

Department of Youth and Community Development
December 4, 2015

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NEW YORK CITY

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DEPARTMENT OF YOUTH AND COMMUNITY DEVELOPMENT

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COMPASS HIGH RFP

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PRE-PROPOSAL CONFERENCE

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December 4, 2015
2:10 p.m.

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12 Transcribed by:

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Nicole Ellis

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16 PANEL MEMBERS:

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NINA HERMAN

HHS Accelerator

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MICHAEL DOGAN

Assistant Commissioner
COMPASS

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BOB FRENZEL-BERRA

Director of Planning
Research and Program Development

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KEITH BUNCH

Moderator
Assistant Deputy Agency
Chief Contracting Officer

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Department of Youth and Community Development
December 4, 2015

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SPEAKERS :

KATE RILEY

JULIE BROCKWAY

DAYM KELLY

COCO KILLINGSWORTH

KIM McLOUGHLIN

LUIS FUENTES

CHRIS TOKAN

Department of Youth and Community Development
December 4, 2015

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MR. BUNCH: Good afternoon, everyone.

THE AUDIENCE: Good afternoon.

MR. BUNCH: Happy Friday.

(Laughter.)

MR. BUNCH: On behalf of Commissioner Chong, I'd like to welcome you to the Department of Youth and Community Development's Pre-Proposal Conference for COMPASS High. My name is Keith Bunch, Assistant Deputy Agency Chief Contracting Officer. I come from the Procurement Unit here at DYCD.

So for today we have our agenda. So we have our welcoming timeline, proposal expectation instructions, I'll go over that a little bit. After that we have pre-qualifying and proposal submissions, that will be presented by HHS Accelerator. We all have program expectations, that will be done by COMPASS. After that we have post-award requirements, and then at the end we have a Q&A session in case you have any questions regarding the RFP and today's conference.

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At this time I'd like to introduce our panel. To my right we have, from HHS Accelerator, Nina Herman. We also have, from COMPASS, Michael Dogan, Assistant Commissioner. Again, he'll be going over the program overview. We also have Robert Frenzel-Berra, he's the Director of Planning, Research and Program Development. He will be available for any questions that you may have.

All right. So I'd like to thank you for joining us today. We look forward to answering all your questions regarding this RFP. However, we're going to begin with a brief presentation from our panel. Before I turn this conference over to the panel, I'd like to go over some important dates and general information.

So the due date for this RFP is July 11, 2016 at 2 p.m. in the HHS Accelerator System. Please note DYCD will not be accepting any hard copies.

THE AUDIENCE: It's January. You said July.

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MR. BUNCH: Oh, it's like right in front of me, too. January 11, 2016. Thank you.

So yes, the due date for the RFP is January 11, 2016 at 2 p.m. in the HHS Accelerator System. Please note that DYCD will not be accepting any hard copies of proposals. In order to respond to the RFP you must be pre-qualified in the HHS Accelerator System. Please note, once again, that proposal due date is January 11, 2016 at 2 p.m. in HHS Accelerator. Proposals submitted after this date will not be accepted.

DYCD anticipates that these awards will be announced in early spring. Notification of award selections will be done through the HHS Accelerator System. The anticipated contract term will be from July 1st, 2016 to June 30th, 2019, with an option to renew for up to additional three years.

If you still have questions regarding this pre-proposal conference, you may

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e-mail DYCD at rfpquestions@dycd.gov.

Please note, in order to ensure timely responses, all questions must be received no later than December 18th, 2015. This RFP incorrectly stated that the deadline was December 18th, 2016. An addendum will be issued in the HHS Accelerator System to correct this discrepancy. Once again, all questions must be received no later than December 18, 2015.

So just want to go over a couple things with you regarding proposal expectations and instructions. So some of the required documents for this RFP will be Structured Proposal Forms, School Partnership Agreement, Proposer's Organizational Chart, Proposal Budget Summary, Doing Business Data Form, also, resumes for your Program Director, Counselor Advocate, and Counselor Advocate Supervisor or job description if not yet identified.

