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THE CITY OF NEW YORK
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

SONYC PROGRAMS: ADDITIONAL PUBLIC SCHOOL SITES RFP
PRE-PROPOSAL CONFERENCE

2 Lafayette Street, 14th Floor Auditorium
New York, New York 10007

January 22, 2015
10:04 a.m.

Reported By:
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 2   A P P E A R A N C E S:

 3

 4   Robert Frenzel-Berra, Assistant Commissioner for
            Community Development and Program Operations

 5

            Mike Dogan, Senior Director of Operations for
 6   COMPASS Programs

 7   Serge St. Leger, Jr., Senior Director, New York
            City Department of Education

 8

            Suzy Mulvihill, Office of the Mayor, HHS
 9   Accelerator

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            Also Present:

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            Zenaida White, Assistant Deputy Agency Chief
14   Contracting Officer

15   Staff

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2   S P E A K E R S:

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4   Sylvia Ramsaywak, Serious Fun After School

5   Leslie Dayton, The Children's Aid Society

6   Martine Wisotsky, Cypress Hills Local Development
           Corporation

7

           Andrew Fox, Sunnyside Community Services, Inc.

8

           James Reddick, Woodycrest Center for Human

9   Development

10   Victoria Dietz, Kids Advocate D.C.C.

11   Contina Pryor, Italian American Civil Rights League

12   Jesse Antigua, Downtown Community Television
           Center, Inc.

13

           Bruce Kaufmann, PhD, Sports & Arts in Schools

14   Foundation

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2   MS. WHITE: Good morning. On behalf of

3 Commissioner Bill Chong, I would like to welcome

4 you to the Department of Youth and Community

5 Development Proposal Conference for the SONYC

6 Additional School Sites RFP. My name is Zenaida

7 Marie White. I am the Assistant Deputy Agency

8 Chief Contracting Officer here at DYCD and I have

9 the great honor and privilege of moderating your

10 Panel this morning. Thank you for joining us and

11 we look forward to answering all your questions

12 regarding the RFP, so please feel free to take

13 notes.

14   So today's Agenda, we have our timeline

15 which I'm going to review for you for this RFP. We

16 have pre-qualifying pre-proposal submission, which

17 will be presented by our HHS Accelerator person,

18 Suzy, and we have program overview by Mike Dogan.

19 And we also have with us today Serge St. Leger. He

20 is from the Department of Education. He will also

21 be reviewing some program overview for this RFP.

22   And lastly, we'll have the

23 question-and-answer session.

24   To begin with the timeline, please note

25 that the proposal due date and time is February

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2   27th at 2:00 p.m.   Please make a special note that

3   these proposals are due in the HHS Accelerator

4   System and will only be accepted in the HHS

5   Accelerator System.   No hard copies of these

6   proposals will be accepted.   In order to respond to

7   this RFP, you also must be qualified in the HHS

8   Accelerator System, and Suzy from HHS Accelerator

9   will be going into more details concerning this

10   process.   Also, very important to note, no

11   proposals that are submitted after the due date

12   will be accepted.

13   Anticipated award announcement is early

14   spring.   The contract term is from July 1st, 2015

15   to August 31st, 2018.   Program start date,

16   September 1st, 2015.   If you have any questions

17   concerning this RFP, today is your chance to ask as

18   many questions as you would like.   But also, if any

19   questions come up after this conference, please

20   e-mail rfpquestions@dycd.nyc.gov.   Please note that

21   in order to get a timely response, all questions

22   must be received by February 20th.

23   Continuing on, please note that there

24   are 11 competitions in this RFP and each

25   competition is going to be rated based on the

                                                         6

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2   following categories in the evaluation criteria as

3   described in the RFP: 20 points will be allocated

4   for organizational experience, 20 points will be

5   allocated for staffing, 15 points allocated for

6   school partnership/center-based expectations, 40

7   points for program design, and 5 points budget

8   management.

9   And now I'm going to get out of the way

10   and allow our Panel to come forth. And we're going

11   to begin with our HHS Accelerator Specialist, Suzy

12   Mulvihill.

13   MS. MULVIHILL: Good morning. So I'm

14   going to run us through a brief overview of

15   submitting proposals in HHS Accelerator.

16   So just to start out, a little

17   background. The Accelerator System was launched to

18   simplify and improve the competitive contract and

19   financial management processes between the city and

20   service providers like each of you. At a very

21   basic level, the way the system works is agencies

22   publish requests for proposals in the system and

23   then providers who are pre-qualified and have a

24   relevant service application can log into the

25   system and can submit a proposal response to that

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2   RFP.

3   I do want to stress, as was mentioned,

4   all proposals must be submitted in HHS Accelerator

5   by the due date and due time. No paper proposals

6   will be accepted. As you go through the process,

7   if you have any questions regarding the Accelerator

8   System, you can e-mail our help desk at

9   info@hhsaccelerator.nyc.gov and a member of our

10   team will follow up and help you troubleshoot any

11   Accelerator-related issues.

12   So to start, when you log into

13   Accelerator, in order to access the procurement,

14   you're going to click on the procurements tab and

15   it will bring you into our procurement road map.

16   You'll see we have quite a few things listed here.

17   So we have a couple of features to help you find

18   the procurement that you're looking for as quickly

19   as possible. One way you can do this is by using

20   the filter items box that's up in the corner there.

21   You can click on that and then select specific

22   criteria that you want to filter on in order to

23   find your procurement as quickly as possible. So

24   for instance, you can filter by DYCD.

25   Alternatively, we have a favorites

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2   option where you can click one of the small
3   check boxes next to the RFP procurement that you are
4   interested in and then click save to favorites.
5   And then when you log in, you will click display
6   favorites only, and you will just see the listing
7   of procurements that you've added to your
8   favorites. So this just sort of helps you organize
9   and find things quickly.
10   So in order to start working on your
11   proposal, you're going to click on the SONYC blue
12   hyperlink and that will take you into our overall
13   proposal section. So you'll see there's four
14   sections at the top: Procurement summary, which
15   just provides some basic information on the
16   procurement; services and providers, which will
17   tell you the services that are relevant for this
18   particular procurement as well as other providers
19   who are pre-qualified; RFP documents, which is
20   where you can download the entire RFP document if
21   you haven't done so already; and then lastly, the
22   proposal summary.
23   So when you come into the proposal
24   summary page, you're going to add new proposal, the
25   small box there in the left corner. And when you

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2   click on that, it will open up into the proposal
3   details. You're going to enter some basic
4   information. Anything here that has a red asterisk
5   must be entered. And then I want to stress, you
6   want to make sure you're in the correct competition
7   pool because it sounds like there are a few for
8   this one. So just verify and select the correct
9   one. Complete all the details. And then lastly,
10   you're going to add the site where the service is
11   taking place. Once you've done all that, you can
12   click save and next and you will end up on our
13   proposal documents page. Now, this is the vital
14   piece because this is where you're going to upload
15   all the documents that comprise your proposal. You
16   have to upload an entry for every space where
17   there's a blank entry essentially.
18   So you'll see there's a status column.
19   It will say complete if you've uploaded a document
20   there. It will say not started if there's not a
21   document there. You cannot submit your proposal
22   without all those spaces being filled in with a
23   relevant document. So you go to submit and you get
24   an error message, in all likelihood you're missing
25   a document from one of the sections.

