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In the Matter of

DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

COMPASS
SCHOOL-BASED ELEMENTARY PROGRAMS AND
CENTER-BASED OR NON-PUBLIC SCHOOL
ELEMENTARY PROGRAMS
PRE-PROPOSAL CONFERENCE
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2 Lafayette Street, 14th Floor
New York, New York 10007

February 4, 2015
2:09 p.m.

Transcript of Proceedings

Reported By:

Jennifer Cassella

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2   A P P E A R A N C E S

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4   ZENAIDA MARIE WHITE, Assistance Deputy Agency Chief
     Contracting Officer

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     SUZY MULVIHILL, HHS Accelerator

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     DENICE WILLIAMS, Assistant Commissioner

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     SERGE ST. LEDGER, JR., Department of Education

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2   MS. WHITE: Good afternoon and

3   welcome. On behalf of Commissioner

4   Bill Chong, I'd like to welcome you to this

5   pre-proposal conference for COMPASS

6   Elementary School-Based Programs and

7   Center-Based or Non-Public School

8   Elementary Programs. Please note that this

9   conference will cover two separate RFPs.

10   The first, the COMPASS School-Based

11   Elementary Programs RFP, and the COMPASS

12   Center-Based or Non-Public Schools

13   Elementary Programs RFP.

14   I am Zenaida Maria White. I'm

15   representing the ACCO's office. I'm the

16   Assistant Deputy Agency Chief Contracting

17   Officer, and I get to stand here and

18   welcome you, as well as present to you our

19   stunning panel. We have Serge St. Ledger,

20   Jr., from the Department of Education. We

21   have our very own Denice Williams from

22   COMPASS Programs. We have Bob

23   Frenzel-Berra from the Planning, Research

24   and Program Development Program, and we

25   also have from HHS Accelerator,

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2   Suzy Mulvihill.

3   So, to begin, I'd like to start with

4   presenting to you the timeline, giving you

5   some important dates, some deadlines that

6   you will be responsible for meeting.

7   Starting with the proposal due date,

8   proposal due date is scheduled for

9   February 27th, 2015, at 2:00 p.m. These

10   proposals have to be submitted in the HHS

11   Accelerator system. We have Suzy

12   Mulvihill, who is going to come and give

13   you more details on that submission

14   process.

15   Also, please note that no proposals

16   will be accepted after the specified due

17   date and time. Award announcement for

18   these awards is scheduled for early Spring

19   and we will announce those through the HHS

20   Accelerator system.

21   Contract term for these awards is

22   scheduled to begin July 1st, 2015 through

23   August 31st, 2018, with a program start

24   date of September 1st, 2015. If you have

25   questions after today, you may submit those

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2   questions through e-mail at

3   rfpquestions@dycd.nyc.gov, but there is

4   another deadline; February 20th, 2015 is

5   the last date for submission of these

6   questions. We want to make sure that you

7   get a timely response in time for your

8   proposal submissions.

9   Also, please note that the following

10   categories are the evaluation criteria, as

11   stated in the RFP, are based on the

12   following categories: Organizational

13   experience, 20 points allocated; staffing,

14   20 total possible points allocated; school

15   partnership center-based expectations,

16   maximum of 15 points; program design,

17   maximum of 40 points; and budget

18   management, maximum of 5 points.

19   So now we have a couple of brief

20   presentations for you, and then we're going

21   to get out of the way so you can do what

22   you came to do, and that is to get

23   clarifications and ask your questions. So

24   please take notes as we go along with the

25   presentations.

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2   So again, we have Suzy Mulvihill for

3   HHS Accelerator. Thank you.

4   MS. MULVIHILL: Good afternoon. So,

5   I'm just going to run you through a quick

6   little tutorial on submitting proposals in

7   HHS Accelerator.

8   I think most people are probably

9   pretty familiar with the system at this

10   point, but it was launched to simplify and

11   improve the contracting process between the

12   City and providers. The way it works,

13   Agencies publish the request for proposal

14   in the system and then providers who are

15   pre-qualified and have a relevant service

16   app, can log in and actually submit a

17   proposal. As has already been stated,

18   everything has to submitted in HHS

19   Accelerator; no paper copies will be

20   accepted. And please take note of the due

21   date and due time.

22   All questions can be directed to

23   this e-mail address at the bottom of your

24   screen here, info@hhsaccelerator.nyc.gov.

25   That's our help desk. We staff it

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2   throughout the day, so someone will help

3   troubleshoot any issues you're having.

4   So when you log into the system, in

5   order to access the procurement road map,

6   you're going to click on the procurements

7   tab at the top, and then the entire road map

8   will display with all upcoming procurements

9   and sort of what state they're in. You can

10   filter this map in order to find things

11   quickly by using the "filter items" button

12   in the left-hand corner. This allows you

13   to specify exactly what you're looking for.

14   A quick way to find DYCD stuff is just

15   filter by agency, there are other criteria

16   there. Additionally, you can use our

17   "favorites" tool, which is just by clicking

18   the boxes next to the blue hyperlink then

19   clicking "save to favorites". Anything

20   you've selected in the "save to favorites",

21   you click "display favorites" and only your

22   favorites will display.

23   So once you're ready to access your

24   proposal, you're going to click on the blue

25   hyperlink, you'll be put into this page.

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2   In order to start the proposal, you just

3   add "add new proposal". I should also note

4   there are a couple of tabs across the top

5   of the screen here: Procurement summary,

6   which just provides basic details; services

7   and providers will tell you other providers

8   who are pre-qualified to compete for this

9   RFP if you're looking for any partnerships,

10   and then it will also tell you the other

11   services associated with the RFP; RFP

12   documents, very important, this is where

13   you can download the RFP itself. It's also

14   where any addendum that are released will

15   be. And then lastly, as I mentioned

16   already, the proposal summary page where

17   you will find the option to actually add a

18   new proposal.

19   So you click "add new proposal", it

20   will put you into this first screen, which

21   is proposal details. Anything with a red

22   asterisk is a required field. You want to

23   always pay attention to the competition

24   pool; make sure if you have options to

25   select one, make sure you're selecting the

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2   correct one. And then the last component

3   of this page is the site, and you want to

4   make sure you're adding the site where the

5   service is actually being delivered.

6   So you complete that and then you

7   can go "save" and "next", and it puts you

8   into this top screen here. This is very

9   important. There is where you're going to

10   upload all the required documentation. You

11   must upload a document for every single

12   field here, otherwise you will not able to

13   submit your proposal. So you want to go

14   through the RFP instructions, find out what

15   lines up with each entry, upload a

16   document. And then you have the little

17   status column in the middle, which will

18   tell you where you are. If it says not

19   started, you have to upload a document; it

20   if says complete, you're all good.