Also, you'll be evaluated based on five different categories regarding your

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2 evaluation. So we have Organizational
3 Experience, you can receive up to 20
4 points. We also have School Partnership
5 and Linkages, maximum 20 points.
6 Staffing, a maximum of 20 points. Program
7 Design also 35 points. And Budget
8 Management, you can receive maximum
9 5 points.

10 All right. At this time I'd like to
11 turn it to Nina Herman. She'll be going
12 over HHS Accelerator.

13 MR. HERMAN: Hi. My name is Nina
14 Herman and I work at HHS Accelerator in
15 the Mayor's Office of Operations.
16 Accelerator is the system that you'll be
17 using to submit proposals.

18 So a little background. HHS
19 Accelerator was created to streamline and
20 speed up the procurement process.
21 Agencies publish all Requests For
22 Proposals, also known as RFPs, in HHS
23 Accelerator, and providers must submit
24 proposals through HHS Accelerator by the
25 proposal due date and time. Pre-qualified

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1 providers approved for relevant services
2 are eligible to propose and can submit
3 once the RFP has been released. If you
4 have questions regarding the use of our
5 system, you can reach out to our help
6 desk. Our e-mail address is
7 info@hhsaccelerator.nyc.gov, that's the
8 best way to reach us.
9

10 So Accelerator has four modules. We
11 have a Document Vault, which is a private
12 electronic filing cabinet. We have a
13 Pre-Qualification Application, that
14 consists of a Business Application and at
15 least one Service Application, and I'm
16 going to speak a little more about that in
17 a minute. We have Procurement, so
18 agencies release RFPs through our system.
19 And then we have so Financial, so agencies
20 can manage contracts, budgets, invoices,
21 and payments through our system as well.

22 So when you first log in you will
23 come to the home page which looks like
24 this. It's important to note at the top --
25 we operate on a tab-based system, so these

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1 tabs will take you to the different
2 sections of our system. To get to the HHS
3 Accelerator System application, you're
4 going to click on the Applications tab.
5 So this is our pre-qualification process.
6 It's required to be pre-qualified before
7 you'll be eligible to compete for funding
8 opportunities. You'll complete and submit
9 a Business Application, and that's telling
10 us about your corporate identity. We ask
11 for tax filing information, boards and
12 policy information. And then you'll need
13 to submit at least one Service
14 Application, and that is establishing a
15 track record of delivering that service to
16 New Yorkers.

18 Once you submit that and become
19 pre-qualified, then you're ready to compete
20 for funding. From your home page, you'll
21 click on the Procurements tab and that will
22 take you to the Procurements Roadmap, which
23 will look something like this. So this
24 table has a lot of columns, I know, but an
25 important one to look at is the Provider

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Status. So this tells you your organization's status in relation to each RFP. If you see Eligible to Propose that means you're eligible to propose that opportunity once it's released. If you see Service App Required, that means you'll need to submit an additional Service Application and be approved in that service before you're eligible to propose. So keep an eye on that column.

To save procurements to your Favorites, you'll select the procurements. To the left of each of the titles is a box, you'll check it, and then you click the green button Save Updates to Provider Favorites. And then to view those favorites, you'll click the gray button Display Provider Favorites.

Once you find the procurement you're looking for, you'll click on the title and that will bring you to the Procurement Summary. So this has a description of the procurement, and some important dates, and funding amounts.

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The next tab is the Services and Providers tab. This is where you'll see the selected services for this opportunity. You'll need to be pre-qualified in at least one in order to be eligible to propose. These first two tabs all providers can see in the system before the procurement is released. The next two tabs are only viewable by providers who are eligible to propose once the RFP has been released.

So the next tab is the RFP Documents tab. This is where the RFP document lives. You can view it by clicking on the title, and you can print it or save it to your computer. And any addenda that are released will also be on here, will come to the RFP Documents tab.

