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      BEACON COMMUNITY CENTERS REQUEST FOR PROPOSALS
 8
      (RFP) REISSUE 2017 - (EPIN:  26018I0001)
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11                        September 26, 2017

12                        2:14 P.M.

13                        2 Layafette Street, 14th Floor

14                        New York, New York 10007

15

16    B E F O R E:

17

18       ZENAIDA MARIE WHITE, Moderator,

19       Assistant Deputy Agency Chief Contracting Officer

20       WANDA ASCHERL, A Panel Member,

21       Senior Director of Community Centers & Strategic

22       Partnerships

23       ROBERT FRENZEL-BERRA, A Panel Member,

24       Director of Research and Program Development.

25       DANA CANTELMI, Agency Chief Contracting Officer.
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3    A P P E A R A N C E S:

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5    SPEAKERS:

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7    Ramik Williams, Direction for Our Youth

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9    Louis Polese, Phipps Neighborhoods

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11   Eric Waters, FedCap Org.

12

13   ALSO PRESENT:

14   Jeannie King, Catholic Charities

15   Barbara Perlov, Boys Club of New York

16   Barbara Tejeda, Direction for Our Youth

17   Alberto Cruz, Bronx House

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2           MS. WHITE:  Good afternoon.

3           On behalf of Commissioner Bill Chong, I

4    would like to welcome you to the Department of

5    Youth and Community Development Pre-Proposal

6    Conference, for Beacon centers request for

7    proposals RFP Reissue 2017, and that is EP

8    26018I0001.

9           Good afternoon again, and I am Zenaida

10   Marie White, and I have the privilege of

11   presenting some important information for you

12   today, and I would like to start with

13   introducing our panel.

14          We have Wanda Ascherl, the senior director

15   of community centers and strategic partnerships,

16   and we also have Robert Frenzel-Berra, director

17   of research and program development.  Robert

18   will be on hand for questions later.

19          So, again thank you for joining us.

20          I would like to begin by telling you that

21   the New York City Department of Youth and

22   Community Development invests in a network of

23   community-based organizations and programs to

24   alleviate the effects of poverty and to provide

25   opportunities for New Yorkers and communities to

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|---|---|
| 1 | Proceedings |
| 2 | flourish empowering individuals, strengthening |
| 3 | families and investing in communities. |
| 4 | Our agenda today is pretty brief. |
| 5 | We want to again present some important |
| 6 | information to you, so I will continue on with |
| 7 | the RFP time line and requirements. |
| 8 | The most important date, the proposal due |
| 9 | date and time. The proposals are due on October |
| 10 | 17, 2017 by two p.m. |
| 11 | Please note that all proposals must be |
| 12 | submitted in the HHS Accelerator system. In |
| 13 | order to respond to this RFP you must be |
| 14 | pre-qualified in the HHS Accelerator system. |
| 15 | DYCD will not be accepting any hard copies |
| 16 | of proposals. And again, please note the very |
| 17 | important due date is October 17, 2017, at two |
| 18 | p.m. |
| 19 | I will be saying that date a lot just to |
| 20 | make sure that you leave here knowing the due |
| 21 | date and time for this RFP. |
| 22 | We have an anticipated contract term of |
| 23 | January 1st, 2018 through June 30, 2020. As |
| 24 | outlined in the RFP there is one option for up |
| 25 | to three additional years. Also specific to |

1                         Proceedings

2          this RFP there will be within this contract term

3          a six-month term from January 1st, 2018 -- sorry

4          -- January 1st, 2018 to June 30, 2018.

5                   Now, for this RFP we expect that award

6          announcements will happen late fall of this

7          year.

8                   And specific to this RFP there are two

9          eligible sites.  There are two schools, as

10         specified on page 2 of the RFP and that is JHS

11         54, Booker T. Washington School, school DBN

12         number 03M054, and the Bronx Alliance Middle

13         School, school DBN number 11X355.

14                  If you have any questions after today's

15         pre-proposal conference, please make sure that

16         you e-mail all questions to RFPquestions @

17         DYCD.NYC.GOV.  You want to be sure to indicate

18         Beacon RFP reissue in the subject line.

19                  Please note that in order to ensure timely

20         responses all questions must be received no

21         later than October 6, 2017.