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2   After you've gone through, uploaded all

3   of the documents, you can go next and it will put

4   you into this bottom screen which is where you're

5   going to be asked to agree to the terms and

6   conditions and then enter your NYC ID, which is

7   your user name that you used to log in and your

8   password. Once you click submit proposal, you will

9   get an e-mail and also a green message bar will

10   appear across the screen letting you know that your

11   proposal has been successfully submitted.

12   Now, I want to stress one thing. We

13   encourage you to submit in advance of the deadline.

14   Just this way if you encounter any issues, we can

15   help you troubleshoot them. That being said, if

16   you submit in advance of the deadline and you

17   realize there's something wrong with your proposal,

18   you can retract it. Again, this has to be done

19   before the deadline. So you can come back in here.

20   You'll see the status says submitted. But if you

21   come over to the actions tab, you can select

22   retract proposal. The moment you do that, the

23   proposal is back in your court. You can make any

24   changes that you need. But then you have to go

25   back in and resubmit the proposal back to us in

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2   order for us to actually have it and for your

3   status to be updated to submitted. So if you do do

4   that, we just stress you do that well in advance of

5   the deadline and make sure you go back in and

6   submit and get your green message bar that says you

7   have successfully submitted. And you can always

8   verify on this page the status of your proposal

9   under that status column.

10   So I will just finish by noting our

11   public-facing website does have a resources section

12   where you can go and we have guides and videos that

13   can help walk you through this process and anything

14   that I just covered as well as several other

15   features within HHS Accelerator. And as I said, if

16   you have any questions throughout the process, you

17   can contact our help desk. Thank you.

18   MS. WHITE: Thank you, Suzy.

19   And now it's my honor to introduce

20   Mr. Mike Dogan. He will be representing COMPASS

21   and doing the program overview.

22   MR. DOGAN: Hi. Good morning,

23   everyone. My name is Mike Dogan, Senior Director

24   of Operations. Just briefly about me before I get

25   into it, I have been here since 2005, since the

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2   inception of OST when it was called OST. Now it is

3   called Comprehensive After School Systems of New

4   York City. So I'm pleased to be here today to talk

5   to you about these new resources for SONYC, meaning

6   School's Out New York City, middle school programs

7   in public schools. I've been here through times of

8   light investment, heavy investment. I've been here

9   through all of the programs to eliminate the gaps,

10   meaning the budget cuts. So I'm excited to be able

11   to be in front of you today to talk about the good

12   news of serving half the middle school students in

13   New York City and our collective role in being able

14   to make this happen together. So Comprehensive

15   After School System of New York City, it is

16   necessarily comprehensive. It includes our

17   elementary programs. It includes our middle school

18   SONYC, School's Out New York City, programs. It

19   includes our Transition to High School, or THS,

20   programs. It includes even our portfolio of

21   Option II programs from way back in 2005. So it is

22   necessarily everything in former OST. We're here

23   today to talk about the middle school initiative.

24   But I wanted you to be mindful that this middle

25   school piece is still a part of the larger picture

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2   of the largest municipally-funded school age child

3   care initiative in the country by a large margin.

4   It is not to be taken for granted that we do this

5   work with this next paragraph about community-based

6   organizations. It is thoughtful and intentional

7   that we, our community-based organizations,

8   understand the communities offer great benefits to

9   the schools and center-based programs in their

10   community. So it's with the work of

11   community-based organizations that we engage in

12   this partnership. As I mentioned before, we first

13   started this work in 2005. We were known as OST,

14   essentially standing for Out-of-School Time, which

15   is great, but there's lots of data coming from

16   evaluations from Montana that talk about OST. So

17   then the question becomes -- and we're all part of

18   that global OST, Out-of-School Time, network, we

19   are connected to our partners in other states. But

20   we needed to figure out what was unique to New York

21   City and so we engaged on a branding campaign and

22   this past year we changed our name from OST to

23   Comprehensive After School or COMPASS. We did a

24   lot of re-envisioning about what we wanted to get

25   done and we are pleased to be here today to

1   Proceedings

2   continue to talk about the Mayor's initiative about

3   serving middle school students through this

4   initiative.

5   We're expected to have a budget after

6   this solicitation in funding of almost a quarter of

7   a billion dollars supporting over 800 programs and

8   over 85,000 youth. I'm sure it's probably a little

9   bit more than that. I'm excited to continue our

10   work in terms of rebranding. I would expect that a

11   later date will rebrand and reconceptualize a

12   little bit of the elementary. We've been focusing

13   as part of the Mayor's initiative on this middle

14   school piece.

15   I'll walk you through the program

16   expectations and as listed in the RFP. We want to

17   find opportunities to foster academic, social and

18   emotional competencies and physical well-being in a

19   safe and nurturing environment. The predicate for

20   our kids in our school and in our care is a safe

21   and nurturing environment, so I don't want to take

22   that for granted. Goal 2, provide opportunities

23   for youth to explore interest and creativity. We

24   believe that middle school programs afford a great

25   opportunity for kids to talk about the choices that

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2   they want to make, to have a role and a say in the

3   activities that they want to pursue. We want to

4   value that in the solicitation. When we talk about

5   structured activities and as we move forward, we're

6   going to talk a lot about building skills that

7   support academic achievement. Building skills is

8   going to be critical, and critical to the concept

9   we have about structured activity. Cultivating

10   youth leadership and community engagement,

11   opportunities in engaging families in support of

12   the above goals. So a key and critical aspect will

13   be to work with engaging families and adults,

14   caretakers, in support of their needs.

15   The RFP listed the eligible school

16   sites. Essentially, they are the sites which are

17   not the following: These are sites that -- these

18   are schools that do not currently host a Beacon,

19   DYCD-funded Beacon program; these are schools that

20   do not currently have a 21st Century Community

21   Learning Center Program; or a current existing

22   SONYC middle school program. The takeaway is these

23   schools that are eligible do not currently have a

24   Comprehensive After School Program. They may have

25   some other type of funding. They may have a

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2   fee-based programming. But they do not have this.

3   This informs the eligibility criteria. So it's the

4   remaining public schools and charter schools that

5   do not have Beacon, current, SONYC or 21st Century

6   Community Learning Centers.

7   We've learned a lot through time that

8   the ability for these programs to be successful is

9   really dependent on the nature of the collaboration

10   with the whole school and their stakeholders,

11   particularly the principal. You can't take it for

12   granted about the assistant principal, you can't

13   take it for granted about the lunch lady or the

14   custodial engineer within the school. It really is

15   smart to envision what the school looks like, how

16   to engage all of those key critical stakeholders in

17   being part of the success, and that there is a

18   common vision that you're all working towards in

19   order to make it successful. That means

20   collaborative planning, meaning you can't take it

21   for granted, you can't just have a startup meeting

22   in the beginning of the year and think it will

23   provide dividends for you as you go throughout the

24   year. The trust has to be maintained through time

25   and that your frequent in that vision, that you're

1   Proceedings
2   all on the same page. You need to be on the same
3   page about the amount of resources that are being
4   put into this program, how the school could help
5   play the role in delivering some of those
6   resources, personnel expectations, the tone of the
7   school, what needs to be done. That's all part of
8   that dialogue. Middle school is complicated
9   because you know that middle school kids can walk
10   with their feet if they're not engaged. You'll
11   want to have those strategic discussions about how
12   do we enroll them, when is the expectation that
13   they will begin, when do they start a program, what
14   kinds of activities are these young people
15   interested in pursuing, how does that change
16   through time, and how do we retain these young
17   people in our program, how do we keep them
18   regularly engaged throughout the school year. A
19   conversation that's a bit awkward sometimes is
20   engaging the Department of Ed. personnel on school
21   age child care licensing. That is not an easy
22   conversation. It's the last thing that school
23   principals want to have. It's another conversation
24   about the regulatory superstructure. But I would
25   encourage programs to make that a part of your

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2   initial and ongoing dialogues with your principals

3   and stakeholders so they're clear upfront of what

4   their role is in helping to maintain a safe and

5   reliable space for that. There's language about

6   the ratios for participants. That needs to be

7   clear. And so the safety expectations, all of

8   those pieces, need to be communicated. It cannot

9   be taken for granted at the very beginning.