21   So, go through, upload everything

22   that you need, and then you would click

23   "next", and it will put you into this

24   screen, which is our terms and conditions

25   page and the overall submission page. You

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2   want to agree to the terms and conditions,

3   and then enter your NYC ID, which is your

4   user name and your password, and then you

5   click "submit". You will receive a green

6   message bar across the top of the screen as

7   an e-mail indicating a successful

8   submission. If you get an error message,

9   in all likelihood, you want to go back and

10   check out the documents page because you're

11   probably missing a required document.

12   So, once you have actually submitted

13   a proposal, your proposal, you can check

14   the status on this screen. You'll see

15   there's a little status column again; it

16   says submitted. We do encourage you to

17   submit in advance of the deadline. If you

18   do this and you realize that there's a

19   mistake, you want to change something, you

20   can come back in in advance of the

21   deadline, I want to stress that, and

22   retract your proposal and make the changes.

23   The moment you retract it, it's pulled out

24   of the submitted state, so you then have to

25   resubmit the proposal after you made the

1   Proceedings

2   changes. I want to be really clear about

3   that if you do that because we don't want

4   you retracting your proposal and then

5   thinking it's been submitted; it's not.

6   You retract it, you have to resubmit it and

7   you'll go through that entire submission

8   process again of entering your user name and

9   password.

10   So that sort of just sums up that.

11   If you want to check your proposal status

12   at any time, if you've retracted it and

13   then resubmitted, you can always come to

14   this page and it will tell you; if it says

15   draft, you haven't submitted; if you

16   submitted, it will say submitted.

17   And finally, we have our resources

18   page on our website. This is our

19   public-facing website. We have both

20   trainings, and guides and videos where you

21   can go to sort of get a closer look at what

22   we're doing and for a step-by-step of what

23   I just went through. And as I mentioned,

24   you can always e-mail our help desk. Thank

25   you very much.

1   Proceedings

2   MS. WHITE: Thank you, Suzy.

3   Also, for your convenience, you

4   should have received a handout from HHS

5   Accelerator presentation.

6   Moving right along, we have

7   Denice Williams who's going to present the

8   COMPASS New York City and present on the

9   overview.

10   MS. WILLIAMS: Good afternoon. I

11   hope to be brief, but clear and

12   transparent.

13   So one of the things I wanted to

14   just raise, and we put this quote from the

15   Mayor, is that it's really an exciting time

16   to be working in after-school. We have a

17   Mayor who's supportive of it, not just in

18   his first year where he prioritized the

19   expansion of after-school, but if you heard

20   his State of the City Address yesterday,

21   after-school was part of that kind of

22   address and things that he listed of which

23   he was most proud. So we continue to be

24   excited about that.

25   So I wanted to just say that while

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2   we're here talking about quality programs,

3   COMPASS is a system. A system is not just

4   that we have about, I guess 850 programs

5   now, give or take, but that we also invest

6   in capacity building and evaluation, and we

7   think all those three things together make

8   for a strong system. Also speaking to the

9   facts that we are all over the City of New

10   York, and I know my slide -- a few slides

11   away that talks about schools and this RFP.

12   This RPF is actually an opportunity

13   to maintain investments in schools and

14   neighborhoods that we've been in, right.

15   This does not, unlike SONYC, represent an

16   expansion. So I've been getting calls from

17   some of you, principles who are all making

18   the case for these very needy schools and I

19   agree, there are many, many, many very

20   needy schools, but the focus of this RFP

21   was to try to maintain services in schools

22   and communities that we're already in. You

23   advocates in the room, you want additional

24   for elementary school, have that

25   conversation later. So I'm trying to save

1   Proceedings

2   you the time of coming up when Zenaida

3   turns the microphone this way of trying to

4   tell me about your wonderful school. But

5   that's really what the purpose of this RFP

6   is.

7   So we've been running, all of us, I

8   think not just my team and ACCO, but all of

9   us who value young people and providing

10   services, we've been running at a sprinters

11   pace since the Mayor started in 2014, lots

12   has happened. I just want to call your

13   attention to that we are all collectively

14   working with about $247.3 million in

15   funding through COMPASS for after-school,

16   which represents a tremendous investment of

17   resources on behalf of this administration.

18   So while, you know, the past year

19   has been primarily focused on SONYC, and I

20   want to channel Rosanna here, who's always

21   saying, what about my young people, what

22   about my elementary school folks; we remain

23   committed to elementary school, we remain

24   committed to embedding in elementary school

25   the quality that we've been able to do

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2   since the 2011 RFP, which is another thing

3   we're hoping this RFP will do, will

4   right-size what we have been doing in 2011

5   in these formally council-funded programs.

6   So the goals should be familiar to

7   you all who have seen the 2011 RFP, it's

8   the same. We have the same goals across

9   our system. I wanted to just highlight

10   one, which is foster academic social and

11   emotional competencies. I was just in a

12   meeting today, some of you were in there as

13   well, talking about how do we want to

14   assess this investment; what do we as

15   after-school folks want to be held

16   responsible for, and you always hear us

17   talking about aligning, and Serge will talk

18   about that, aligning with school day and

19   competency. But did you know that in the

20   common core they have competencies related

21   to social and emotional competencies,

22   right, called competencies of the mind,

23   mindset, right. So I always hear this,

24   that DYCD is too focused on academics, and

25   that's not what we do in after-school, and

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2   we're about youth development. But when we

3   talk about, and you'll hear Serge talk

4   about bringing those two things together,

5   in the common core, which I personally like

6   and Serge says there's lots of kind of

7   angst about it, but if you were to read

8   that, they are competencies that aren't

9   just about academics. It's a lot about

10   youth development, it's a lot about the

11   skills that we try to build in after-school

12   to help young people succeed. So, I

13   encourage you to think about that.

14   Even at a young age, we want them to

15   explore their interests, right, creativity,

16   have an opportunity to be exposed to things

17   that they might not ordinarily be exposed

18   to. Yes, we committed to STEM and

19   literacy. Why did we pick STEM? There's a

20   lot of research that showed our young

21   people of color, particularly girls were

22   not being exposed to things related to

23   STEM, and that even in the clubs or things

24   that we had across the system, they did not

25   tend to participate. So that is why we

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2   said we want all young people to have

3   exposure to STEM and literacy.

4   The last thing that I would say is

5   parent engagement; definitely in alignment

6   with the interest of Chancellor Farina.

7   Great partner for us. We're excited to be

8   partnering with the DOE. You can hear her

9   talk about after-school. She talks about

10   after-school as bringing the joy to

11   learning, right. She doesn't talk about

12   after-school, necessarily, in the academic

13   focus; the joy to learning, experiences,

14   opportunities to explore, very much aligned

15   with her vision around the Arts, and so I

16   just wanted to highlight that for you.

17   RFPs and eligibility: Just again

18   to say, the list of eligible schools were

19   schools that were funded previously with

20   council funding. So the competition is

21   around different schools. It's the

22   opportunity for the principal, if they so

23   choose, to pick different providers. For

24   the center-based ones, we could not list

25   the centers. Those are private centers of

1   Proceedings

2   non-profits. And so our commitment was to

3   keeping the funding in the same community

4   district. So you can ask questions later,

5   but I just wanted to be clear about that

6   because that's where we've been getting

7   being a lot of questions from rfpquestions,

8   and also from interested principals within

9   the DOE.

