.

12   I have a question about the

13   difference between summer versus school

14   hours and rate of participation. Is the

15   contract performance based on the total

16   for summer and school or is it summer and

17   school separately?

18   MS. CALDRON: So we ask that you

19   fully enroll both program periods, and we

20   have an ROP for both periods as well. But

21   we do recognize in the summer that there

22   are challenges, and so we have not really

23   held you accountable for summer given

24   those challenges, there's relocations and

25   all that. But we do expect you to try to

1   Proceedings

2   enroll the same number of kids and then

3   the ROP is, I mean, we collect ROP but we

4   don't hold you to it.

5   MS. GURTSDI: Thank you.

6   MS. CALDRON: But school year for

7   sure.

8   MS. GURTSDI: Thank you.

9   MR. GRANDE: Good afternoon,

10   everybody. My name is Eric Grande,

11   principal of P.S. 56.

12   I want to follow up on this

13   gentleman's question here. I'm here for

14   similar reasons, to find out how my school

15   could get on that list. So I understand

16   it's a no-go this time around, but the

17   next time what is the procedure? What are

18   the steps of process to get on this master

19   list?

20   MS. CALDRON: So there's a closed

21   list for this RFP, there's an eligible

22   school list. If you're not on it, you're

23   not eligible for this RFP.

24   Again, it depends on the funding

25   that we receive. And if we get more

1   Proceedings

2   funding, we can expand services, add

3   additional schools. But right now we're,

4   for the continuity of services that we

5   already have in place in each of the

6   communities of the schools listed on the

7   list, we're renewing those schools --

8   we're reallocating funds for those

9   schools.

10   MR. GRANDE: Should I be looking

11   somewhere? On a website or message board?

12   MS. CALDRON: You're a school you

13   said?

14   MR. GRANDE: Yes.

15   MS. CALDRON: Middle or

16   elementary?

17   MR. GRANDE: Elementary.

18   MS. CALDRON: Are you public or

19   private?

20   MR. GRANDE: Public.

21   MS. CALDRON: So we work closely

22   with the DOE in making selections of

23   schools. So you'll see announcements both

24   from the DOE, from us. Stay connected

25   with CBOs that you are interested in

1   Proceedings

2   partnering with.

3   And there's other possibilities

4   for funding as well. We're not the only

5   name in town. So if you're connected with

6   a community-based organization and let

7   them know that you're interested in

8   programming, and they can apply with you

9   as a partner for other City funding or

10   State grants, federal grants.

11   MR. GRANDE: Any new addendum on

12   that slide, count me in, P.S. 56. Thank

13   you.

14   MS. CALDRON: Thank you for your

15   interest.

16   MS. FEIN-CUNNINGHAM: Hi. I'm

17   Elysa Fein-Cunningham from Queens

18   Community House.

19   I just want to clarify in the

20   SONYC RFP on page 16 it says under

21   performance targets: "DYCD expects

22   contractors to achieve 100 percent rate of

23   participation throughout the contract

24   period." Is that supposed to say

25   enrollment?

1   Proceedings

2   MS. CALDRON: The expectation is

3   that you try to achieve as high as

4   possible, but the minimum is definitely

5   75 percent of the structured hours.

6   MS. FEIN-CUNNINGHAM: Okay.

7   MS. DAVIDOWITZ: Hello. Merna

8   Davidowitz, JCC of GCI.

9   Did I understand correctly that

10   you have encouraged schools to sign the

11   SPAs with multiple CBOs? So in other

12   words, the CBO is writing the application

13   usually and they are fighting another CBO

14   that was also writing an application?

15   MS. CALDRON: It's a competition.

16   MS. DAVIDOWITZ: I know but

17   you're putting -- I mean, the school

18   should decide beforehand. Why all this

19   double work? The school -- it seems to

20   me, pardon me, that the school should

21   decide which of the CBOs beforehand is

22   appropriate rather than two CBOs wasting

23   their time and money fighting with each

24   other.

25   MS. CALDRON: The problem with

1   Proceedings

2   that is if you take a -- the school takes

3   a huge risk that that one proposal is

4   going to score high enough for an award,

5   and so that's not always the case. And so

6   we -- which is why we encourage principals

7   if there are multiple CBOs that have --

8   could be a good-fit partner, that they

9   should sign.