22                  Now, I am going to give you a brief

23         overview of HHS Accelerator.  When you came in

24         did you receive a HHS Accelerator handout?

25                  I see a lot of nodding heads.

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 1                    Proceedings
 2           Okay, you are with me.
 3           Is there anyone here who has never worked
 4      in HHS Accelerator?
 5           (Pause.)
 6           Perfect.  Because our presentation today is
 7      very brief.  Just to confirm for those of you
 8      who have been through HHS Accelerator before:
 9      Agencies publish all requests for proposal RFP
10      documents in the HHS Accelerator system.
11           Pre-qualified providers approved for
12      relevant services are eligible to propose and
13      can submit proposals after RFPs are released.
14           Providers must submit proposals through the
15      HHS Accelerator system by the proposal due date
16      and time, and that you probably know again is
17      October 17, two p.m.
18           If you have any questions after today
19      regarding being pre-qualified in HHS
20      Accelerator, please contact health @ MOCS.
21      NYC.GOV.
22           Within our audience today, we have a
23      special guest from MOCS, we have Maryanne from
24      MOCS, in the back there, and she is available
25      after this conference if you have any specific
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 1                    Proceedings

 2        questions.

 3              And moving right along, I now have the

 4        privilege of introducing our senior director of

 5        community centers and strategic partnerships,

 6        once again joining us is Wanda Ascherl, and she

 7        will go over the Beacon Community Center

 8        overview and NYC Department of Education

 9        information.

10              Thank you.  Let's welcome Wanda.

11              (Applause).

12              MS. ASCHERL:  Thank you.

13              I will not be as good as Zenaida, because

14        Zenaida has that voice.

15              But, I am going to briefly go over the

16        Beacon Community Center model, and the specific

17        elements of the RFP.

18              So, the Beacon Community Center is unique

19        from your convergence --

20              The programs generally operate from 3 to 6,

21        and our model operates not only in an after

22        school component, but there is an evening,

23        weekend as well as during holiday camp and

24        summer camp.

25              They are designed to really provide

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1                        Proceedings

2      services that build and strengthen communities

3      and address community needs.

4            The de Blasio administration has committed

5      6.2 million in fiscal year '18 and forward to

6      establish new Beacon programs in underserved

7      communities.

8            The sites were selected um, by two primary

9      analysis, and that is youth population by

10     borough and in partnership with DOE, we

11     identified schools with limited to no services.

12           And then the RFP of course is informed by

13     the DYCD mission and vision to alleviate the

14     effects of poverty.

15           Program goals.

16           Overall -- I mean, this is obviously part

17     of the RFP so I will not read through it, but I

18     highlighted certain elements.

19           Safe environment, assuring that that

20     exists.

21           Beacon is a neighborhood hub.

22           Ensuring that participants are going to

23     develop skills, um, expanding partnership, that

24     is what Beacon does in the community, they build

25     partnerships, not only internally but

1                    Proceedings

2        externally.

3              Student engagement, including students with

4        chronic absenteeism.

5              And then participant and community members

6        as contributors to the design of services.

7              Program Services.

8              There are three types of activities.

9              Drop in.  That consists of recreation,

10       self-directed and one time services.

11             Planned.

12             Designed to offer participants a chance to

13       pursue a passion or build a skill set.

14             And then obviously, the Community Events.

15             Within these three core activity areas

16       there are, we have five um, activity elements

17       that should exist, should be woven into the

18       design of your program.

19             And that is obviously academic support,

20       community building and leadership, health,

21       employment and finance, financial security, and

22       recreation and enrichment.

23             Program Services:  Outcomes.

24             Participant satisfaction, so the indicator

25       here will be 80 percent of the respondents we

1                    Proceedings

2        are serving will respond that they are satisfied

3        with the services.