10   The school-based programs, obviously

11   all school-based, right. We are trying to

12   move from being tenants to being partners,

13   right, with the school. First step towards

14   that is meeting with the principal and

15   making sure we have a coming vision for

16   after-school, for what after-school, what he

17   or she wants after-school to bring or

18   contribute to the school day, making sure

19   that they understand what DYCD is

20   expecting. Why do I say that? Most of the

21   time that my staff spends on meeting with

22   principals is because we promised the moon

23   and the stars, right. We couldn't deliver

24   the moon and the stars, or we promised,

25   here's one of my favorites, that of course

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2   we would only hire DOE teachers from their

3   building; of course we'll do that. And

4   then when we can't do that financially and

5   the principal's saying, but that's what you

6   promised me, that's a problem, or when the

7   principal only wants academics like

8   tutoring and DYCD is funding you to provide

9   a balanced approach to after-school which

10   has some academics or homework help, but

11   enrichment, STEM, literacy, physical

12   activity. So they want this, we told them

13   we can give them this, but what DYCD is

14   funding you for is different. So being

15   clear on what you can deliver and having

16   that conversation will save everyone a lot

17   of heartache later.

18   We want a strategy for enrolling and

19   identifying participants to participate in

20   after-school, and most principles don't

21   understand the SAC regulations; they don't

22   have to deal with that during the school

23   day, so making sure they understand that.

24   That's another place where I have a lot of

25   conversations because they want to know,

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2   you know, why staff didn't start on this

3   day, and so them understanding the

4   clearance procedures for the concerns of

5   their teachers in the day school about why

6   they still have to be fingerprinted even

7   though they were fingerprinted by the DOE

8   because that is a DOH regulation and that

9   is the regulatory body that we report to.

10   So it's very important just to be on the

11   same page around those things.

12   You will note, and this came about

13   as part of the SONYC expansion, that we're

14   asking for a ten percent in-kind

15   contribution, kind of their skin in the

16   game. It doesn't have to be -- in-kind

17   means it doesn't have to be cash. We

18   encourage joint professional development,

19   we encourage principals sharing curricula

20   with you, we encourage -- there's

21   possibilities for their paying for some

22   staff, maybe teachers who might want to

23   work participating in the homework or

24   providing some specific interventions for

25   young people who are struggling, that's

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2   what we're talking about. And yes, we do

3   have that expectation.

4   Things like space in the building,

5   permits from 3:00 to 6:00, all of those

6   kinds of things, not an in-kind

7   contribution, not a cost to you; it is

8   covered under the generosity of Tweed. So

9   the Central DOE covers all of those things.

10   So the principal cannot claim those as part

11   of the in-kind contribution.

12   In terms of the center-based

13   programs, you'll see that in the RFP we'd

14   like to hear how are you planning to enroll

15   kids, if you've identified a particular

16   school that you expect to draw most of your

17   kids from, do you have a relationship with

18   that principal, did you have a conversation

19   with that principal. These are elementary

20   school kids; how are they getting to the

21   site, what's your understanding of the

22   school's role and your role, what's the

23   school's understanding of your role in

24   that. We want to really work with schools

25   to communicate with families about their

1   Proceedings

2   availability of your program, but you do

3   not have to have, obviously, a school

4   partnership agreement because you are not

5   in the school. But we encourage you to

6   look at the school partnership agreement

7   and some of the discussion points,

8   particularly for those schools where you

9   expect to draw most of your young people

10   from to guide conversations that you might

11   want to have with principals.

12   And whether you're in the school or

13   not, and I referred to the common core

14   before, a lot in your program activities

15   with the common core, which is not

16   school-specific, all the schools have to

17   align themselves with that, so that

18   information is available to you, and I

19   believe Serge will identify a link to that

20   for you to address how your programs will

21   meet those standards. Whereas school-based

22   programs, we'll look at common core, but

23   also at the standards the school has, at

24   the curriculum they're thinking about

25   implementing and how that might transition

1   Proceedings

2   into the after-school; transition in a

3   different way.

4   So, I'm going back to that. We're

5   not asking you to replicate the school day.

6   We're not asking you to extend the school

7   day. I'm going to bring my SONYC kids into

8   this. They deliberately chose Schools Out

9   New York City as their name, and we had a

10   whole bunch of other names that had

11   reference to school in it, and they were

12   very clear about that they didn't want to

13   spend 15 more hours doing what they already

14   did in school. So I am saying that, and

15   one example that I like to use is around

16   STEM, they have some STEM curricula during

17   the school day; what a great opportunity to

18   let them hands-on, build that volcano, or

19   go to New York Hall of Science -- I like to

20   stay blow things up, but I know that makes

21   Serge nervous -- but do things that are

22   much more hands-on, messy, project-based,

23   tactile than they might be able to do in

24   the school day.

25   So, I'm not asking you to take the

1   Proceedings

2   curriculum and just repeat what the teacher

3   did, but how do we enhance that by using

4   other senses that reinforce learning. And

5   so I say that as well for center-based

6   programs, because you have the opportunity,

7   it's available to everyone, to know what

8   the common core is expecting at each grade

9   level.

10   So we're expecting Monday to Friday,

11   three hours a day, 13 school closing days,

12   otherwise known as holidays. I know the

13   Chancellor has expressed particular

14   interest in the Winter break and the Spring

15   break. They lose what they have been

16   learning from these breaks. As a parent,

17   we don't get the concept of the Winter

18   break at all. You were just off in

19   December, why are you off again in

20   February? And so you can think about that

21   as you think about the 13 school closing

22   days. We're expecting 10 hours per day.

23   So in total, that's 670 hours of service.

24   There is no reference to Summer in

25   this RFP. There will not be, we're not

1   Proceedings

2   asking you to respond to that. If

3   resources become available, that will be a

4   separate conversation, but that will save

5   you another question; there's no resources

6   currently available, that is why it's not

7   referenced in the RFP. So these are school

8   year hours.

9   I eluded to this earlier. We're

10   looking for two hours minimum literacy or

11   STEM activities. The Chancellor is very

12   interested in literacy, in kind of

13   fostering the joy of learning. If you're

14   fostering the joy of learning, that doesn't

15   necessarily translate into reading,

16   tutoring, that's not fostering the joy of

17   learning. Think about plays. One of my

18   favorite programs in elementary school had

19   kids working on blogs, doing lots of

20   different things; poetry, rap is poetry,

21   right. So being creative in how we meet

22   either the literacy or STEM activities.

23   And homework help in small group individual

24   tutoring, great opportunity for the school

25   and principal to identify young people who

1   Proceedings

2   need that extra support. Also for DOE

3   teachers to work in the after-school. So

4   the model is the same whether it's

5   center-based or school-based, in terms of

6   our expectation.