The next tab is a Proposal Summary tab. This is where you'll come to start your proposal. You'll click the button Add New Proposal to get started. Once you click that button you'll be brought to the Proposal Details tab. Everything with a

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2 red asterisk is required to be filled
3 out. So make sure when you're ready to
4 sit down that you're ready to fill out all
5 of these sections. It won't let you save
6 the information until you've completed all
7 of the red asterisk sections.

8 For instructions on which competition
9 pool to select, you will refer to the RFP
10 document. And there's a button on the
11 bottom right called Add Site. You'll
12 enter in the location where the service
13 will be provided.

14 The next tab is the Proposal
15 Documents tabs. You are required to upload
16 all the documents before you'll be able to
17 submit. So all these sections need to
18 have documents uploaded before the button
19 will even become active. And then
20 instructions on how to complete those
21 proposal documents are in the RFP
22 document.

23 And then lastly is the Submit Proposal
24 tab. So when you're ready, you'll come
25 here, and you'll check off the boxes at the

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bottom. You'll enter in your user name and password which will act as an e-signature, and you'll click Submit Proposal. We recommend submitting proposals 24 hours in advance of the due date and time.

You'll have a few indicators that you've submitted successfully. There's the green bar across the screen that says you're proposal was successfully submitted. You'll also receive an e-mail notification with a similar message, and then lastly you can look at the Status in the Proposal Summary tab. If it says Submitted, you know it's been submitted. If it says Draft that means that the proposal is still with you, it has not been submitted, and the agency cannot see it. So make sure you keep an eye on that status. I also want to mention that only Level II users can submit the proposal on behalf of the organization. So make sure if you're submitting that you're a Level II user.

If you submitted before the due date

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2 and time and you want to retract the
3 proposal to make any updates or changes,
4 you can do that by clicking on the Actions
5 drop-down menu, and you'll select Retract
6 Proposal. Your status will change from
7 Submitted back to Draft. You can make any
8 edits to the Proposal Details tab or to
9 your documents. And then it's really
10 important to remember to resubmit before
11 the proposal due date and time. And again
12 after you resubmit, check your status, make
13 sure it says Submitted.

14 We have great resources on our
15 website. Our website is
16 nyc.gov/hhsaccelerator. If you click on
17 the Help tab you'll see our training
18 section. So we have in-person training
19 and webinars available to kind of go in
20 depth on these processes. We also have
21 guides available with screen shots and
22 step-by-step instructions on how to
23 complete these tasks.

24 If you have any questions today, you
25 can ask at the end, for the sake of time,

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myself and my colleague, Anna, are here to answer any questions you may have.

Thank you.

MR. BUNCH: Thanks, Nina.

We have Michael Dogan to go over Program Overview for COMPASS.

MR. DOGAN: Hi, all right. Good afternoon, everyone.

THE AUDIENCE: Good afternoon.

MR. DOGAN: Happy Friday. My name is Mike Dogan. I'm the Assistant Commissioner for COMPASS. This is my 10th year of being here at DYC in COMPASS, formerly known as OST or Out of School Time. It is now COMPASS. And when we certainly recognized that after-school programs and networks in Missoula, Montana were calling themselves OST, great, fine; we're all a part of that happy family. We decided that we need to rethink what it is that we called ourselves in that space, and so, therefore, we've gone to Comprehensive After School Services of New York City.

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So what does comprehensive mean?

Comprehensive is our Option 1 Elementary Monday through Friday from three o'clock to six o'clock, serving working families, including holidays and summer. It includes our middle school, SONYC, schools out in New York City, Mayor's Initiative for middle school students, Monday through Friday, three o'clock to six o'clock. It includes our programs formally known and currently known as Transition to High School, soon to be called COMPASS High going forward, that serves 9th grade participants only in helping them matriculate into the 10th grade. And it includes a program model from way back in 2005 called Option 2, which is a private public funding, flexible funding, flexible program model. So all of those are part of the COMPASS family.

There are other things that are not part of our COMPASS family but still deeply important to DYCD called Beacon and SYEP. That's all a part of our family, we're just

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defining a little bit about what COMPASS is.