4              Beacon makes all necessary external and

5        internal referrals to address needs.  So

6        responses to the participant satisfaction survey

7        to confirm that referrals are being made.

8              And then social and emotional learning.

9              DYCD anticipates utilizing the SEL outcome

10       based survey tool to assess motivation, self-

11       awareness and decision making.

12             MR. WILLIAMS:  Excuse me.  Can you stay on

13       that for a second?

14             MS. ASCHERL:  Okay.

15             MR. WILLIAMS:  It is great.

16             Thank you.

17             MS. ASCHERL:  The slide will be made

18       available.

19             MR. WILLIAMS:  Thank you.

20             MS. ASCHERL:  Great.  Don't worry.

21             Staffing Structure.

22             Key staff positions:  Beacon director, and

23       outreach coordinator and other staff that

24       support the program.

25             The full-time Beacon director would have a

1                       Proceedings

2       BA or higher with a minimum of five years of

3       relevant experience.

4             So this person is very critical to how the

5       program functions, they are not only working

6       with the principals, but they are working with

7       elected officials, with community leaders, with

8       parents, with kids, the staff, it is a huge, it

9       is a huge role.

10            So we want to make sure that this person is

11      going to be a full-time position.

12            The other position is the outreach

13      coordinator, and they must be familiar with the

14      neighborhood and are trusted by the local

15      younger people and families.

16            Ideally, you want this person to be able to

17      connect with people in the community, to be able

18      to talk to young people and bring the kids in

19      the park hanging out into the program.

20            So, you want to be very strategic in who

21      this person can potentially be.

22            The resource coordinator, this function

23      serves as the person who would be making

24      referrals, service liaison, within other units,

25      within the agency and also within the community.

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1                    Proceedings

2          And the resource coordinator as I mentioned

3     -- the function, either you can assign that

4     function to the, let's say an assistant director

5     and/or the group leader that say can help the,

6     you can have them do this other function.

7          You may need to increase their hours.

8     Let's say you have this group leader as an after

9     school person, you may need to add additional

10    more hours during the day so that they can serve

11    as, also serve the function of a resource

12    coordinator.

13         Staffing structure.

14         All programs must adhere to the New York

15    State SACC regulations and make sure that you

16    have enough staff to meet the student and child

17    staff and student ratio.

18         Staff at all levels will be familiar,

19    ideally will be familiar with the neighborhood.

20    They will have the necessary language skills --

21    sensitive to the diverse languages in the

22    communities and cultures in the communities.

23    Necessary knowledge and literacy and numeracy

24    skills.

25         And have the experience in managerial

1                    Proceedings

2          skills needed to provide, lead and coordinate

3          activities for adults.

4                  Program Expectations.

5                  We are taking three approaches.

6                  One is strength-based frameworks, that are

7          developed in-house --

8                  The first one is positive youth

9          development; the second is social and emotional

10         learning; and youth leadership.

11                 The second approach is ensuring that all

12         programs have a safe welcoming and inclusive

13         environment, and that there is a strong element

14         of family engagement.

15                 The target population, I will spend a

16         little tame on the target population.

17                 So, at a minimum all programs must serve

18         1,200 youth and adults.  The break down on the

19         chart shows you that youth under 22 years of age

20         that would attend drop-in and/or planned

21         activities equals, would be 600.

22                 Adults 22 years and older, attending

23         drop-in and planned activities would be 100.

24                 And then we have the community events,

25         which can consist of youth and adults, and that

14

1              Proceedings

2       would come out to 500.

3              With regards to enrollment, for those that

4       are part of the 600 population, they are

5       required three instances of attendance in order

6       to be considered enrolled.

7              Of the 600 youth under 22 --

8              Sorry.  And then for the adults, one -- um

9       attendance, one attendance to an adult activity

10      would equal enrolled.  And then for community

11      events, attending one event would be -- we will

12      take questions at the end -- would equal

13      enrolled.