10   MS. DAVIDOWITZ: It's not fair to

11   a CBO, a nonprofit, that is -- has limited

12   funds to have to go through this process

13   because the principal can't decide which

14   one will be appropriate. I'm really

15   sorry.

16   MS. CALDRON: I don't think --

17   the principals are not deciding -- I think

18   they are deciding that the ones that

19   presented to him or her could be a good

20   partner in providing these services.

21   This is, you know, not unique to

22   this RFP, this is the procedure for all of

23   the RFPs so.

24   MS. DAVIDOWITZ: I mean, I have

25   worked on previous SONYC and COMPASS and

1   Proceedings

2   they never had CBOs fighting each other.

3   And I really strongly feel that it's not

4   fair to anybody who is a nonprofit.

5   MS. BAILEY: So I understand your

6   concern, but ultimately we want to ensure

7   a fair and transparent, competitive

8   process. And so we want to make sure that

9   principals have multiple opportunities to

10   identify who could be good partners.

11   And, you know, maybe -- and

12   again, the role of the principal is not to

13   decide who is awarded a contract. The

14   funding is coming from DYCD. So the role

15   of the principal is basically to say, I

16   think this is a good partner for me. It's

17   the responsibility of the CBOs to apply

18   and then DYCD makes a determination if

19   this provider should be awarded a

20   contract. The role is really for the

21   partnerships.

22   MS. DAVIDOWITZ: It seems to me

23   that the role of DYCD is also to support

24   non-profits in their quest to provide

25   services. And I think this is unfair, I

1   Proceedings

2   don't know if there's other support here,

3   but I strongly think you should rethink

4   this issue. Thank you.

5   MS. CALDRON: Thank you for your

6   comment.

7   MS. DENNARD: Hi. My name is

8   Katrina from Morningside Center. And I

9   was sent with this question, I'm actually

10   the comptroller.

11   We have two Elementary programs

12   that are being renewed for the 2019 Fiscal

13   Year. Do we have to process an RFP for

14   those if they are being renewed?

15   MS. CANTELMI: If you're

16   providing services in one of the schools

17   that are on the list, Attachment C, then

18   yes, you have to apply. But if you don't

19   see the school on the list, then you don't

20   have to.

21   MS. DENNARD: Great, thank you.

22   MS. BLACK: Hi. My name is

23   Carrie Black from Chinese-American

24   Planning Council. And I wanted to look at

25   page 6, No. 20. You wrote down

1   Proceedings

2   suitability evaluation --

3   MS. CALDRON: Which RFP?

4   MS. BLACK: SONYC.

5   So there was a notation on the

6   bottom where you have B, which is

7   "suitability evaluation," and I wanted to

8   know exactly what were you defining by it?

9   Whether you are looking for a particular

10   method? Page 6, No. 20.

11   MS. CALDRON: Okay. What's the

12   question?

13   MS. BLACK: So you have the words

14   "suitability evaluation," and I wanted to

15   know how do you guys define that? Or is

16   there a particular method or methodology

17   that we should be writing that for you?

18   MR. FRENZEL-BERRA: If you read

19   our expectations about staff, they include

20   things right above it like

21   social/emotional maturity, management

22   skills, content knowledge, et cetera.

23   And so we're assuming that the

24   proposers will be evaluating the

25   perspective staff members along those

1   Proceedings

2   aspects. And here we want to know how

3   you're going to do that evaluation.

4   MS. BLACK: How we would define

5   it.

6   And then I wanted to also know,

7   your rate per child is at 3,000

8   approximately. Can that be increased?

9   Should we write a little higher or is that

10   the rate that is set?

11   MS. CALDRON: Are you asking for

12   special needs students? It can be

13   increased if you -- if you're requesting

14   special needs slots, and you need to

15   communicate in your proposal how you're

16   going to utilize those additional funds.

17   MS. BLACK: Thank you so much.

18   MS. MUNN: Hello. My name is

19   Marissa and I'm from One To World. My

20   organization is interested in being an

21   external organization or a subcontractor.