10   We expect that schools, as a part of

11   this solicitation, and this was true in our last

12   RFP for a current portfolio of 271 SONYC Programs

13   in public schools and charter schools, is that the

14   schools contribute 10 percent of the total budget

15   to help support the overall programming needs. It

16   should be aligned with the overall program design,

17   what you collectively, your common vision about

18   what you expect to get done. It could include

19   curriculum resources, teacher and guidance

20   counselor time, real staff time attribution towards

21   the program, professional development. There is a

22   school partnership agreement and that 10 percent

23   in-kind will need to be articulated in that

24   agreement.

25   I'll walk you briefly through the

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2   program design. There's 540 hours of service

3   during the school year, 15 hours by 36 weeks. I'll

4   just be clear that the Mayor was very clear with us

5   when we were engaging that last -- January, a year

6   ago, thinking about this -- that Monday through

7   Friday from 3:00 to 6:00 was a very critical time

8   for him. There was not going to be an opportunity

9   to have where there's going to be days off where

10   service was not happening. It was very important

11   for that to happen, and so right from the

12   inception, it was about 540 hours given that the

13   Mayor was thinking and envisioning that. You know,

14   some schools and programs operate a little

15   differently. But there's not an opportunity to not

16   have a day of service between Monday through Friday

17   for this initiative, a minimum of 1.5 hours. Of

18   that, we know we understand that it may be fairly

19   complicated to get middle school kids to

20   participate 540 hours over the course of the year.

21   So we needed to think about what our performance

22   expectations were and how we wanted to engage kids.

23   As I talked about earlier, one of the key critical

24   pieces for us is the structured activity hours,

25   essentially 9 hours per week, and that's an

                                                          20
1   Proceedings
2   opportunity for skill-building, as I talked about
3   earlier, reliable planning time, an expectation
4   about what that activity proposes to do. The kids
5   would get better at learning these skills in this
6   particular activity set throughout the course of
7   the year. That is our design intention.
8   We know that there's opportunities to
9   be able to serve youth a bit more informally. It
10   is still planned time but we think that
11   unstructured activities outside of meeting that
12   minimal 324 structured activity, your program may
13   have 216 unstructured activity hours. Those
14   remaining 216 hours can be structured or
15   unstructured. I'll be clear about that again. The
16   remaining 216 may be structured or unstructured.
17   There's a $3,000 price per participant. There is a
18   higher price per participant consideration for
19   participants with special needs including
20   emotional, behavioral and cognitive impairments.
21   Holiday programming, it is not required
22   but we encourage providers to take advantage of
23   those holidays, meaning days when the Department of
24   Ed. schools are not in session. We think that's a
25   great opportunity to elaborate on some of your

1   Proceedings
2   activity designs. A great idea may be like a
3   film-making intensive, where you can sit down and
4   spend hours working on an activity goal allowing
5   your artists and actors to be able to breathe and
6   time and set up and do those things. So we want
7   our providers to avail themselves to these holidays
8   if you'd like to do that but, again, it is not
9   required. The chancellor has talked a lot about
10   these two holidays, the winter and the spring
11   breaks, as it relates to the upcoming tests in
12   support of academic supports and achievements. So
13   it's worthy to reference that here too.
14   The model, particularly, we want to
15   reinforce enrichment. There must be 2 hours
16   minimum per week of either literacy or STEM
17   activities. And I'll parse that out again to make
18   sure, 2 hours of literacy or 2 hours of STEM. It
19   is not one of each. The idea is that we want to
20   reinforce the skill-building that we talked about
21   earlier. To do that, we're not saying you can't do
22   STEM and literacy but you must do minimally 2 hours
23   of literacy or 2 hours of STEM. Leadership
24   development is a key critical component for the
25   young people on service learning, civic engagement,

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2   in addition to activities supporting successful

3   transition into high school, 2 hours a week

4   minimum. Academic support can take place in

5   avenues such as small-group tutoring, book clubs or

6   homework help. We believe, and since I've run a

7   program I know from experience, that it's important

8   for kids to get up and to move around. It's not

9   just about the obesity crisis. It's about their

10   health and well-being, it's about them to clear

11   their heads to be able to get onto the next

12   activity, so finding opportunities to support

13   physical activities in healthy living. And we

14   believe a lot of programs will find a lot of

15   opportunities for organized sports, dance will be

16   important, and martial arts opportunities as well.

17   It is important that all of these

18   activities, whether structured or unstructured, are

19   planned and that they're thoughtful and that

20   they're intentional. You will hear us use this

21   word a lot, intentional, as we move forward. There

22   needs to be learning goals that are ascribed to

23   that about what you intend to be able to get done.

24   It is really helpful if a group leader can describe

25   what they intend to get done over that sequence of

1   Proceedings

2   activities over that semester and it would be of

3   great benefit as well if the kids understood

4   exactly what those things -- what they expect to

5   get out of that activity.

6   For those of you who have been with us

7   for a while, you'll understand ROP, or rate of

8   participation. So we'll talk briefly about that.

9   The unstructured hours, they must be purposeful,

10   planned and supervised. These are not unsupervised

11   activities. Think about how we want to make sure

12   the kids are safe and in our care and when they're

13   with us. These are not counted towards your rate

14   of participation. And these are the types of

15   activities, recreation activities, small-group

16   tutoring, individual counseling, which may be an

17   unstructured activity.

18   To walk you through some of the key

19   staffing pieces, program director, a bachelor of

20   arts or bachelor of science is required, a 4-year

21   college degree. Full-time programs with 90 or more

22   participants, it is required a full-time program

23   director. Full time means 35 hours per week.

24   Education specialist, they may be a

25   Department of Ed. teacher, minimum of 25 percent of

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2   a full-time attribution to a maximum of four

3   programs; meaning, if your agency has more than one

4   SONYC program, you can have an education specialist

5   attributed to work in up to four programs, a

6   full-time equivalency of working up to four

7   programs. The goal is we want that education

8   specialist to be there to be on site to work with

9   the group leaders and others to help reinforce the

10   curriculum goals.

11   Senior supervisor or the multi-site

12   supervisor, responsible for overseeing multiple

13   program sites.