14             And then of the 600 youth under 22 years of

15      age, all Beacons are expected to enroll at least

16      100 elementary, middle and high school for the

17      contract year.

18             So the fiscal year starts July 1 and ends

19      June 30.  So, from that period you must make

20      sure that you serve the minimum um,

21      requirements.

22             And then adult services, services will

23      reflect their specific needs and interests.

24             Target population.  So, off of the, out of

25      the 600 that I was referencing in the earlier

1                    Proceedings

2        slide, there are 200 that we are expecting

3        Beacon programs to identify that you are going

4        to um, serve during the school year, during the

5        school year to reach a certain um, dosage

6        requirement.

7             I will talk about the dosage requirement in

8        the next slide.

9             But from those 200, at least 100 must

10       reflect the grade level of the whole school.  I

11       say the grade level because I think sometimes

12       there is some confusion between the grade level,

13       the host school's grade level versus the grade

14       level of the whole school.

15             You can serve kids that fall within that

16       grade level, either from the host school or from

17       outside of the community.  But they must be, ah,

18       they must equal to 100.

19             And then the other 100 can represent any

20       other grade level:  middle, high, all of the

21       other grade levels.

22             So, school year dosage requirements.

23             So from that, those focusing on the 200, if

24       a program is in the middle, let us say that a

25       program in an elementary building, obviously by

1                      Proceedings

2          default, you are going to serve 100 elementary

3          grade level students.  Um, so automatically that

4          per agency is going to fall within the average

5          daily attendance of 80 percent.

6                So for the elementary, if you are in an

7          elementary building, and you are anticipating to

8          serve um, population of 100 elementary aged

9          youth, you must meet the 80 percent average

10         daily attendance.

11               For the middle school, it is hours that

12         they attend the Beacon.

13               So, in that particular case it is 150 hours

14         per participant per school year, and for high

15         school it is 100 hours per participant per

16         school year.

17               We pretty much leave a number sign under

18         the, next to under the 200 total, because we

19         allow programs that flexibility.

20               You people decide what makes most sense to

21         equal the 200.

22               So, you could have in the same elementary

23         example, automatically 100 elementary but I can

24         mix my middle and high school population and

25         have 50 middle school and 50 um, high school

17

1                    Proceedings

2          students, that would have the targeted hours

3          that go alongside of them.

4                And then ours of operation, 42 hours, um, a

5          week, over six days, Monday through Friday,

6          Saturdays and Sundays.

7                And weekdays start at the end of the school

8          day, and they end no later than 10.  And then on

9          weekends, again to be negotiated by the whole

10         school, as well as the community needs.

11               And I always use, that is a perfect also --

12         when we allow that flexibility, so if you are in

13         a high school, um, and it is a weekend, opening

14         up at nine o'clock you will not get a high

15         school student in there or any older kids in

16         there.  You may want to operate starting at 11.

17         At the end of the day you want to equal the 42

18         hours a week.

19               Target Population.  Service levels for the

20         summer.

21               So, proposers must choose one of the three

22         options set out below.

23               Under all three options the Beacon must

24         offer a summer camp program for at least some

25         elementary grade students.

1                    Proceedings

2           Again, some, because that allows that

3    flexibility for you.

4           The options are broken down for you and

5    they are also in the RFP.

6           But option one, your minimum hours per week

7    is Monday through Friday, 70 hours, weekends,

8    seven hours, which equals the total of 77 hours.

9           The program, the operating schedule is from

10   8 a.m. to 10 p.m. during the summer, totaling

11   539 hours.

12          The enrollment requirement should you

13   choose option one, is 175 summer campers.

14          Should you select option two, there is a

15   little bit more flexibility.  Maybe operating 8

16   to 10 is not realistic Monday to Friday, however

17   there are days where you know that there will be

18   a higher population and retention during those

19   days.  So you have a little bit more, you have

20   64 hours of flexibility to allocate during the

21   course of the week.

22          With that said, your minimum enrollment

23   increases.  So you would have to serve 225

24   participants including at least 50 youth under

25   22 years of age.