So I'll talk a bit about -- and you can see in the second paragraph, where I'll talk a little about how the development process for this particular RFP, and I'll do this in a way to also talk about that it's been a work-in-progress at times.

So I was here when we did the first iteration of high school back in 2005, and did a lot of thinking and rethinking about what that would look like, what worked and what didn't work. And one of the things that we did back in 2005 in that thinking was that we had some programs that proposed and received two to three hundred slots for high school students. Do you know how much time we spent with them trying to have work improvement plans for recruitment and retention strategies? A lot, an unfortunate amount. And so we'll talk more about that in terms of our model, the amount of kids that we're going to serve under this initiative. But that

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2 was a slot for 108 hours at \$540 per
3 participant. So when we take a look at
4 cost model that I know you've seen in
5 this RFP and been thinking about it with
6 respect to our previous Transition to High
7 School, I expect that you'll see the
8 growth in time, and specificity that we
9 want to be able to apply to this model.

10 You'll also see in here that grade 9
11 and grade 10, the number one question I
12 received in the Transition to High School
13 model that served 9th grade kids with deep
14 intentionality, the point of which was to
15 take the fragility of a 9th grade
16 participant and ensure all those
17 surrounding factors would ensure that they
18 get to the 10th grade, that was the
19 intentionality of that model. The first
20 question that I got from almost all of our
21 providers was, Mike, what about the tenth
22 graders? Well there we have it. We have
23 listened to everybody. We know that part
24 of what happened was that people spent a
25 lot of time and energy developing those

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2 key relationships with those 9th grade
3 kids. They didn't want to lose that sense
4 of activity and relationship building that
5 they had with those young people, and they
6 wanted to value them through the 10th grade.
7 So it's that whole entrance into high school,
8 being able to really stabilize them and
9 root them through that next summer and
10 through that next school year. So we
11 wanted to allow for that possibility. We
12 still don't want it to be every grade
13 because we want to be as specific as
14 possible. This is not a \$20 million
15 initiative, right? It can't serve all of
16 the high school needs. We still want to
17 place the value in rooting into the early
18 grades within high school, so that's our
19 intentionality.

20 The program goals that you're
21 familiar with and have read in the RFP.
22 It's interesting, we did a lot of work
23 with serving, not just the providers, but
24 the participants themselves, as to what
25 kept them coming. Why did they want to go

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2 to our programs? What problems did they
3 have in their life that an after-school
4 program could help with? And so some of
5 them talked about some anxiety. And it may
6 be about the general testing or problems
7 in their community or other challenges
8 that they have. And we know as youth
9 development specialists how important it
10 is to be able work with those kids
11 responsibly. And when they talk about
12 their anxiety, we wanted to provide a
13 safe, engaging and supporting
14 environment. That's the hallmark of youth
15 development, that's what we want to be
16 able to do here.

17 We also know in our modeling and
18 taking a look at some of the key successes
19 that we've had in our programs and from
20 our providers who have had the best
21 success rates with being able to get kids
22 just to the 10th grade, but also to
23 developing a sustainable program model,
24 was the application of an MSW, a Masters
25 of Social Work, which you can see is a

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2 requirement here. So being able to access
3 key services and resources, including
4 counseling and mental health services.
5 It's not all about that. It can be
6 including what does that young person,
7 they're study habits and skills need to be
8 able to stay in school. But there is a
9 sense of privacy and there is a sense of
10 conversation that happens between the
11 dialogue between that adult and that young
12 person that we want to value. And
13 therefore we're manifesting, even more
14 formally, the role of an MSW into our
15 programs.

16 So you can see this is not a \$540
17 price per participant model. It was 200
18 hours for \$1,350 in the last Transition to
19 High School model. And so, you can see
20 even the evolution, we understand that the
21 inclusion of Masters in Social Work is a
22 more expensive model. We've reduced the
23 amount of hours overall and we want to be
24 as specific and as direct as possible.