22   What are the best next steps for that?

23   MS. CALDRON: We've gotten this

24   one at every proposal.

25   So there's a list, a sign-in

1   Proceedings

2   sheet, and it was -- you had to indicate

3   whether you're a subcontractor. So that

4   list will be released to -- it will be a

5   public -- released publicly, and so folks

6   will see that you're interested in being a

7   subcontractor.

8   And in HHS Accelerator we'll

9   public --

10   MS. CANTELMI: So as Tracy

11   alluded to, there's a sign-in sheet, we'll

12   post that on our website. You can look

13   for that probably by the middle of next

14   week.

15   Also in HHS Accelerator you can

16   see the groups that are pre-qualified for

17   the RFP and reach out to them.

18   And then if anyone is interested

19   in the audience after the session you guys

20   are free to stay here and mingle.

21   MS. MUNN: Great. So would we

22   need to be pre-qualified in HHS?

23   MS. CANTELMI: So subcontractors,

24   if you're going to be receiving over

25       $20,000 as a subcontractor you will need

1   Proceedings

2   to be pre-qualified in HHS. Anything less

3   than $20,000, you wouldn't, but it's in

4   your benefit to be pre-qualified.

5   MS. MUNN: Are there any other

6   requirements for subcontractors?

7   MS. CANTELMI: Not for

8   subcontractors, but we do expect them to

9   go through -- very similar to the prime

10   providers -- through a responsibility

11   determination process just to make sure

12   there aren't any red flags.

13   MS. MUNN: Okay, thank you.

14   MR. NOW: Hello. My name is DJ

15   Now with Dignity of Children. Two

16   questions.

17   Would the partnerships that

18   you're requiring, do they have to have a

19   monetary allocation to the proposal?

20   MS. CALDRON: No, they do not.

21   MR. NOW: And the second thing is

22   that with the 15 hours for the middle

23   school for the SONYC, can Saturday

24   programming count towards the hours for

25   ROP?

1   Proceedings

2   MS. CALDRON: Yes, you can do

3   programming on the weekends.

4   MR. NOW: One last question.

5   MWBEs, would that add to your point total

6   in a proposal?

7   MS. CALDRON: No.

8   MR. NOW: Okay. Thank you so

9   much.

10   MS. LADNER-SEWARD: Thank you.

11   Good afternoon, everyone. I'm Rashida

12   from Expanded Schools.

13   A question somewhat related to

14   two questions ago about subcontractors.

15   If you are a current DYCD TA provider for

16   the SONYC/COMPASS initiative and a

17   community-based organization reaches out

18   to you to be a community partner or a

19   subcontractor, is it okay to say yes to

20   that and make that arrangement provided

21   that does not conflict with what you

22   intend to -- and I know we can't mention

23   other proposals, but those TA proposals

24   will come out aligned with this -- as long

25   as the service area is not within the area

1   Proceedings

2   that you intend to propose for TA moving

3   forward?

4   So I hope that question makes

5   sense but just want to ask that.

6   MS. CANTELMI: So within the RFP

7   currently we don't prohibit that and we'll

8   discuss further, and if there is an issue

9   we'll release it in an addendum. But as

10   of right now, it's fine.

11   MS. CUEBAS: Hi. I'm Elizabeth

12   Cuebas, the Kips Bay Boys and Girls Club

13   and I have a question.

14   In the structured proposal form,

15   questions 20 and question 4 are -- look as

16   if they are looking for similar answers.

17   So I just wanted to get a little clarity

18   on how the information you're looking for

19   in each question differs.

20   MR. FRENZEL-BERRA: So question 4

21   is in the experience section. So we're

22   talking about what you have done and some

23   of those processes in the past for the

24   programs that are discussed.

25   And then later on for the

1   Proceedings

2   proposed program and how you would be

3   approaching that this time around.

4   MS. CUEBAS: So sort of the

5   history versus what we will do?

6   MR. FRENZEL-BERRA: Experience

7   within and then your proposal.

8   MS. CUEBAS: Okay. Thank you.

9   MS. WHITE: If there are no more

10   questions, please be reminded that the

11   panel will no longer be available after

12   the segment is over.