14   An activity specialist, we'll talk a

15   little about this maybe more in a bit. Part of the

16   goal from the higher price per participant for

17   middle schools, as we believe, that the middle

18   school model would be most successful when there's

19   more activity specialists, when there's more

20   specialized training. There's opportunities for

21   subcontracting and other ways that we want that

22   specialized position. When we met, we talked with

23   young people about what they're interested in.

24   They said, We don't really necessarily want to go

25   to an unstructured or just a basketball time to go

1   Proceedings

2   into the gym and play, we want somebody to help us

3   to better our game. So that's going to have

4   activity specialists, a different way of pursuing

5   that, a more extensive program model. And so we

6   expect to see activity specialists in the key

7   content areas you wish to bring forward in your

8   response.

9   A data management role is going to be

10   very important, how you ascribe to that. As you

11   know, city government and other contractors will

12   ask a lot in terms of data from you including rates

13   of participation. So organizations will want to

14   think about how you support those data entry needs

15   on a basic level. And we also have a role

16   responsible for our contracted programs called an

17   agency administrator. And that person is

18   responsible for all aspects of data management on

19   the CBO end. And they may have a global approach

20   in taking a look at data for all of the programs.

21   And so we expect the kind of data management

22   responsibility to be a key part, and we would

23   encourage programs to include that in your budget

24   if you need to.

25   School liaison, assigned by the

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2   principal and/or his team. Part of this goal, and

3   we (inaudible), is to ensure that there is regular

4   and ongoing communication with the whole school,

5   somebody who can act as a representative of the

6   school. The principal is always going to be busy

7   so you'll want to have a person who could be your

8   best go-to partner to help making sure that you're

9   adequately communicating. Communication, and maybe

10   Serge will talk about this a little bit more, is

11   one of the big challenges. When programs do not

12   succeed in public schools is because they are not

13   communicating adequately or frequently. So in

14   making sure that you're aligned and communicating

15   with the correct people, that you have a regular

16   liaison, is going to be critical.

17   As part of the School Age Child Care

18   Guidelines, the staff-to-participant ration is 1:15

19   for youth 10 to 12 years of age, which we expect it

20   to be for all of the middle school programs.

21   I'll talk briefly about our

22   collaborative partners. We meet with a lot of

23   different city agencies including the Department of

24   Education, who's been an amazing thought partner in

25   what we wanted to get done broadly across the City

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2   of New York. Another partner is the Department of

3   Health and Mental Hygiene. They are our School Age

4   Child Care regulators. They have been a big

5   partner in getting our programs up and licensed,

6   the ones that we contracted with for this cohort

7   starting in September. There was a lot of work to

8   get done with those programs, and really by nearly

9   a month after they started almost all of them were

10   licensed. We intend to move forward quickly and

11   easily in support of our programs, potentially

12   responding as part of this solicitation to help

13   them get licensed as quickly as possible. We work

14   with Rescue Social Change Group, who helped us

15   think about our branding and marketing. Sometimes

16   government is not the best social branding

17   marketing type of personnels. We have a lot of

18   persons like myself who are more

19   operationally-based as well. So there was an

20   opportunity for us to think about what other

21   partnerships that we need to nurture in terms of

22   rethinking what we want to be able to get done, how

23   we market that. If you've seen our subway ads over

24   the past year, then you'll understand the sense of

25   direction that we want to pursue. Part of what we

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2   want to nurture as well is we want to, through our

3   capacity-building group here at DYCD and external

4   partners, make sure that all of our programs have

5   the support structures that they need in order to

6   be strong reliable partners both on the

7   organizational level, on the agency level and the

8   program site level. So there's opportunities

9   through these other partners here to take advantage

10   of some other external resources in development of

11   your program model.

12   We'll have more questions towards the

13   end. I'll certainly be here. I'll turn it over to

14   Serge St. Leger from the Department of Ed., who

15   will talk a little bit more about their

16   expectations.

17   MR. ST. LEGER, JR.: Good morning,

18   everybody. Happy Thursday, almost Friday. So I'm

19   here on behalf of the Department of Education

20   representing Chancellor Fariña. I'm going to be

21   talking about her priorities and other expectations

22   that the Department of Education has as it relates

23   to this middle school after school expansion. So

24   let me begin with the chancellor's priorities. And

25   I'm going to sort of delineate which of these

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2   priorities will be delivered during either

3   structured time, unstructured time or either.

4   So nurturing literacy and a love for

5   reading. These types of activities can be

6   delivered during unstructured time or structured

7   time, depends on the program that you design. The

8   arts and the mentoring priority, that was mentioned

9   before that Mike pointed out, that arts would be

10   part of the structural enrichment requirement,

11   which is structured time, and the mentoring would

12   be part of the structured leadership development

13   time. Just examples of that. Also, the chancellor

14   wants to have cultural activities part of this

15   program and those would be during the unstructured

16   time. And so we would be in an opportunity for

17   field trips, things of that nature, to sort of get

18   the kids out to really see how their learning is

19   really applied in the real world. And most

20   importantly, choice and engagement. And you guys

21   know this better than I do, that dealing with

22   middle school kids, you want them to have a

23   plethora of choices for the reasons that we want

24   our kids to be exposed to as many things as

25   possible for them to discover talents they

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2   otherwise never would have discovered. And also

3   engagement. These are middle school kids. Mike

4   mentioned it before, they vote with their feet.

5   They can be engaged on Monday, Tuesday they're

6   disengaged, Wednesday they're engaged again,

7   Thursday, Friday they're disengaged. You know this

8   better than I do. So it's very important that the

9   activities that are designed are engaging for the

10   kids.

11   So the nuts and bolts. The costs that

12   would be covered by the Department of Education are

13   fingerprinting, snacks, security, nursing and

14   facilities. Those costs will be covered. And if

15   there are any other questions concerning other

16   costs, obviously we'll have Q and A. You can ask

17   those questions then as well.

18   Also, we want these middle school

19   programs to have a connection to what goes on

20   during the school day. Traditionally, we sort of

21   evolved as an after-school landscape as it relates

22   to our programming. In the past, it's sort have

23   been very cookie-cutter, sort of glorified

24   babysitting services, back when the after school

25   landscape became -- when it was just starting out,

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2   probably in the mid to late '70s. But we've

3   evolved to make sure that the programs that are

4   delivered in the after school landscape also tie

5   into what goes on during the school day. An

6   example, if there's a science class going on during

7   the school day, it's an opportunity to sort of

8   build in an after school activity as it relates to

9   science, a hands-on activity, so the kids can apply

10   what they're learning in the classroom and perhaps

11   having a culminating field trip that's related to

12   their science assignment. Or language arts, right?

13   Perhaps having a play after school so the kids can

14   sort of act out exactly what they're reading in

15   class, and perhaps having a culminating field trip

16   to a Broadway play. This is just examples of how

17   we can tie what goes on in the after school to what

18   goes on during the school day, and obviously Common

19   Core because it's still sort of something that's

20   being bandied about. Politicians are sort of going

21   left and right as it relates to them supporting

22   Common Core but it is here and it is something that

23   we all need to become more familiar with to make

24   sure that it's instilled in our program both during

25   the school day and in after school. So it really

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2   behooves the after school landscape service

3   providers seated here today to make sure you become

4   very familiar with Common Core and make sure that

5   you develop that and you encourage that and imbue

6   that into your programs during the after school

7   time.