25 We've also done a lot of thinking as

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2 to what's made a program really
3 successful. It'll be important, it is
4 important to us in this initiative because
5 we still focused a lot on making sure the
6 kids get from 9th grade to 10th grade,
7 that it really does rely on the value of the
8 solid school partnership and agreement and
9 relationship with key stakeholders into the
10 schools. The programs have been historically
11 with us and this model, particular model,
12 have been successful because they build
13 those solid relationship model. It has
14 been less successful outside of public
15 school or private school structure. So
16 for this initiative, it's only for those
17 schools in public and private schools.

18 I would encourage everybody in
19 thinking about the school linkages and
20 partnerships. That it is not, it is,
21 repeat, not just a document to be signed.
22 It is something that is really important.
23 The principal of the school and you and
24 your agency need to be on board as to what
25 this thing is about when you get into it.

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Or else. then I'm going to get a call,
Mike, can you help mediate some basic
interactions with this. Let's talk about
what this is. And you should have those
deeper conversation with your principal
and key stakeholders as to what you want
to get out of it. If the principal says,
we want only tutoring, and your agency
doesn't do tutoring, this may not be the
best application of resources, right? So
have that conversation, have that needs
assessment, determine what you want. It's
not just a signature; it is a relationship.

Linkages I've included in this here
as well. Linkages are less formal, it's not
a sheet of paper that you need to submit
to us. But we know even at \$1,500 that
there's more work to be done for kids.
You cannot provide all those things that a
young person needs in their life. You're
not going to be buying 500 band uniforms
and tubas, and all those kind of things as
well; it's not going to happen. But you
want to be able to provide resources and

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linkages to work with other partners that will help produce stable relationships and expertise that will help support the growth of the young people.

We have valued through time the sense of cohorts for young people. What -- when I think about, and I've talked about and talked with other kids as well, what do they think that's keeping them coming to their own after-school program, and I'll give this story. I never went home at three o'clock ever during high school. Not once, right. I always participated in after-school. And I did two things for my entire high school career. One semester I did two plays, and then the other semester I played soccer. Those are the two things, and so I never went home at that time. Why did I do that? It's because our soccer team was awesome and so was our theater group, right? And so the friends that I made, the peers that I was involved with made a big difference. We want to value that cohort bonding, which is a part

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of the concrete peer experience that we have for the kids, and so we want to value that through our program. We want you to develop a cohort. We'll give you the date by which the cohort needs to be developed, and that's a strong part of what we want to see done.

We also believe in the value of an adult who can advocate for a young person, and the role of a Counselor Advocate, that's been very critical to us. A sense of advocacy and understanding of what that young person needs. So therefore, we have things like an individualized plan that we want the Counselor Advocates to work out with the young person to ascertain what their needs are, and so that's a key facet to this RFP.

I've already anticipated myself, you can't beat that. School partnerships and linkages.

The cohorts are formed by November 1st. I will state this for those of you who are familiar with our Transition to High School

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2 models. Once your cohort was formed in the
3 past, it was concrete and locked in. Even
4 though we knew that kids may leave the
5 program or even leave the school, we didn't
6 have a mechanism for kids coming back into
7 the program to fill those slots. You can see
8 in this RFP about the ability to inhabit
9 vacant slots. We want to you form your
10 cohorts because it's still a concrete value
11 to us, but you will let DYCD know about
12 filling vacant slots with new people
13 coming in. We know principals will reach
14 to you as some point in time during the
15 year and say, Mike, can you do me a favor?
16 Jimmy or Sally or somebody needs help. I
17 need you to work with them, right? And so
18 you want that ability, you want that to
19 happen for the young people in your program.

20 Ninth and 10th grade, 50 percent, at
21 least 50 percent. Again you can still see
22 the intentionality of us wanting to place
23 an emphasis on 9th grade kids coming into
24 the school, acclimating them to the school
25 culture. We want that avenue. We think

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that most 10th grade participants may have been returning participants from your 9th grade program, but we want to value those older youth as well.