13   MS. MOORE: My name is Shanequa

14   from I'RAISE.

15   I have a question about the

16   pre-qualification. Are we required to be

17   pre-qualified through the vendor

18   questionnaire?

19   MS. CANTELMI: So to apply for

20   the RFP you just have to be pre-qualified

21   in the HHS Accelerator; however, at the

22   time you are awarded you will have to go

23   through the passport disclosure process.

24   MS. MOORE: And second question.

25   We're in review right now because the

1   Proceedings

2   three years are up so we can't access the

3   RFP documents. Can we see the eligible

4   schools so we could at least reach out?

5   MS. CANTELMI: You should, but I

6   would probably want you to talk to HHS and

7   they're in the audience. So after the

8   session...

9   MS. MOORE: Okay. Thank you.

10   MS. CONSTANT: Crystal Constant

11   again from CFC.

12   My question was in regard to

13   community partnerships. I guess, what

14   community partnerships are allowed? And

15   then also -- I guess that would be my main

16   question because when we were applying for

17   another RFP before, it was difficult to

18   get community partnerships, I guess, other

19   organizations that were similar to

20   ourselves and that's probably the reason

21   that we couldn't get people to sign

22   because of the competition type of issue.

23   So I guess what would you allow?

24   Are police departments, public libraries?

25   MS. CALDRON: Anything that's

1   Proceedings

2   suitable for your program model that's

3   going to enhance the experience for the

4   participants is allowed.

5   And again it's up to you to

6   convince the partners to join with you on

7   the proposal.

8   MS. CONSTANT: Thank you.

9   MS. WATKINS-SAMUELS: Hello. My

10   name is Barbara and I'm from Union

11   Settlement.

12   I met with my principal and we

13   were very concerned because we need to ask

14   for special needs slots and she wanted to

15   know if we ask for the special need slots

16   -- and we really need it very badly in the

17   after-school program -- if that would

18   weaken our proposal to the extent that we

19   won't get it?

20   MS. CALDRON: No. We encourage

21   you to write in the proposal that, you

22   know, for the needs of the community. It

23   sounds like you need special needs slots.

24   And so you just need to let us know within

25   the proposal, you know, what those

1   Proceedings

2   additional funds will be used for,

3   specifically for those participants.

4   MS. WATKINS-SAMUELS: Okay.

5   Thank you.

6   MS. MATHIEU: Hi. I'm Mathieu

7   from Glasswing International. In regard to

8   the three community partnerships are those

9   exclusively in the public sector or can

10   they be private?

11   MS. CALDRON: They are open to

12   anyone.

13   MS. MATHIEU: Thank you.

14   MS. ST. THOMAS: Hi. Diamond

15   St. Thomas from LEAP. There was a slide

16   that was back that specifically listed the

17   elementary, I guess, order of service type

18   of thing. And I wanted to see if I could

19   take a picture of that and also kind of

20   just talk a little about it because you

21   had six items on one of the sides. It was

22   for the Elementary COMPASS program sort of

23   like academic support and then.

24   MS. CALDRON: So the slides are

25   available, you should have gotten them

1   Proceedings

2   outside -- they are posted on the website,

3   sorry.

4   MS. ST. THOMAS: I have a

5   question around it.

6   MS. BAILEY: Just for clarity,

7   there are three areas and the additional

8   three are the optional content areas.

9   MS. ST. THOMAS: That was my

10   question, right, because the first three

11   required areas, which I think we all feel

12   is incredibly valuable.

13   It's just somewhat, you know,

14   challenging, for instance, because I'm

15   from LEAP, Learning from an Expanded Arts

16   Program, and it kind of looks like an arts

17   organization that does -- of course, does

18   arts-integrated enrichment. And then of

19   course we have a series of dance programs

20   that can provide physical activity.

21   It kind of just visualized to an

22   organization like mine that, you know,

23   arts really isn't a priority. And to be

24   competitive in the proposal process, I'm

25   just slightly concerned because I'm

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2   visually seeing DYCD's perspective and

3   we're going to try to provide a compelling

4   proposal around arts integration, but if

5   the individuals who are rating those

6   proposals are viewing through this exact

7   lens, I, you know, feel disheartened in

8   terms of my submission because that

9   priority is No. 4.