8   So two components as it relates to

9   after school, planning and programming. I'm going

10   to talk about planning first. Planning together

11   from the start. Let me explain what that means.

12   So the RFP process that you're all going to be part

13   of, that's the planning process, people. It starts

14   then. It doesn't start after the RFP is awarded.

15   It starts when you're building the RFP. So be

16   very, very careful. Be intentional about what

17   you're building in your RFP because it's -- and you

18   guys know this, if you believe that the RFP is sort

19   of a hoop to jump through, and then once you're

20   awarded the RFP that's when you can do the real

21   planning, you're going to be behind the eight ball

22   forever. You will never catch up. And that's not

23   an exaggeration. You guys know this. So make sure

24   during the RFP process that is when you're really

25   planning intentionally your programs and tying what

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2   goes on during the school day after school and

3   making sure that you're 100 percent aligned with

4   what's going on in the school, not 99.9, not 97,

5   100 percent aligned. It's very important. Clarify

6   the vision. Now, the vision is twofold, right? As

7   service providers we have a vision, and the school

8   has a vision. Again, as I just said, it has to be

9   aligned. Two different visions in the same school

10   is a recipe for chaos, so let's not go there.

11   Take time to get to know each other. I

12   think that's obvious. I sort of draw a parallel to

13   dating, a relationship. When you first meet, you

14   get know each other, feel each other out. And you

15   have your first fight and you usually try not to

16   abandon the relationship when that happens, sort of

17   work things through. Well, traditionally anyway.

18   You work things through and after that hump you get

19   closer, you begin to see where things can work,

20   don't work. It's the same thing in the school.

21   And you guys know better than I do, schools are

22   very complicated -- how would I put it --

23   SPEAKER FROM THE AUDIENCE: Organisms.

24   MR. ST. LEGER, JR.: -- organisms.

25   Thank you very much. I think people sort of

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2   underestimate how complicated they are. And

3   there's a lot of things going on, so make sure you

4   sort of that into account.

5   Involve parents as partners, not as an

6   afterthought. They know what they want for their

7   kids, but also there's going to be a push and pull.

8   There will be parents who perhaps don't necessarily

9   understand what you're delivering. So make sure

10   you have that exchange with both the school

11   community and the parents.

12   Clarify roles and responsibilities.

13   You guys are the service providers. The students

14   are the recipients. Make sure those roles are

15   really distinct and be strategic, and as Mike said,

16   be intentional especially because we're dealing

17   with middle school kids.

18   Programming. Again, this is sort of

19   part of the relationship process. Set the ground

20   rules. Know exactly when the structured time will

21   be, when the unstructured time will be, when you

22   expect most parents to pick up your kids, things of

23   that nature, like the nuts and bolts of what goes

24   on during the school day to make sure everyone's

25   aligned to what goes on after school and during the

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2   school day, and especially as it relates to

3   security. This is something that a lot of after

4   school providers don't think about. But you have

5   to make sure that during the after school, whatever

6   does on during the school day, it will apply during

7   the after school. So any safety procedures that

8   are during the school day are also during the after

9   school time. Really become familiar with those

10   procedures. And we've been very lucky so far.

11   We've been very lucky as an after school landscape

12   that nothing of any gravity has happened in the

13   after school landscape. But you'd rather be safe

14   than sorry, so make sure you become familiar with

15   that.

16   Start small and build gradually, just

17   like a relationship. You don't meet someone on a

18   Tuesday and get married on Wednesday. You sort of

19   ease into it. So don't overstep your bounds.

20   Don't necessarily think too big. Be realistic.

21   Make sure that you know that the principal's time

22   is very precious. Let me sort of state something

23   that, you know, the understatement of the year,

24   principals are very busy people. So make sure you

25   sort of tie that into, number one, the RFP

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2   planning, once you're doing the planning during the

3   RFP, and after the awards are awarded.

4   Share decision making. Two heads are

5   better than one. So make sure that you bring as

6   many people into the planning process and

7   decision-making process as possible. At the very

8   least, a parent representative, a school

9   representative, a CBO representative, at least

10   three people. And that's bare minimum. So make

11   sure you bring as many people into the

12   decision-making process as possible. And it's

13   going to improve your programming as well.

14   Make sure your team members work

15   together, especially for your teaching artists, who

16   many are not necessarily familiar with the school

17   in which they're going to be working in or the

18   community in which they're going to be working in.

19   Make sure they become familiar with that school

20   community before they get to the school community.

21   I really want to stress that with the service

22   providers. It needs to happen. It's very

23   important. Stay focused. Things will happen.

24   That's another understatement of the year. Things

25   will happen.

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2   But again, it's sort of let me harken

3   back to the relationship analogy. You're going to

4   have your first fight. Stay focused. Make sure

5   that what you plan in the RFP is exactly what

6   you're going to be delivering. Now, you may have

7   to adjust. You may have to go a little bit left, a

8   little bit right, you have to maybe slow down a

9   little bit. But at the very least, you keep that

10   vision in mind. And keep tending to the

11   relationship. Again, like any relationship, a

12   friendship, a marriage, you need to sort of make

13   sure that you build upon it and make sure that it

14   stays healthy. And something that's not written

15   here and I want to make sure that I say it. I want

16   to say that there are three rules to after school.

17   First rule, follow-up; second rule, follow up;

18   third rule, follow up. Follow up, follow up,

19   follow up. And it's a circular process. So the

20   planning starts and you see what's going on with

21   the programming. It gives you a chance to either

22   adjust, approve, and definitely reassess throughout

23   the process when you begin and you get back to the

24   end and you start all over again. And you have to

25   make sure you do that on a continuous basis as

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2   partners, not only as service providers but also

3   with your partners, the parents and the school

4   community.

5   So let me just, one piece of

6   information as it relates to any questions that you

7   have, I know that the rfpquestions@dycd.nyc.gov

8   was given. But also, if you have any questions

9   related to the DOE specifically, the e-mail that

10   should be used -- it's not my e-mail, I'm not

11   giving my e-mail out this time -- it's

12   msafterschool@schools.nyc.gov. So M, as in middle,

13   S, as in school, afterschool@schools, with an S,

14   .nyc.gov.

15   Okay. Thanks.

16   MS. WHITE: Thank you, Serge.

17   Before we move on to questions, I have

18   Bob Frenzel-Berra from our Planning Research

19   Programming Development. He has a couple of

20   clarifications that may help with your questions.

21   MR. FRENZEL-BERRA: Very quickly. We

22   will address these in the addendum but it may be a

23   question today. On page 3 of the RFP, we have a

24   list of required documents and we failed to include

25   attachment F, which is the activity schedule form.

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2   Just be aware that that is a required document.

3   And on page 14, under the budget section, we have a

4   note that states the cost of security and extended

5   use of whole school during program hours after 6:00

6   p.m. and on weekends -- weekdays -- and weekends

7   cannot be included in the budget and would have to

8   be covered by the whole school. We're going to

9   delete that and that is an allowable expense for

10   this RFP.

11   Okay. Thank you.

12   MS. WHITE: Okay. The moment you all

13   have been waiting for. You have sat attentively

14   through these dynamic presentations and now it's

15   your opportunity to come to the podium. So what

16   we're going to do is if you have a question, you're

17   going to line up this way. I'm going to turn the

18   mic that way and you can ask your questions of the

19   Panel. Please note that you must state your name

20   and your organization and you also, if at all

21   possible, can please reference the page of the RFP

22   or section of the RFP from which your question is

23   referring to. Thank you so much. Please come up.