1                    Proceedings

2            And then the last option is the option that

3       I think most of us are most familiar with, and

4       that is the 8 to 6, and that would come on to

5       Monday to Friday, 50 hours, 350 hours for the

6       summer hours, however, the population has

7       increased to 275.

8            So, should you decide to operate an option

9       three summer program, the expectation is that

10      you are serving 275 summer campers.

11           Earlier when I said um, minimum of 1,200

12      for the fiscal year, the reason there is a

13      minimum element is because of the summer option.

14      So depending on which option you select, the

15      highest being option three, the minimum for the

16      fiscal year would be 1,300 for that particular

17      contract.

18           Community Partnerships.

19           That is at the core of what Beacon is doing

20      in the community.  It is really building

21      communities, building relationships.

22           And it is anticipated that contractors

23      would have a minimum of three community

24      partnerships.  The community partnership

25      agreements must be submitted along with the

20

1                    Proceedings

2        proposal.

3             Each Beacon must have an advisory council

4        that meets at least four times a year.

5             And then to ensure that middle and high

6        school young people have a voice, we are

7        encouraging that Beacons either ensure that

8        youth have adequate, are adequately represented

9        in the advisory council or establish a separate

10       youth council.

11            Remember that agreements must include

12       description of services.

13            I will go over quickly our partnership with

14       the Department of Education.

15            So we work closely with the Office of

16       Community Schools at the Department of

17       Education.  They work closely with

18       community-based organizations to ensure that

19       young people have opportunities to learn, gain

20       skills, create joy and have experiences that

21       ignite curiosity and allow children to discover

22       their passions and talents.

23            The community partnership.

24            The community partnerships -- in the RFP,

25       there is a school partnership agreement.  This

21

1                    Proceedings

2       is a minimum requirement, as part of the RFP.

3              Principals will need to sign off on a

4       school partnership agreement and proposals will

5       not be considered without this agreement.

6              The principals and these two sites will

7       have the option, obviously, to sign with as many

8       partners as they wish.

9              But the idea, as part of the submittal

10      process you must include the school partnership

11      agreement.

12             The Office of Community Schools and DYCD

13      have worked closely with the principals and

14      superintendents to be sure that they identify a

15      liaison; make sure that the Beacon director is

16      part of the school governance structure; that

17      they establish regularly scheduled meetings and

18      that they help in identifying and allocating

19      space including but not limited to classes and

20      resources.

21             And these are just some best practices that

22      we observed over the course of the years in

23      developing school relationships, and that is

24      just having a real realistic plan.

25             Making sure that all of the stakeholders

22

1                    Proceedings

2       are involved in this planning process, and that

3       to some extent the principals, if you are

4       interviewing candidates for the position, that

5       in order to engage principals, sometimes a good

6       idea to have them interview your top three

7       candidates, so that now you are bringing this

8       partnership to reality at the ground level.

9            And then making sure that they are clear,

10      clearly designed roles and responsibilities, not

11      only from the school perspective but also from

12      the city perspective.

13           Making sure that they are programming um,

14      norms, there is a start and a small building --

15      usually it starts and builds gradually.

16           There is shared decision making.

17           And yes, there is actually an effective

18      communication happening at the ground level.

19           And I think that the end of my

20      presentation.  Thank you.

21           MS. WHITE:  Thank you.

22           And just note that the transcript for this

23      afternoon will be made available on our Website

24      for those of you who want to review the

25      information.

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 1                    Proceedings

 2          MR. WILLIAMS:  Do you know when?

 3          MS. WHITE:  The transcripts will be made

 4     available as soon as possible.  I don't have an

 5     exact date.

 6          Also please note I just have a couple more

 7     items to review.  And then you will be able to

 8     ask any questions that you may have in the

 9     question and answer segment coming up real soon.

10          Okay.  Post award requirements.

11          There is a public assistance hiring

12     commitment write-up, and we have a FAQ sheet

13     made available for you when you leave, at the

14     sign in table.