10   MS. CALDRON: I mean, it's our

11   experience that STEM and literacy can be

12   implemented in a lot of different ways,

13   particularly the arts, and we encourage

14   that because we want it to look a lot less

15   like school. And so there's ways to do

16   that.

17   And, you know, those are the core

18   requirements for this RFP and as such

19   you're going to have to approach it with

20   those requirements.

21   MS. ST. THOMAS: So, you know,

22   if, you know, our emphasis is really on

23   how STEM and literacy are incorporated in

24   our arts programming, that shouldn't be

25   necessarily an issue in terms of if for

1   Proceedings

2   instance a provider who provides direct

3   academic support or specifically like very

4   concrete STEM programs, such as robotics

5   and things like that.

6   My question around it is, like,

7   how competitive are we if there are

8   services out there that provide really

9   extensive robotics programs but you don't

10   potentially get a lot of kids who want to

11   be part of a really extensive robotics

12   program.

13   MR. FRENZEL-BERRA: Yeah, I mean,

14   we don't know what's going to come in,

15   you're giving an example.

16   But I think the main point is

17   that these are the three required areas

18   and it's up to you as a proposer to

19   demonstrate how the activities you're

20   proposing fit into those categories.

21   And the encouraged categories on

22   the next slide, integrated activities,

23   academic support through the arts, that's

24   acceptable but the focus has to clearly be

25   academic support in that kind of activity.

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2   MS. ST. THOMAS: Yeah, and I

3   agree. I just wanted to sort of put that

4   out there 'cause I think when I've gone to

5   these before it involved with partnership

6   with DYCD and a few different CBOs, I

7   think we've always viewed this as an

8   overlay.

9   And I just kind of felt like this

10   particular visualization really kind of

11   prioritized it and made -- instead of like

12   backing them on top of each other and

13   making it look really very integrated and

14   looking at it as an integrated process, I

15   kind of was taken aback by the

16   visualization 'cause it didn't feel like

17   it was in conjunction with each other,

18   rather than sort of, like, Priority 1, 2,

19   3, 4, 5, 6.

20   I just wanted to sort of put that

21   out there.

22   MS. WHITE: Okay. So if there

23   are no more questions, this officially

24   concludes the question and answer segment

25   of the conference.

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2   Please be advised that from this

3   point forward the panel is no longer

4   available for questions. Any questions

5   you would like to submit -- I'm sorry,

6   we're going to be closing in just one

7   minute, please give me your attention.

8   The questions that you need to

9   submit, if you have any questions from now

10   until July 2nd, please e-mail them, any

11   questions pertaining to these two RFPs at

12   RFPquestions@dycd.nyc.gov.

13   Also please note that the

14   transcript, the PowerPoint presentation

15   and attendance roster will all be made

16   available sometime next week on our DYCD

17   website.

18   And thank you so much. We just

19   have one last thing to make you aware of.

20   If any addenda is issued for these RFPs,

21   they will be made available through the

22   HHS Accelerator System. When you

23   pre-qualify, please make sure that your

24   e-mail address is exact so that you can

25   receive notifications.

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2   Last reminder, all proposals must

3   be submitted through the HHS Accelerator

4   System by July 10th at 2:00 p.m.

5   This officially concludes our

6   pre-proposal conference. Thank you for

7   being a great audience and we wish you all

8   the best in your proposal submissions.

9   Have a great day.

10   (Time noted: 3:11 p.m.)

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1   C E R T I F I C A T E

2

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

5

6   I, NICOLE ELLIS, a Notary Public for and within

7   the State of New York, do hereby certify:

8   I reported the proceedings in the

9   within-entitled matter, and that the within

10   transcript is a true record of such proceedings.

11   I further certify that I am not related to any

12   of the parties to this action by blood or by

13   marriage and that I am in no way interested in the

14   outcome of this matter.

15   IN WITNESS WHEREOF, I have hereunto set my hand

16   this 29th day of May 2018.

17

18

19

20

21

22   _____
                 Nicole Ellis
             NICOLE ELLIS

23

24

25

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