7   We very much want physical activity

8   and healthy living. We've moved away from

9   gym a lot during the school day; we need to

10   have that. They've been sitting around for

11   six hours, they certainly don't want to

12   come and sit around for three more hours.

13   How are we moving them around? Which is

14   another thing, we're talking about physical

15   activity, you better be having a

16   conversation with the principal about use

17   of the gym, because the trying to do

18   physical activity in a classroom space,

19   probably not good; dangerous, right.

20   Physical activity, having them try out

21   sports.

22   Healthy living: Some of you do a

23   lot of great things that I've been able to

24   see around nutrition, our kids

25   understanding why we shouldn't be drinking

1   Proceedings

2   that soda everyday. Yeah, I was for the

3   soda ban, I must say. Why would you be

4   drinking the soda or -- in high school, I

5   lived off of Pepsi and chocolate chip

6   cookies, kind of not a good thing. So the

7   earlier we get them to understand

8   nutrition, the better off we'll be. By the

9   time they get to high school, they'll have

10   bad habits like I did, hence the Pepsi and

11   the chocolate chip cookies. But yes, we

12   want 90 minutes, and we love to get them

13   out when it's warmer and going to parks and

14   doing all kinds of things.

15   But when you see this, you see why

16   it's important to have the conversation

17   with the principal about space you'll need

18   to use in order to fulfill these. You'll

19   see why it's important for the principal to

20   understand we have this balanced approach

21   and that it's not all academic support.

22   And I always say this, COMPASS money isn't

23   for everyone. So if he has a different

24   vision for that, don't promise that all we

25   can do is academic support because then

1   Proceedings

2   when we come out and do site visits and

3   that's what you're doing, and didn't do any

4   of the rest of it, that's going to be a

5   problem. So, I'm just encouraging you to

6   be upfront about the expectations. And you

7   should know that both DOE and DYCD shared

8   the RFP with principals, so it should not

9   come as a surprise to them.

10   Just key staffing: Program

11   Director, BA or BS required for any program

12   90 or more participants. The Ed

13   Specialist, which is a role we introduced

14   in the 2011 RFP, very important. At least

15   25 percent time, they can serve up to four

16   programs.

17   I had a great conversation with one

18   of my team today explaining to me a

19   fabulous CBO where they're in the Bronx and

20   their programs are in close proximity, and

21   they've hired an Ed Specialist and she is

22   on site every day, and how she does joint

23   facilitation of curriculum; she doesn't

24   just train the staff and go away, but does

25   joint facilitation of the curriculum, then

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 1                   Proceedings
 2        she observes them, implementing the
 3        curriculum.  That's what this vision was.
 4        It wasn't just to go and research
 5        curriculum and hand it to folks, which I'm
 6        going to stop on that and just say this:
 7        It's not just having the curriculum, right,
 8        it's that the staff are trained in the
 9        curriculum.
10             And one of the worst things that
11        we've seen, because people think if we come
12        and you just hand us the curriculum that'll
13        be good, but if we go into the room and the
14        facilitator, that's the first time time
15        they've seen it, which I have, or they're
16        reading it and they say like, so now we're
17        going to break into groups or -- right.  So
18        it's not about having curriculum, it's
19        about it being useful and guiding the
20        activities, and not just that just
21        activities, but having a sense of how it's
22        building skills over time.  And getting up
23        to professional development where I
24        mentioned in-kind for the principal,
25        opportunity for professional development,
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1   Proceedings

2   maybe the Ed Specialist is the one going to

3   training right, with their school teachers.

4   But it's a very critical role in terms of

5   quality for us, and it's not just to have

6   it on the budget.

7   Senior Supervisor: You're going to

8   have multiple sites, right; who are those

9   Program Directors reporting to? We found

10   that my team often knows what's going on at

11   a site -- more about what's going on at a

12   site than the Central Office or the Agency

13   to which that Program Director belongs.

14   That's not good. We're the funder. We are

15   not the staff developer, the staff coach,

16   all of those kinds of things. We want to

17   support, but that role, that's why we say

18   Senior Supervisor.

19   Activity Specialist: This came up a

20   lot in SONYC, but I don't want to forget

21   the elementary school folks as well.

22   Somebody who actually has expertise in

23   teaching the content area. So I know the

24   older kids we feel like we don't have to do

25   as with much. For the the younger kids,

1   Proceedings

2   not so. They should be taught and be

3   excited by and energized, and learn from

4   folks who have expertise in the content

5   area. And I know we do this really well,

6   we go to the DOE, and so we're really good

7   at that and homework help; not so good in

8   the Arts and other consent areas.

9   So Sata Management: That's so

10   funny, Daniel and Imad -- I think Imad's

11   around here -- there you go. COMPASS lives

12   and dies by data. We have to report to so

13   many stakeholders, not just on enrollment,

14   but ROP, which is rate of participation,

15   what activities the kids are in, et cetera,

16   et cetera, et cetera. So we rely on you

17   for that data. So be thinking about that

18   and who will fill that role at the sites

19   for you, but also who within your Agency,

20   if you have multiple sites, is going to do

21   quality control. By the time we catch it,

22   the errors are months old, months old,

23   which means you have to then go back and

24   undo it. So you need somebody on your team

25   that's looking at the quality of the data.

1   Proceedings

2   School Liaison, is someone we ask

3   the principal to appoint. Some of our

4   schools it is the principal, the assistant

5   principal, parent coordinator, but really

6   the point person for the Program Director

7   and the Agency, who will continue the

8   planning that you started as part of the

9   RFP. Biggest complaint from principals is

10   that they don't hear from the Agency

11   regularly. They have no idea what they're

12   doing and then the Agencies say, we try to

13   schedule meetings and they won't meet with

14   us; both things are true. We have to

15   continue to do that, we have to document

16   what we're doing, we have to share it with

17   the principal, the principal liaison, the

18   teachers who are working in our programs,

19   the parents, et cetera; we have to keep at

20   it.

21   And then the ratios are what we are

22   mandated to do by the Department of Health

23   and Mental Hygiene. Just so you know, the

24   Program Director cannot be counted in those

25   ratios because our expectation is that

1   Proceedings

2   they're not in one class, right, they are

3   moving around, as is the Ed Specialist.

4   And so you might want to think about

5   redundancy as well when you're staffing,

6   because if someone is out sick we have the

7   ability to stay in ratio.

8   And this just really speaks to the

9   fact that we are a system. For the

10   center-based programs, I just want to

11   highlight that, you know, food, which we

12   generally get from the DOE as part of their

13   partnership with us is available to the

14   Child and Adult Food Care Program, so you

15   can get reimbursed for that. And if you're

16   funded, and we can talk more about that for

17   those of you who don't know how to take

18   advantage of that, you become part of our

19   system, you have support and oversight from

20   the Department of Health and Mental

21   Hygiene, critical partnership, Department

22   of Education, not just for the

23   center-based -- I mean, the school-based

24   programs, but center-based, and most of

25   COMPASS is school-based programs so we rely

1   Proceedings

2   on them a lot. And then you have access to

3   a lot of capacity building to meet a lot of

4   the standards I justify highlighted.