24   Don't be shy.

25   MS. RAMSAYWAK: Hello. I'm Sylvia

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2   Ramsaywak from Serious Fun After School. I just

3   had a question about schools that are co-hosted in

4   a shared building. So if they -- and as part of

5   that, if their middle school program is only this

6   year and then they're going to be transferring to

7   another building next year, but the school is a

8   targeted school, would the program transfer as well

9   to the new school?

10   MR. DOGAN: I guess it's fair to say

11   I'm not sure I understand the question.

12   MS. RAMSAYWAK: Sorry.

13   MR. DOGAN: And particularly, there may

14   be uniquenesses that are probably best addressed --

15   MS. RAMSAYWAK: In an e-mail?

16   MR. DOGAN: -- through RFP questions in

17   terms of an e-mail. So this may be one in which

18   that's the case.

19   MR. ST. LEGER, JR.: Let me address

20   that. It's usually the case if the school is part

21   of the targeted school and for whatever reason will

22   be moving next year, the program will move with the

23   school.

24   MS. RAMSAYWAK: Even if there's an

25   existing program in the school that they'd be

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2   moving to?

3   MR. ST. LEGER, JR.: Yes. That's very

4   much the case. We have a lot of campuses, schools

5   around the city, where you have three or four

6   middle schools in one building and it may very well

7   be that three of the four middle schools in that

8   building may not necessarily be eligible for what

9   (inaudible) and that one middle school is. So

10   that's going to happen even if you move that middle

11   school to another school where there are schools

12   that -- can anyone hear me?

13   MULTIPLE SPEAKERS: Yes.

14   MR. ST. LEGER, JR.: So to answer your

15   question, yes, the program will move to the

16   different school regardless of what campus it will

17   be located.

18   MS. RAMSAYWAK: And it would just need

19   a process of re-licensing for the new location?

20   MR. ST. LEGER, JR.: That is correct.

21   MS. RAMSAYWAK: And as part of that, if

22   a school is a middle school that's in a K through 8

23   or a 4 through 8 situation, can there be two

24   existing programs, one that addresses the K through

25   5th grade and the other program that would be the

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2   middle school program, again one of the targeted

3   schools?

4   MR. DOGAN: So this contract is only

5   for grade 6th, 7th and 8th and that can happen in a

6   K through 8 school or some subset of a 4 through 8.

7   MS. RAMSAYWAK: Thank you.

8   MR. DOGAN: You're welcome.

9   MS. DAYTON: Hi. I'm Leslie Dayton

10   with The Children's Aid Society and I have a

11   question about the partnership agreement, and this

12   may be obvious but I just want to clarify for our

13   principals. On page 11, there's a clause that

14   allows principals to sign on with more than one

15   partner, and I want to be clear that no more than

16   one grant would be awarded per school; is that

17   correct?

18   MR. DOGAN: Correct. So the question

19   is if a principal signs multiple school partnership

20   agreements, our intention is to fund only one

21   contract to a partner, and that is correct. Our

22   intention is to fund only one partner.

23   MS. DAYTON: And then my second

24   question is just sort of a nitpicky thing. On the

25   outcomes chart in the box for program 2, there's a

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2   third and there's a second row for outcome three.

3   Can we just go ahead and delete that?

4   MR. FRENZEL-BERRA: An extra three?

5   MS. DAYTON: Just delete it?

6   MR. FRENZEL-BERRA: Just ignore it.

7   MS. WISOTSKY: Hi. I'm Martine

8   Wisotsky from Cypress Hills Local Development

9   Corporation. I wanted to clarify, in the RFP it

10   says that schools that have 21st Century funding

11   are not eligible but then in the list of eligible

12   schools, I.S. 171 is included, which we currently

13   have 21st Century funding for. So I wanted to

14   clarify whether it was eligible or not.

15   MR. DOGAN: So if it's listed in our

16   eligible list, it will maintain, I think, its

17   eligibility.

18   MS. WISOTSKY: Thank you.

19   MR. FOX: Hi. Andrew Fox, Sunnyside

20   Community services. I'm just curious to hear the

21   Panel speak on any future plans to release an RFP

22   for summer funding for these kinds of programs. If

23   such a plan exists, when we can expect to see an

24   RFP?

25   MR. DOGAN: The question in this case

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2   is does DYCD intend to release an RFP for summer

3   funding? You may have noticed that there is no

4   reference to summer in this RFP. It should be

5   expected that the 540 hours cannot be spread out

6   over the summer. It is strictly and only for

7   school-year funding. The funding opportunities for

8   summer will have to be addressed separately. I

9   don't -- I can't state with clarity what that

10   possibility looks like. We believe and value --

11   you can see from our contracts in the past several

12   years -- that we value year-round annual funding to

13   keep kids engaged. We understand that there's a

14   gap, both an engagement gap with adults and an

15   achievement gap, and that often happens in the

16   summer. It is not deliberate on our intent to not

17   have summer. It's partly about funding. I don't

18   know about a future RFP.

19   MR. REDDICK: Good morning. We spoke a

20   lot about --

21   MS. WHITE: Your name, please.

22   MR. REDDICK: James Reddick, Woodycrest

23   Center for Human Development. We spoke a lot about

24   relationships. In some cases, organizations might

25   need some eHarmony to match them with schools,

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2   especially if your organization is a smaller

3   organization and it don't have -- and it's not out

4   there like a large organization, (inaudible), or

5   different things like that. And those are being

6   awarded -- RFP will be awarded -- I mean, programs

7   will be awarded to those organizations. Can there

8   be a process where the smaller organizations who

9   are still reaching out the same way but aren't

10   really receiving, I guess, the notifications

11   because a lot of schools are already partnered with

12   organizations in their school already? Can there

13   be some help provided by DYCD or DOE to match,

14   eHarmony, us?

15   MR. DOGAN: I'm sorry. I got

16   side-barred a little bit. So I guess the question,

17   as I understand it, is for this solicitation or in

18   general if DYCD will help match, intervene and help

19   match, particular or appropriate partnerships. I

20   will state that for this solicitation, DYCD will

21   not do deliberate matching. We'll expect CBOs to

22   do that. But there's a great question about we

23   work a lot with how to connect schools and better

24   understand resources and publicly-available

25   resources, whether they're funded by DYCD or not,

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2   whether they come through State Advantage Funding

3   or 21 Century funding, and to think about how that

4   flows through community-based organizations. So

5   there's a lot of work that we do with principals

6   and upcoming superintendents to help do that kind

7   of matching so that people, principals and

8   stakeholders, understand who is in their

9   neighborhoods and reach out to them and be able to

10   support them. But particularly for this initiative

11   for this solicitation, we won't probably have an

12   eHarmony moment.

13   MS. WISOTSKY: Hi. My name is Martine

14   Wisotsky. Can you explain what you mean by the

15   preference for freestanding middle schools?

16   MR. ST. LEGER, JR.: Sure.

17   Freestanding meaning that it's one middle school in

18   their open building serving grades 6, 7 and 8, not

19   K through 5, not serving 9 through 12, middle

20   school on their own serving grades 6, 7 and 8.