The Counselor Advocate ratio should not exceed 1 to 25, and this is mostly for case management strategies. Cohort activities should develop leadership. As can you see and have heard from us over the course of this year, we've placed an enormous amount of emphasis on developing youth leadership qualities into our programs. We've had conferences; we'll continue to do that over the course of the year. We're going to have a youth gatherings and convenings; we want to develop and instill these youth leadership qualities in our young people. We've talked about, even in the RFPs, that the idea of 10th graders being mentors and leaders for the 9th graders coming in. Wouldn't it be great if they said, I can help bring these kids in; let me show you the ropes, here are some of challenges that

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I've faced. That's the kind of leadership qualities we want to be able to instill, and develop a sense of community with your programs.

Also interesting and important in this is that we talk a lot about a sense of projects, a sense of working together, a sense of service learning, service action. Projects can be a theater project, it can be a film-making intensive; it can be a whole host of things, and some of those -- and even a dance competition, you should read the RFP through that lens. We actually said dance and theater, I believe, in the RFP and it was intentional, right? We understand there are many ways to engage youth and keep them involved, and there are plenty of facets to be able to do it. The values of kids being able to work together, succeed, challenge each other, and have growth through time is a key value, and doing this through projects will really be important. And please invite us to your

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culminating events. We do love to come to those.

Program design, briefly, is 150 hours minimally annually; the hours are flexible. We know that there may be periods of deeper intensity. If you're putting on a dance competition, if you're putting on a play, you're going to have a heightened period of intense work. The question may come up, if we get a 150 hours between July and September, should we stop? I will tell you no, right? The idea is that you need to be connected with these young people all throughout the course of year, right? So you need to schedule and think about the brunt of your activities encouraging young people because we don't want them to drop off the map in February or March. So think about how you're scheduling your activities to be able to meet that goal.

In the last RFP we allowed for summer programming, including up to 80 hours. The difference between 200 hours or 120

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hours, 80 hours during the summer, which was nearly impossible -- not nearly, exactly impossible to be able to meet, and so that was the people's take-away. We understand that some buildings are going to be closed down over the summer, so we're not saying that everybody needs to operate during the summertime. Think about where you're school is, what you're scheduled is like when you're designing your program model and thinking about what you're school is like or what you're program is going to be like for that year.

So it may have an intensive program because some principals really want to have a successful summer bridge program. What do they want to do? They want to think about those kids who are leaving middle school, They want to have a week where they show them the ropes of what it's like to be in the school, have them get used to the buildings. We encourage that collaboration. So you should have that conversation with your principal, and

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2 if that building is open, that sounds like
3 an opportune moment. It shouldn't be -- a
4 question came up in the last one about --
5 well, about building permits. Let's think
6 about summer this way as well: Wouldn't
7 it be great to have a trip to go for
8 college and career readiness to Duke
9 University and see their campus, to
10 explore college, access and ideas, and
11 encourage them. That doesn't have -- we
12 don't have to wait on the Department of Ed
13 Building Permit for that, right? That
14 can be planned out in terms of something
15 completely different. So think about what
16 it is your program wants to get done and
17 your ability to be able to make those
18 things happen.

19 For the staffing portion, you've
20 probably seen it if you've been reading
21 some of our RFPs in the past couple of
22 years, the value that we've placed and
23 continue to place on the full-time degree
24 of the Program Director, that's a key
25 steward of this program and all the

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2 programs that DYCD is running. We believe
3 in the professionalization of the field,
4 and that's a key and critical role for our
5 programs. The Counselor Advocates have a
6 Masters Degree in Social Work, could have
7 a Bachelors Degree in Supervised With
8 Staff, MSW, and two years experience, and
9 this is delineated in the RFP. So there's
10 ways of incorporating the necessity of a
11 Masters in Social Work in a variety of
12 different ways that may have different
13 cost applications and less cost
14 applications for your program.

15 The Counselor Advocate should check
16 in with the young people, work with them
17 on developing an individualized service
18 plan, ensure cohort activities and
19 projects to reflect a choice. As much as
20 you're going to be working with the
21 schools to help define what the program
22 will look like and the needs of the
23 school, please listen to the young people
24 and they will tell you what they want to
25 get done as well.