5   So I'm going to turn it over to

6   Serge to talk a little bit about the

7   Department of Education and then we'll

8   answer your questions. Thank you.

9   MR. ST. LEDGER: Good afternoon,

10   everybody. On behalf of Chancellor Farina,

11   I want to welcome you to this pre-proposal

12   conference.

13   I just came from a symposium about

14   community schools this morning, and the

15   Chancellor was there, among other people,

16   and she touched upon CBO's working with

17   schools and it really sort of struck a cord

18   with me because it really relates to the

19   after-school landscape as well. And she

20   said this: She talked about building a

21   seamless day inclusive of what goes on

22   during the school day and after school, and

23   this is what this is about. As was said

24   before, this is an exciting time for

25   after-school programming, one of the Mayor's

1   Proceedings

2   initiatives, but it's going to demand more

3   from everyone; it's going to demand more

4   from the service providers, the CBO's here

5   in this room, and it's going to demand more

6   of DYCD in order to support these programs,

7   it's going to demand more of the Department

8   of Education, it's going to demand more of

9   my team in particular to make sure that

10   these programs are running well and a

11   seamless part of the school community.

12   So I wanted to start my remarks by

13   saying that, just to sort of strengthen

14   that message, to make sure that that's the

15   approach that we take when it comes to the

16   planning of this RFP and also once these

17   RFPs are awarded, the approach that you

18   have with your school partners and your

19   staff at the schools.

20   So let me start with the

21   Chancellor's priorities. As was mentioned

22   before, the Chancellor wants you to nurture

23   the love of reading, and not necessarily,

24   here, read a book; give it some context.

25   Also the Arts, mentoring, cultural

1   Proceedings

2   activities, and the ability to give these

3   kids choice and engagement. Now, we're

4   talking about elementary school kids so

5   they're sort of a more captive audience

6   than high school and middle schools, but

7   nonetheless, what they experience in the

8   elementary school will hence carry them to

9   middle school and high school.

10   So it's important that they realize

11   that the after-school landscape is something

12   where they get exposure to things that they

13   otherwise never would have been exposed to,

14   discover talents they otherwise never would

15   have discovered in order for them to propel

16   themselves into middle school, high school

17   and beyond.

18   I mean, I think it's been -- well,

19   let me sort of do it not in a deficit, but

20   in a strength-based way. After-school

21   programming, as it was seen in the past,

22   sort of an addle, but as I started my

23   remarks, we want after-school to move

24   towards something that is really about the

25   entire educational experience that our kids

1   Proceedings

2   are having, starting with elementary

3   school. So these are some of the

4   priorities that the Chancellor wants the

5   programs to be instilled with.

6   The nuts and bolts here of what

7   costs will be covered by the Department of

8   Education: Fingerprinting, snacks,

9   security, nursing and facilities. Let me

10   just say, nursing, you're not going to get

11   a nurse because you just ask for one.

12   There's some forms that need to be filled

13   out, but once that form is filled out and

14   approved, those costs will be covered, but

15   everything else will be covered by the

16   Department of Education.

17   Connecting learning opportunities

18   between the after-school and school day: As

19   was mentioned, there's a link there towards

20   the common core. Common core is getting a

21   lot of press, depending on your political

22   affiliation; some people are for it,

23   against it; some people used to be for it,

24   and now they're against it. But common

25   core is here to stay and I think common

1   Proceedings

2   core is a good thing. And I think,

3   unfortunately, common core has been given

4   sort of the short shirt, I think people

5   mistake it as a curriculum. It is not a

6   curriculum; it's a set of development goals

7   that kids need to reach at each grade

8   level. There are examples of curriculum

9   that could be used in order to foster the

10   common core ideas, but the common core or

11   set of ideas on what kids should know once

12   they graduate elementary school, middle

13   school and high school, et cetera. So

14   become familiar with the common core, and

15   again, as was mentioned before, this is not

16   something that we want you to be sort of

17   cookie cutter and repeat what goes on

18   during the school day into the after-school.

19   That is not the reason.

20   Here's an example: If kids are

21   learning -- reading Shakespeare, for

22   example, during the school day, perhaps in

23   the after-school is to have a play so they

24   make that connection to what they're

25   reading during the school day and what goes

1   Proceedings

2   on after school. That's one example.

3   Another example is during a science class,

4   if there's a way to actually make that

5   science come to life in the after-school,

6   where they can get dirty, get their hands

7   sort of -- you know, like kinetic energy

8   that a lot of younger kids have. That's

9   another example of what could be used

10   during the after-school. Even basketball,

11   right, which is so ubiquitous in the City.

12   That's even an opportunity to bring in

13   literacy, have kids learn and read about

14   their favorite player; find out which

15   college their favorite player attended,

16   find out where their favorite player grew

17   up. All of these things that can sort of

18   help building what goes on and what these

19   kids are experiencing in the after-school

20   landscape. And not to mention, it better

21   makes connection to what goes on during the

22   school day to the after-school.

23   Now, we're going to talk about the

24   planning process. Now, I sort of try

25   to -- I usually draw an analogy with

1   Proceedings

2   relationships, so I'm going to stick to

3   that analogy. So the planning process is

4   like the dating process, this is like the

5   dating stage. When you get to know each

6   other, you ask those awkward questions to

7   get to know what you want and where you

8   want to move in life, this is what the

9   planning is about. But the planning does

10   not start after the award. The planning

11   starts today, tomorrow, when you meet with

12   your principals and you begin to have those

13   meetings, that's when planning starts. So

14   you should begin those conversations as if

15   those programs were going to be delivered

16   the next day. That's how diligent that you

17   should be when it comes to the planning

18   process and putting together your RFP.

19   So plan together from the the start,

20   that's obvious. Clarify your vision on

21   both ends and know exactly what you can

22   deliver and what you cannot. Do not over

23   promise because that will be a mistake.

24   Know what your capabilities are and stick

25   to them, and be honest and be

1   Proceedings

2   straightforward because you don't want to

3   promise X and then when it comes down to

4   actually when the RFP was awarded, that

5   you're delivering Y. That will be, you

6   know, a mistake for both parties.

7   Take time to get to know each other,

8   even during the planning process. Let me

9   say something that's obvious. Principals

10   are very busy people, we all know this.

11   Let me state another obvious statement,

12   that schools are a very complicated

13   organism, right, there's a lot of

14   stakeholders in schools. And we understand

15   that, but stick with it, keep meeting with

16   the principal, and if it's not the

17   principal, make sure the principal has a

18   designee with which you're meeting.

19   Involve parents as partners, very

20   important. Clarify the roles and

21   responsibilities and be strategic, as I

22   mentioned before. The planning starts as

23   soon as the RFP process begins. So if

24   you're meeting with principals tomorrow or

25   next week, that's when the planning begins.