21   MS. WISOTSKY: So if there is more than

22   one school in the building that's co-located,

23   because the RFP also says that the definition for a

24   site includes all of the schools. So for example,

25   171, which is on the list of eligible schools,

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2   there's more than one school in the building. And

3   so we just wanted to understand whether that

4   preference referred to the number of schools in the

5   building or whether if our program served more than

6   one school in that building.

7   MR. ST. LEGER, JR.: What that means is

8   that we want to highlight schools that have that

9   contiguous grade configuration. So schools that

10   are serving all three middle school grades, 6, 7

11   and 8, are the ones that we're referring to.

12   MS. WISOTSKY: To the grades as opposed

13   to the number of schools in the --

14   MR. ST. LEGER, JR.: That's correct.

15   MS. RAMSAYWAK: Sylvia Ramsaywak,

16   Serious Fun After School. A follow-up question.

17   If -- in this configuration, I know that there was

18   an emphasis on the last round of being open to the

19   community so that that could raise your ROP. And

20   getting information back to the principals that

21   we're talking with, does that mean that the DYCD

22   would prefer that these programs be available to

23   the wider community, not just the children that

24   attend those schools? And given that there are

25   schools that, as you said, there might be four

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2   middle schools in one building, then can we offer

3   this program to all the middle schools in that

4   building?

5   MR. DOGAN: I think if I understood the

6   question about a preference to kids outside of the

7   school, is that -- did I hear that correctly?

8   MS. RAMSAYWAK: I think my

9   understanding was the emphasis on the first round

10   was that these programs would be open to the

11   general community in order to increase the

12   potential enrollment so that people who attend

13   other schools that could make it to this school to

14   attend this program or are in the same building

15   with the middle school that -- so I just want to

16   make sure that when I'm talking to the principal,

17   that I'm not saying that DYCD says you must have

18   kids from outside come to your school.

19   MR. FRENZEL-BERRA: So that is not what

20   DYCD is saying, that you must, that it's something

21   you work out with a principal. And we just make a

22   note that it is allowed, that programs may enroll

23   students who aren't part of that school. But it's

24   something you work out with the principal.

25   MS. RAMSAYWAK: So it's not a

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2   requirement?

3   MR. FRENZEL-BERRA: It's not a

4   requirement.

5   MS. RAMSAYWAK: It's something that if

6   they're comfortable with it it can be allowed?

7   MR. FRENZEL-BERRA: A program design

8   issue of choice.

9   MR. DOGAN: Before you start with your

10   next question, I want to amend a comment that I

11   made to you particularly earlier about existing

12   programs within a school 21st Century programs,

13   about I.S. 171. So I'll go ahead and read

14   specifically. I believe this is currently a

15   published addendum, Bob?

16   MR. FRENZEL-BERRA: It will be.

17   MR. DOGAN: In an upcoming addendum,

18   we'll list schools with existing SONYC, Beacon or

19   21st Century community learning center-funded

20   programs are not eligible for contract award under

21   this RFP. DYCD reserves the right not to award a

22   contract and/or not to proceed with the contract

23   process in the event that any eligible school is

24   inadvertently included on the revised list of

25   eligible schools. So intentionally, it's designed

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2   not to serve schools that currently have

3   Comprehensive After School Services. So if there's

4   an inadvertent listing on the eligible school list,

5   we would not engage in contracting for a program

6   that had 21st Century. It would make it

7   ineligible. That is our intention.

8   MS. WISOTSKY: Let me make sure I

9   understand. So it would stay on the list of

10   eligible schools but it might not be eligible; is

11   that what you're saying?

12   MR. DOGAN: Well, since five minutes

13   ago I didn't know that it had 21st Century. We now

14   will look into that and we will revise the eligible

15   school list as needed.

16   MS. WISOTSKY: And even if that 21st

17   Century is only for one more year?

18   MR. DOGAN: Correct.

19   MS. WISOTSKY: And when will the list

20   of schools be revised?

21   MR. FRENZEL-BERRA: It will be attached

22   to the addendum, but the condition still applies

23   that if a school is inadvertently on the list and

24   it later comes to light. As you can probably

25   appreciate it, it's a complicated situation out

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2   there and we're making the best effort to have a
3   list that is accurate. But we're just
4   acknowledging that so proposers are aware that if
5   they know there's a 21st Century program at a
6   school they're applying to locate a program in and
7   they're still on the list, be aware that if we
8   somehow miss it, it doesn't mean because it's on
9   the list it's an eligible site.
10   MS. WISOTSKY: That's useful. We don't
11   want to apply for an ineligible program.
12   So my other question, my last question,
13   is going to be in regards to the fact that you're
14   unsure about the availability of an RFP for summer
15   programming, what is the expectation for full-time
16   directors during the summer if there's not really
17   going to be programming?
18   MR. DOGAN: The question in this case
19   is if we move forward where it's school-year-only
20   funding and there's no summer funding, how does
21   DYCD expect to address the full time nature of that
22   site director. 35 hours a week, even in the
23   summertime, our funding is annual regardless of
24   whether there is a summer component. So salaries,
25   planning, development, staff training, all of the

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2   medical and benefits, would be expected for this

3   role in the summertime even without that piece for

4   the full-time person.

5   MR. REDDICK: James Reddick, Woodycrest

6   Center for Human Development. Where I think I

7   would need -- this is a personal agency question.

8   Where I would need help is to get my agency's foot

9   in the door to meet and talk to a principal because

10   right now besides standing in front of a

11   principal's office unannounced and just saying, I'm

12   here to see you, e-mails are being sent, phone

13   calls are being made. So what do you have as a

14   suggestion to maybe get a principal who already

15   don't have an after-school program there get their

16   attention? What would be -- because the

17   relationship part I understand, but that means I

18   already met you. So I still need a little eHarmony

19   right now. So, you know, agency is very

20   marketable, VENDEXes are very good. So I'm just

21   trying to get in the door.

22   MR. DOGAN: I think that principals --

23   everybody relies on the goodwill and the

24   conversations that they're hearing from others.

25   Principals and other stakeholders talk about their

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2   partnerships and when those after school programs

3   are working and work well in places people love to

4   talk about that. And that kind of key relationship

5   in terms of having a cohesive site with a principal

6   who's on board can help make phone calls on the

7   agency's behalf to be able to talk about that.

8   Principals go to meetings. They talk about what's

9   successful, they talk about the positive

10   programming that they have. And so there's plenty

11   locations where that can be led by other

12   stakeholders. So you'll want to find -- the great

13   successes are through those principals in principal

14   conversation. There's other avenues including

15   parent coordinators, which is not (inaudible). The

16   people who get the necessity for after school

17   programs are often the parent coordinators in some

18   parent bodies. So I don't necessarily think it's

19   always best to think about the top up. There's

20   ways to think about how to engage on different

21   levels.

22   MR. ST. LEGER, JR.: Let me add to

23   that. My suggestion to you is start where you are.

24   Start where you are delivering services, even if

25   they're not necessarily eligible in middle schools,

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2   and perhaps those particular principals with which

3   you already have a partnership, to continue on your

4   eHarmony metaphor, to have those particular

5   principals where you're delivering services call

6   the individual schools that are eligible and

7   perhaps to encourage that other principal to speak

8   to you. That's a great way. Principal to

9   principal, peer to peer, is the best way to get

10   your foot in the door.