15          Responsibility determination.

16          Please be advised that it is a requirement

17     for all contractors to be determined responsible

18     in the post award phase.  Therefore, make sure

19     that your charity's filings are current and

20     ensure that if you have in outstanding adverse

21     situations such as liens or any performance

22     issues on contracts, please make sure that you

23     do your best to resolve those issues.

24          Unresolved issues, for those of you who

25     contracted with the City of New York, you know
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1                        Proceedings

2        that it can cause significant delays in the post

3        award phase.  So we want to make sure that you

4        make sure that you comply with any requests that

5        are made, if you are granted an award.

6              And then we have our notice for

7        subcontractor compliance, which is made

8        available in the RFP.

9              We encourage the use of subcontractors and

10       we also want to make sure that you know that

11       subcontractors do not have to be pre-qualified

12       in the HHS Accelerator system.

13             Okay.  And some additional important

14       information.

15             The New York City liability insurance

16       requirements.  It is required that you have

17       commercial general liability, one million per

18       occurrence and a two million*dollar aggregate.

19       Motor vehicle liability, if applicable, five

20       million dollars per occurrence and a Workers'

21       Compensation certificate.

22             And an original certificate of insurance

23       naming the City of New York together with its

24       officials and employees, as an additional

25       insured.

1                      Proceedings

2              DYCD will not be able to proceed with

3      processing an award had contract until it has

4      obtained proof of the necessary insurance

5      coverage.

6              Also, please note that DYCD encourages MWBE

7      participation and recommends the utilization of

8      certified MWBEs.

9              Transcript presentation and attendance

10     rosters will be posted to the DYCD Website for

11     viewing.

12             Now, for the part that you have all been

13     waiting for to ask your questions.

14             And let me just go over a couple of

15     housekeeping rules, when it comes to the

16     questions.  You are going to come to the podium,

17     and I will turn the microphone that way and you

18     can address the Panel with any questions that

19     you may have.

20             To help expedite this process, we ask that

21     if know the page of the RFP or sections from

22     which your question come from, if you can please

23     site the page or section of the RFP.

24             And please make sure that for the purposes

25     of our recorder, please make sure that you state

1                    Proceedings

2      the name of your agency, and your name.

3           And if you have more than one question,

4      something occurs to you, you are welcome to come

5      back and ask a question but please make sure

6      again that every time that you come to the

7      microphone that you state your name and the

8      agency that you represent.

9           With all that said, please come up and ask

10     your questions.

11          MR. WILLIAMS:  Good afternoon.  In terms of

12     --

13          Ramik Williams.

14          The high school 54.  Sorry.

15          Directions for Our Youth.

16          In materials of Junior High School 54, has

17     there been any communication with that school

18     principal to encourage her to want a Beacon

19     program at her school?

20          MS. ASCHERL:  Yes, there has been.

21     Communication has come from central and the

22     Superintendent's office.

23          MR. WILLIAMS:  Thank you.

24          MS. WHITE:  Any further questions?

25          MR. WILLIAMS:  Ramik Williams, Directions

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1                    Proceedings

2      for Our Youth.

3           In terms of the position for the resource

4      coordinator, it was mentioned that it can be

5      built into an existing role, either the Beacon

6      director or the Beacon assistant director or

7      possibly a part-time coordinator.

8           What -- is there --

9           What do you suggest in terms of the

10     application process, how should that be

11     communicated exactly?

12          MS. ASCHERL:  Unfortunately, I can't

13     necessarily speak to how I would recommend you

14     respond to that in the RFP because it is really

15     a more program design issue.  But, you know,

16     just be clear as to what those roles are.

17          MR. WILLIAMS:  Thank you.

18          MS. ASCHERL:  You want to make sure that

19     the RFP that you clearly define those, dedicate

20     hours to those specific functions.

21          MR. WILLIAMS:  Thank you.

22          (Pause).