1   Proceedings

2   The programming, to stick to my

3   relationship analogy, this is when you sort

4   of begin to settle in and you probably have

5   your first fight and it's not the time to

6   sort of bail out. That's the time where

7   you actually get to know the person a

8   little bit deeper. This is what the

9   programming is about. Once the award

10   is -- once you receive your award, you

11   start talking about programming, what goes

12   on Monday, Tuesday, Wednesday, Thursday,

13   Friday.

14   So set the ground rules, and what we

15   mean by ground rules is not only the dos

16   and don'ts, but also seamless rules, so

17   what is allowed during the school day is

18   allowed in the after-school, and what is not

19   allowed during the school day is not

20   allowed in the after-school.

21   Get to know the safety of the

22   schools, where the exits are. The safety

23   procedures that are happening during the

24   school day are also in line in the

25   after-school, so that's part of some of the

1   Proceedings

2   ground rules. Start small and build

3   gradually. You'd rather start small, you'd

4   rather start where you have a group of ten

5   kids and build from there instead of

6   starting with a hundred kids and you

7   dwindle down towards the end of the year to

8   ten. So start small, and that's okay. You

9   guys know better than I do. You guys are

10   on the ground, this is not the first time

11   you've gone through this process, so if

12   you're starting small, stick with it and

13   don't panic.

14   Share decision making: Three heads

15   are better than one. You have your CBO,

16   you have your parent partners, you have

17   your school partners, everyone should be at

18   the table making sure that there is a free

19   and transparent exchange of ideas,

20   complaints, right, in order to address

21   whatever needs to be addressed.

22   Prepare your team members: And that

23   means the teaching artists that will be

24   delivering programs at your school, they

25   need to be prepared, just like everyone

1   Proceedings

2   else. They need to know exactly the

3   population of kids they'll be serving,

4   where their school is, the community in

5   which the school resides, what type of

6   community is it. It's very important for

7   your teaching artists to have that

8   information before they get to the school.

9   Stay focused: I think that's an

10   obviously statement, right, because things

11   happen, right, things happen. Sometimes,

12   you know, testing that you didn't realize

13   was going on is going on, some people call

14   in sick, so stay focused and keep tending

15   to the relationship. Again, this is the

16   relationship stage, after the dating; it

17   needs nurturing, it needs patience, it

18   needs listening, active listening; same

19   thing here with school and CBO

20   relationships. So make sure you keep an

21   open mind as well.

22   Now, before we go into questions,

23   let me just state that, as you guys

24   probably know this, that the Department of

25   Education is undergoing some changes.

1   Proceedings

2   There's going to be a new support structure

3   for schools beginning in September. So

4   we're going away from the networks and

5   we're going back to a more

6   geographically-based support system where

7   the superintendents will have more

8   authority and they'll be supported by

9   borough support offices, one in Manhattan,

10   one in the Bronx, two in Brooklyn, two in

11   Queens, one in Staten Island. That's one

12   thing to keep in mind.

13   Number two: Obviously DYCD will be

14   helping you throughout the process, not

15   only during the RFP process or once the

16   awards are made, but you'll also have a

17   team at the Department of Education to help

18   you with all of the things that happen

19   during the school; as far as facilities, if

20   you have any challenges dealing with school

21   staff. We have a team here. Part of my

22   team, Michelle Rosa is my Senior Program

23   Manager who will help support the COMPASS

24   and SONYC programs, working very closely

25   with DYCD, and we're hoping to bring on

1   Proceedings

2   very soon two other people to give her a

3   hand as well.

4   So you have support on either end,

5   DYCD side, the DOE side in order to make

6   sure that these programs are more

7   successful than they have been in the past.

8   So we look forward to working with you and,

9   I guess we'll open up to questions now.

10   MS. WHITE: Thank you, Serge.

11   So now is the time when you can ask

12   your questions or seek clarity. Remember,

13   this is two separate RFPs, so when you

14   come to ask your question, if at all

15   possible, if you can reference the RFP,

16   also the page number and/or section.

17   So please don't be shy, come up to

18   the podium. I'm going to turn the

19   microphone, you can line up this way.

20   State your name and your organization.

21   You're not limited to the number of

22   questions or the number of times you can

23   come up, just every time you come to the

24   microphone, because the session is being

25   recorded, we need your name and

1	Proceedings
2	organization. So, thank you.
3	MS. MARINO: I'm Allison Marino, I'm
4	from Phipps Neighborhoods. My first
5	question is, we know that the budget breaks
6	down to basically $2,112 per person -- for
7	participant, and we're wondering if you
8	have any specific number or size in mind.
9	MS. WHITE: We apologize, it's a
10	daily announcement for the fire alarm.
11	Sorry.
12	MS. MARINO: So basically, we were
13	wondering if there's a specific program
14	size in mind that you're more willing to or
15	looking to specifically fund by size.
16	MS. WILLIAMS: So the answer to that
17	is no, and I'm glad you brought up the
18	price per participant. I didn't say that
19	if you're working with youth with special
20	needs you can propose a higher price per
21	participant.
22	MS. MARINO: Great. Thank you.
23	And my other question is, I know you
24	spoke -- I know it's designed specifically
25	for after-school programs, but one of the

1   Proceedings

2   principals that we work and partnership

3   with specifically asked if there would be

4   any opportunity to build in lunchtime

5   activities, if they want to do their clubs

6   during lunch or something like that.

7   MS. WILLIAMS: That was the

8   opportunity for in-kind contributions from

9   him to you to run the noontime. For us,

10   it's after-school.

11   MS. MARINO: So we shouldn't -- if

12   we're writing anything about lunchtime, it

13   should be in reference to in-kind?

14   MS. WILLIAMS: You can write it if

15   you want to show how the school or you guys

16   are bringing additional resources, but the

17   DYCD funding cannot support costs for staff

18   and things that happen before the school

19   day ends. But it is an opportunity for a

20   conversation around the in-kind from the

21   school, if he's interested in that.

22   MS. MARINO: Thank you.

23   MS. WOODS: Hi. I just have a small

24   clarifying question. In the structured

25   proposal form for the school-based RFP, the

49

2   end of the question it says, "Indicate how

3   your organization" -- well, I'll just read

4   from the beginning.

5   MS. WHITE: Please state your name.

6   MS. WOODS: Oh, I'm sorry.

7   Chavisa Woods with Henry Street Settlement.

8   Sorry about that.

9   "Please summarize your organization

10   strategy for operating the after-school

11   programs listed above." That's fine.

12   "Indicate how they fit into the

13   organization's overall mission." My

14   question is, "And the kinds of supports and

15   oversight and the accountability staff at

16   headquarters provide to the after-school

17   programs", there, does headquarters refer

18   to the school or to our organization? I

19   was a little confused if this was a

20   staffing section since there's such an

21   extensive staffing section later.