11   MR. REDDICK: Thank you.

12   MS. DIETZ: I'm Victoria Dietz of Kids

13   Advocate, D.C.C., and we are a newly-built program

14   and would like to avail this DYCD. And I'd like to

15   know also because we're not non-profit. We are a

16   profit organization. But as I read in the RFP, we

17   could apply as a partner although we are a profit

18   school. Can we be eligible in this DYCD funding?

19   MR. FRENZEL-BERRA: As you know, the

20   primary contractor must be a not-for-profit, but

21   subcontracting is allowed and you could as a

22   private entity be a subcontractor.

23   MS. DIETZ: So how could I have a

24   subcontractor?

25   MR. FRENZEL-BERRA: Well, that's the

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2   decision of the primary contractor and so you would

3   have to have communication with that organization.

4   MS. DIETZ: So how will I know the

5   primary contractor? There's no list on the RFP

6   there.

7   MR. FRENZEL-BERRA: No, they haven't

8   been awarded yet. But after awards are made, we do

9   post those organizations who received an award and

10   that would be available.

11   MS. DIETZ: So I will be late then for

12   the proposal for this new RFP.

13   MR. FRENZEL-BERRA: As a subcontractor,

14   you don't have to apply for an award.

15   MS. DIETZ: So I could apply now? I

16   could download my proposal?

17   MR. FRENZEL-BERRA: No. After we make

18   awards, we list the organizations that receive the

19   awards.

20   MS. DIETZ: So when could I know it?

21   MR. FRENZEL-BERRA: After awards are

22   made. But at this moment in time, I'm afraid we

23   can't -- I don't have any clear advice.

24   MS. DIETZ: So my proposal that I made

25   will be pending then. I'll wait until --

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2   MR. FRENZEL-BERRA: Your proposal to
3   who, to an organization?
4   MS. DIETZ: The organization of SONYC.
5   MR. FRENZEL-BERRA: You would have to
6   contact them on your own and negotiate with them
7   whether --
8   MS. DIETZ: How will I know the
9   telephone number in order for me to contact them?
10   MR. FRENZEL-BERRA: We don't know who's
11   applying yet, so none of us know yet.
12   MS. DIETZ: Not this one?
13   MR. FRENZEL-BERRA: No. We can talk
14   afterwards if you want to. But we don't have a
15   number to give you right now. There is no number.
16   FEMALE SPEAKER: Hi. Good morning. My
17   question is a follow-up to hers about being
18   nonprofit versus for profit. My organization has
19   been signed off on in the HHS Accelerator and it
20   shows that I am not a nonprofit but I'm approved to
21   apply for this RFP. Can you clarify how that
22   works?
23   MR. FRENZEL-BERRA: So you're not --
24   FEMALE SPEAKER: Do you understand the
25   question?

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2   MR. FRENZEL-BERRA: Yes. If you are

3   not a not-for-profit by the time of award, we won't

4   give you an award. So there's that window of

5   opportunity, like if you're in process of becoming

6   a nonprofit.

7   MS. WHITE: Before the next question, I

8   just want to make a clarification to your question

9   about making contact with the awardees. As Bob

10   said, on our website, we do post awardees but right

11   now the organizations here are in process of

12   responding to the RFP. So what we do is we post

13   the attendance sheet with their information online.

14   I hope that helps you.

15   MS. PRYOR: Good morning. Contina

16   Pryor, Italian American Civil Rights League. I

17   just wanted a little more clarification on the

18   school partnership agreement where it stated the

19   in-kind contributions, because I see that through

20   the partnership that the 10 percent of total

21   programs funding must be noted here. Besides

22   materials, like paper goods and stuff like that,

23   what other items can it also include?

24   MR. DOGAN: So in the presentation, I

25   talked a bit about the evaluation of personnel

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2   time. So I think that materials, as you mentioned,

3   can be included in the 10-percent in-kind, also the

4   teacher time. An example is that some teachers,

5   the principal can scale their schedule so that

6   instead of coming in at 9:00, they can come in at

7   10:00 and scale their time into the after school

8   program. That's one way to think about that as a

9   collaborative partnership. Or the teacher, without

10   that happening, the school can pay for that

11   individual. So it's about staff time, personnel,

12   it could include resources, curriculum. We're not

13   imposing an enormous amount of limitations. We

14   would like for that elaboration of that discussion

15   that you're having with that principal to play

16   through, what everybody believes would be most

17   meaningful and beneficial to the program. The goal

18   is to have it meet the program goal.

19   MS. WHITE: Are there any more

20   questions?

21   MS. ANTIGUA: Hi. I'm Jesse Antigua

22   with DCTV, Downtown Community Television Center.

23   We were looking to branch out into District 1. I

24   see there's one school there and it's a high

25   school. Are they eligible?

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2   MR. DOGAN: We'll review, but our

3   understanding is that it serves one or more middle

4   school grades. So this high school serves one or

5   more middle school grades, and therefore, would be

6   eligible.

7   MS. ANTIGUA: So if it's a middle

8   school high school it would be eligible?

9   MR. DOGAN: It could be an elementary

10   middle school, and that would be eligible too, as

11   long as it serves one or more grades.

12   MS. ANTIGUA: And that's the only

13   school in that district?

14   MR. DOGAN: Yes.

15   MR. KAUFMANN: My name is Bruce

16   Kaufmann. I work for Sports & Arts Schools

17   Foundation. How much dollar per group, community

18   school groups, are going to be allocated? You

19   have the -- the eligible schools are listed by

20   community school groups but there's no indication

21   in the RFP of how much each one of those groups as

22   a total is allocated.

23   MR. FRENZEL-BERRA: I think it's the

24   community school district. Attachment H indicates

25   how much each of those competitions would receive

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2   in funding but not individual schools are proposers

3   for a particular school.

4   MR. KAUFMANN: What happened to

5   District 22? There's no eligible schools. I'm

6   just curious.

7   MR. DOGAN: There's, what, 1,500

8   schools? My -- we did an enormous amount of back

9   and forth in coming up with what we though was the

10   most comprehensive school list. I can go back and

11   take a look at that. I don't know off the top of

12   my head what the schools are or not funded and

13   through which funding source. If there's a

14   potential partner who believes that they should be

15   eligible given what we've said then we're always

16   willing to engage.

17   MS. WHITE: If there are no questions,

18   we're going to conclude this conference. But

19   before we do, one very important reminder, the due

20   date for these proposals, February 27th by

21   2:00 p.m. in the HHS Accelerator System.

22   Thank you so much for joining us. All

23   the best to you. Have a great day.

24   (Time noted: 11:19 a.m.)

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                    C E R T I F I C A T E

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

                I, DANIELLE CAVANAGH, a Notary Public

within and for the State of New York, do hereby

certify:

                I reported the proceedings in the

within-entitled matter, and that the within

transcript is a true record of such proceedings.

                I further certify that I am not related

to any of the parties to this action by blood or

marriage and that I am in no way interested in the

outcome of this matter.

                IN WITNESS WHEREOF, I have hereunto set

my hand this 23rd day of January 2015.

                _____

                    DANIELLE CAVANAGH

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