23          MR. POLESE:  Louis Polese.

24          I am with Phipps Neighborhoods.

25          A couple of questions.  Were the schools

28

1                       Proceedings

2        that are in this reissue part of the original,

3        or the last RFP?

4               MS. ASCHERL:  Yes.

5               MR. POLESE:  Can you comment on the, on the

6        reason for the reissue?

7               What happened?

8               MS. ASCHERL:  Let me just consult.

9               (Pause).

10              MS. ASCHERL:  There were no viable

11       proposers.

12              MR. POLESE:  Thank you.

13              One other question, can you note any

14       significant changes in this request from the

15       previous request?

16              MS. ASCHERL:  In the content of the RFP?

17       There are no changes.

18              MR. POLESE:  Thank you.

19              MR. WILLIAMS:  Ramik Williams, Directions

20       for Our Youth.

21              In terms of the community partnerships, in

22       the North Bronx, there are, it has been

23       identified that there are lack of community

24       organizations in that area.

25              Would an organization such as a partnership

1                    Proceedings

2      with CUNY, would that suffice as a community

3      partnership for their Bronx campus, BCC, in

4      particular or Lehman?

5           MR. FRENZEL-BERRA:  Yes.  That would

6      qualify as long as it is not your organization

7      --

8           The community partnership, is a partnership

9      with an organization in the community, but not

10     your organization.

11          MR. WILLIAMS:  Is that specific to that

12     particular neighborhood or that borough?

13          MR. FRENZEL-BERRA:  No.

14          MR. WILLIAMS:  No.  Okay.  Thank you.

15          MR. WATERS:  Eric Waters.

16          FedCap.  A footnote to the gentleman's

17     question.  For example, FedCap has Wild Cat,

18     which is a subsidiary of FedCap.  It is under

19     FedCap.  So that would not be considered the

20     partner organization?  It still has its own

21     brand and it was acquired by an organization.

22          MS. ASCHERL:  I am not --

23          Is this a separate um, incorporated entity?

24          MR. WATERS:  Yes, it is.

25          MR. FRENZEL-BERRA:  Yes.

1                    Proceedings

2          MS. ASCHERL:   Then yes it would qualify.

3          MR. WATERS:   One other question.   Page 7 of

4     the solicitation.

5          I am just the messenger for this one here.

6     Each school site is a separate competition.

7          Could any organization here submit separate

8     proposals for each solicitation?

9          MR. FRENZEL-BERRA:   Yes.

10          MR. WATERS:   Thank you.

11          MS. CANTELMI:   So you can submit separate

12     proposals, but you just have to make sure that

13     you have the school partnership agreement signed

14     for each of the schools.

15          (Pause).

16          MS. WHITE:   Thank you.

17          If there are no more questions, I would

18     like to remind you that October 17, 2017 at two

19     p.m., all proposals are due to be submitted in

20     the HHS Accelerator system.

21          If there are any addenda to this RFP that

22     will be issued via the HSS Accelerator system.

23     Anything that um, pertains to this RFP again,

24     please make sure that you submit your questions

25     via e-mail at RFPquestions@ DYCD.NYC.GOV, and we

1                    Proceedings

2        ask that you submit these questions by October

3        6, to ensure a timely response.

4                With all that said, thank you so much, and

5        this pre-proposal conference has ended.

6                Thank you.

7                (Time noted:  2:49 p.m.)

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3       STATE OF NEW YORK      )

4                              ) ss.

5       COUNTY OF NEW YORK     )

6

7            I, ROBERT X. SHAW, CSR, a Notary

8       Public within and for the State of New York, do

9       hereby certify:

10           That the above record is a true record of

11      the proceedings taken on September 26, 2017.

12           I further certify that I am not

13      related to any of the parties to this action

14      by blood or marriage; and that I am in no

15      way interested in the outcome of this

16      matter.

17           IN WITNESS WHEREOF, I have hereunto

18      set my hand this 27th day of September, 2017.

19

20

21

22

23      *Robert X. Shaw*
        _____

24                 ROBERT X. SHAW, CSR

25

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