22   MS. WILLIAMS: It refers to the CBO

23   and it's kind of eluding to the points I

24   was making earlier about how do the Program

25   Directors get support so that multisite

1   Proceedings

2   supervisor, those kinds of -- how does HR

3   work, essentially, how does that get

4   appropriate staff for the site, things like

5   that; what things does the CBO do to

6   support the success of the program.

7   MS. WOODS: So, I'm sorry, I need to

8   clarify. This is in addition to the more

9   comprehensive staffing section that comes

10   at the end of the proposal?

11   MS. WILLIAMS: So for HR, I don't

12   know if your HR person, for example, is on

13   the budget, but anybody who works in

14   after-school knows that HR is a very

15   important function because of the design

16   and the staffing model for after-school. So

17   I wouldn't repeat it, but we're looking

18   beyond the staff that you have on the

19   budget, how does your agency support

20   after-school overall.

21   MS. WOODS: Like how they

22   communicate with the principals and

23   teachers and things?

24   MS. WILLIAMS: Yes.

25   MS. WOODS: Thank you.

1   Proceedings
2   MR. SEQUER: Hi. I'm Elvid Sequer
3   from Dimension Learning, and this is
4   referenced to the center-based RFP. You
5   had mentioned that it was three hours per
6   day. Is that a maximum or can it be less
7   than three hours per day?
8   MS. WILLIAMS: It cannot be less
9   than three hours per day. I mean,
10   historically, it has been, especially for
11   elementary school young people, a way to
12   support working parents, and so we commit
13   to 3:00 to 6:00, or whenever the school day
14   ends, for three hours. So it cannot be
15   less than three hours a day.
16   MR. SEQUER: The reason I ask is
17   because some of the centers have the hours
18   of specific operations until 4:00, so
19   that's why it would be maybe two hours.
20   MS. WILLIAMS: So, I think what I
21   would say is a program design issue. I'm
22   not sure how you'll get to the 640 hours if
23   we're only -- so you still have to do 640
24   hours. I don't know if that's more
25   holidays or whatever, but if the kids that

1   Proceedings

2   you're joined from, it takes them that

3   amount of time to get to the building, then

4   we need to see how you're going to get to

5   the 640 hours.

6   MR. SEQUER: Okay. Thanks.

7   MS. BANKS: Hi. My name is

8   Kate Banks. I'm from Power Play NYC, a

9   community-based organization. And I just

10   wanted to get clarification on, would we

11   have, as a community-based organization,

12   total control over which school or

13   community center we'd go into, or do the

14   schools select us to work with them?

15   MS. WILLIAMS: I'm going to channel

16   Serge, you have total control of who you

17   want to date, so we're not telling you what

18   school to go into. But if the principal

19   does not sign a school partnership

20   agreement, so they have ultimate control

21   over who they choose to sign an agreement,

22   and they can sign more than one, but if

23   they choose not to sign with you, you're

24   not able to submit a proposal on behalf of

25   the school without the agreement of the

1   Proceedings

2   principal.

3   MS. BANKS: Okay. Gotcha.

4   And just one more question, to

5   follow-up on --

6   MS. WILLIAMS: I'm sorry, that was

7   school-based. Center-based we don't have

8   that requirement; school partnership is not

9   required. We're encouraging you to talk to

10   local schools to see where you're going to

11   draw participants from, but it's not a

12   requirement.

13   MS. BANKS: Thanks.

14   And then as far as scope goes,

15   there's no requirement for a scope of kids

16   served over the three years?

17   MS. WILLIAMS: You're talking about

18   the minimum number?

19   MS. BANKS: I'm sorry?

20   MS. WILLIAMS: Minimum number, is

21   that what you're asking?

22   MS. BANKS: Yeah, I guess.

23   Basically just like, is there a range or do

24   you have like any kind of -- I guess, when

25   you are looking for evaluation from us, a

1   Proceedings

2   regular attendance, of course, but

3   then -- yeah, I guess the minimum

4   enrollment.

5   MS. WILLIAMS: So, let me answer it

6   a little different. Historically,

7   center-based programs have had smaller

8   numbers, like the average number that we've

9   seen is about 60 kids, whereas school-based

10   because they have more space generally

11   speaking, has been more than 120 and 150.

12   It's been up to the provider. I will say,

13   what's been interesting to me about SONYC,

14   for example, is that we've had providers

15   ask for 150 slots and there's like 180 kids

16   in the school. So it should be, if you're

17   a school-based, it should be relative to

18   the number of kids. And then we do expect,

19   and this is more contracting, that we have

20   attendance. So once you enroll, we expect

21   them to come pretty regularly.

22   MS. BANKS: Okay. Great.

23   MS. DALEY: Hi. Good afternoon. My

24   name is Laura Daley from the East Side

25   House, and I had a question about staffing

1   Proceedings

2   at the community-based centers,

3   particularly the Program Director. We have

4   a Program Coordinator who has been working

5   at one of the sites that we're proposing

6   for several years and has an Associate's

7   Degree and is qualified with experience to

8   run the program but hasn't reached those

9   credits to earn a Bachelor's Degree. Is

10   there any other way we can show his

11   qualifications to operate effectively as a

12   Program Director?

13   MS. WILLIAMS: In terms of the RFP,

14   it's going to be judged based on whether

15   the person meets the criteria or not. Some

16   of you have current contracts and you know

17   that you're able to apply for a waiver, but

18   specific to how this will be judged is

19   whether or not the proposed person, in

20   terms of maximum points, has the background

21   that we're looking for, which is the BA or

22   BS. If you win, you could apply for a

23   waiver. Just to be clear, the expectation

24   is that they're enrolled in school and

25   working towards that.

1   Proceedings

2   MS. DALEY: And just as a follow-up,

3   we also have Admin Director who will be on

4   site who has a Masters Degree. Does that

5   come into consideration? He will be

6   directly supervising him.

7   MS. WILLIAMS: No.

8   MS. DALEY: Okay. Thank you.

9   MS. HURRY: Hi. Good afternoon, I'm

10   Nadine from KJK Tutoring Center. My

11   question is: I notice for District 29 that

12   you have P.S. 295, I.S. 238, P.S. 37 and

13   P.S./I.S. 116. I was wondering if you will

14   be adding more schools. I currently work

15   with P.S. 181 and P.S. 251 and I already

16   have a relationship with those two schools,

17   and I was wondering if there's a

18   possibility to still put in a proposal for

19   those schools, but then I read you really

20   can't, it has to be on the list. So I'm

21   looking for a little bit of clarification.

22   MS. WILLIAMS: So, just for clarity

23   and just restating what you said, if the

24   school is not on the list, it is not

25   eligible. The focus of this RFP, unlike

1   Proceedings

2   SONYC, was not about expansion. It's

3   really about maintaining services in the

4   schools and in the community districts that

5   we have been in. So at the moment, there

6   is no opportunity to add schools. I'm sure

7   RFP -- we've got tons of folks, advocacy

8   from DOE's, principals, which I'm excited

9   about, and others, and we would really like

10   to expand; the resources aren't there. So

11   currently the focus is on just maintaining

12   services in those schools and community

13   districts that have historically had the

14   funding.

15   MS. HURRY: So, do you recommend I

16   go into the schools that are listed and

17   possibly build a relationship and put in an

18   RFP on behalf of my organization, or those

19   already -- the schools listed already have

20   an existing partner? I'm just trying to

21   get a little clarity.

22   MS. WILLIAMS: The schools listed

23   already have partners, but they can change

24   partners, depending on how their school has

25   evolved. I mean, this funding has been

1   Proceedings

2   there since 2005, I think, so the needs of

3   the school, their vision for after-school

4   may have changed. I don't know what's

5   going on in particular schools, but

6   principals have changed, there might be

7   opportunities for -- you know, they may not

8   have found one partner that does everything

9   they want, can be subcontracting, those

10   things. So I can't really say.

11   MR. ST. LEDGER: It's been messaged

12   to the eligible principals that they can

13   either remain with the CBO partner that

14   they have or choose another CBO partner, so

15   there's flexibility there.

16   MS. HURRY: So, I got what you're

17   saying. More than one CBO can apply for a

18   particular school; you're not really

19   limited to who you already have existing on

20   there?

21   MS. WILLIAMS: It's only limited to

22   how many school partnership agreements the

23   principal signs. A proposal cannot be

24   submitted for DOE -- one of the DOE schools

25   without a signed principal agreement. It

1   Proceedings

2   will be deemed nonresponsive and not even

3   eligible for review, so it's totally up to

4   how many agreements the specific principals

5   are on.

6   MS. HURRY: Thank you very much.

7   MS. SUKHRAJ: Hello. I'm Sheena

8   Sukhraj, Queens Community House. Referring

9   to the center-based proposal, page 12,

10   Section E-3 regarding physical activity. I

11   just had a question. I know the -- I

12   understand the weekly 90 minutes, but it

13   was stated that it was encouraged that at

14   least 15 minutes are given to each -- for

15   each child for each one hour program

16   session. So, I just question that because

17   in the past it was said 50 minutes for a

18   three-hour program session. So, I was just

19   wondering how was it envisioned schedule

20   wise; is that something that every

21   15 minutes per program hour are we looking

22   for physical activity?

23   MR. FRENZEL-BERRA: Well, that's an

24   encouraged physical break, but it's not

25   required. So it would be up to the

1   Proceedings

2   proposer to, if they want to do that, to

3   schedule it in and show us that, but we

4   have no recommendation for how to implement

5   that.

6   MS. SUKHRAJ: Thank you very much.

7   MS. KU: Hi. Good afternoon. I'm

8   Helena Ku, also of Queens Community House,

9   and I'm focusing on the school-based RFP.

10   Two questions with regards to staffing.

11   One says, with regards to page seven, it

12   says, "Group leaders are adult staff

13   typically 25 years or older", and I'm just

14   wondering because the DOH requirement is a

15   minimum of just two years working

16   experience, so I just wanted to just

17   clarify if that's appropriate in terms of

18   requirements of staffing.

19   MS. WILLIAMS: The minimum

20   requirements are whatever the -- we fall

21   within the --

22   MS. KU: DOH. I'm sorry. The DOH

23   requirement.

24   MS. WILLIAMS: Right, that's what

25   I'm saying. So, the minimum requirement is

1   Proceedings

2   always what the DOH says. We are under

3   their, you know, rubric.

4   MS. KU: As long as we're abiding by

5   the requirements of the DOE in terms of the

6   staffing?

7   MS. WILLIAMS: I said minimally, so

8   that's what I'm going -- I said that

9   because then I would get the question about

10   meet the DOH and do we still want the BA.

11   It's not a -- so minimally there are

12   certain standards and then there are things

13   that DYCD wants like the Program Director

14   with the BA.

15   MR. FRENZEL-BERRA: And I would add

16   that you referenced typically 25 years or

17   older, that's just a pattern that's been

18   observed. You're not -- you don't have to

19   hire someone who's 26.

20   MS. KU: Right. But typically it's

21   not 25 or older, but --

22   MR. FRENZEL-BERRA: You can be

23   younger.

24   MS. WILLIAMS: 18 is the minimum.

25   MS. KU: Yeah, 18 is the minimum,

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1   Proceedings

2   exactly.

3   And with regards to the Director,

4   can they -- it's a full-time Site Director,

5   however, can they be carried on the budget

6   for 12 months, even though right now there

7   is -- the Summer is, you know, it's up for

8   discussion. But budget wise, can they be

9   carried on --

10   MS. WILLIAMS: Typically what we've

11   seen for full-time staff and at the price

12   per participant, they're on the budget for

13   12 months, so they're doing professional

14   development and planning, and all sorts of

15   other things.

16   MS. KU: Yes, right.

17   And on both proposals, they have the

18   community linkages and partnerships, and

19   Denice, you just clarified that on the

20   center-based, the school partnership does

21   not need to be signed. But in terms of

22   community linkages, there wasn't in the

23   past, like linkage agreements or anything

24   like that. Is that -- is that something we

25   need to submit additional that I don't see

1   Proceedings

2   as part of the attachments?

3   MS. WILLIAMS: I think that's just

4   narrative.

5   MS. KU: It says community linkages

6   and partnership on page 3 for the

7   school-based, for example, and also for the

8   center-based it mentions that too.

9   MS. WILLIAMS: So that's an

10   expectation in the narrative. If you see

11   the attachments, there isn't an attachment

12   for that in Accelerator, so we're not

13   looking for a form; we're looking for you

14   to describe that in there.

15   MS. KU: Just describe it. Thank

16   you so much.

17   UNIDENTIFIED SPEAKER: You answered

18   my question.

19   MS. WHITE: Don't be shy. This is

20   your opportunity for clarification and

21   questions.

22   Okay. Since there are no more

23   questions, in concluding this pre-proposal

24   conference session, I'd like to ask you to

25   keep an eye out for a third addendum to

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1   Proceedings

2   this RFP, which will be issued in the HHS

3   Accelerator system. Also, please be

4   reminded about that proposal due date and

5   time, February 27th at 2:00 p.m., in the

6   HHS Accelerator system.

7   You've been great. All the best to

8   you, and thank you.

9   (Time noted: 3:15 p.m.)

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1

2   C E R T I F I C A T E

3

4   STATE OF NEW YORK   )
) ss.:
5   COUNTY OF RICHMOND)

6

7   I, JENNIFER CASSELLA, a Notary Public

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

9   certify:

10   I reported the proceedings in the within

11   entitled matter, and that the within transcript

12   is a true record of such proceedings.

13   I further certify that I am not related

14   to any of the parties to this action by blood

15   or marriage; and that I am in no way interested

16   in the outcome of this matter.

17   IN WITNESS WHEREOF, I have hereunto set

18   my hand this 5th day of January, 2015.

19

20   _____

21   Jennifer Cassella

22

23

24

25

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