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Performance metrics. You may have seen in the past, or if you're familiar with our current Transition to High School model, our -- the performance measurements and successes are based upon DYCD working with the Department of Education to receive credit and accumulation data. We do an annual reporting and let people know where they've stood in relation to the school kids. That has created challenges which were almost insurmountable in terms of getting this data and communicating with our partners in a timely enough manner. Moreover, it was too complicated and unreliable in determining the ultimate value, I thought, that we wanted to see of our programs. And I'll give an example: Sometimes the schools from one year to the next, irregardless of what the program did, went up or down by 20 percentage points in terms of the amount of young people who were receiving credits. There was no reliable mechanism to be able to determine whether it was successful or

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2 not. So we've removed that as a goal. We
3 want programs to work with schools to help
4 determine what's going to be a successful
5 program model for them. But a hundred
6 percent enrollment by February 1st, rate
7 of participation by 50 percent. It is our
8 standard rate of participation model, so
9 I'll best describe it this way, it's in
10 the RFP, is that the amount of contracted
11 kids, multiplied by the amount of hours
12 for each kid for 150 is your denominator.
13 All of the hours, whether it's
14 orientation, whether it's that trip to
15 Duke University, whether it's a play,
16 whether it's individual guidance and
17 support would all contribute as positive
18 towards your rate of participation. And
19 all participants achieve or make
20 significant progress towards promotion to
21 the next grade by the end of program year.
22 And the RFP is specific about working with
23 your principal to help define this metric.

24 And so I'll go ahead and turn it
25 over, and I'll be here to answer more

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questions at the end. Thank you.

MR. BUNCH: Thank you, Michael.

So I just wanted to go over post-award requirements. So we have the Public Assistance Hiring Commitment Rider, General information and regulatory requirements. I just want to touch on something regarding responsibility determination. So in order for you to receive funding, we at DYCD must find you responsible once we do our responsible determination. Therefore, please ensure that your Vendex filings are up-to-date, that you're current with your charities filing with the New York State Charities Bureau, and make sure there aren't any outstanding liens or other adverse information.

Those who have a notice for Proposer Subcontractor Compliance, all subcontractors and subcontracts are subject to DYCD approval before any expenses are incurred or any payments are made to them by the prime contractor, must

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be reported using the Payee Information Portal, also known as PIP or P-I-P.

Therefore, it's important to identify all subcontractors as soon as possible.

Also, I just want to touch on a couple points regarding important information.

So we at DYCD encourage M/WEB participation, and we recommend the utilization of certified M/WEBs. Also, transcript, presentation, and attendance rosters will be posted to the DYCD website for viewing.

At this time we'll like to begin our Q&A session. If there's anyone present who would like to ask a question, needs further clarification regarding the RFP, regarding HHS Accelerator, or COMPASS overview, please feel free to line up in the front. Please state your name and agency, and reference the page of the RFP that pertains to your question. Thank you.

MS. RILEY: My name is Kate Riley with Children's Aid Society. I have a

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question in regard to the referral of the Counseling Advocate. In some of our high school programs we are in school offering services. If a Counselor Advocate feels it's appropriate to offer a referral and those services are available during the school day, is that allowed towards the 20 percent of the hours?

MR. DOGAN: So the question is, as I understand it, are the referrals for additional services that would take place during the school day allowed to accrue towards the rate of participation or just allotted to the 20 percent of the individualized service hours?

MS. RILEY: The 20 percent of individualized hours.

MR. DOGAN: That would be acceptable.

MS. RILEY: And charter schools are okay?

MR. DOGAN: Charter schools are fine.

MS. RILEY: Okay, thank you.

MR. BUNCH: Meaning for referrals, right?

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MS. RILEY: Just in general.

MR. DOGAN: Yes. Public schools, Charter schools and private schools are all acceptable locations. I should say, since that came up in the first pre-proposal conference, a question about in the last RFP we had capped schools at 75 percent rate of matriculating kids to the 10th grade, from 9th grade to 10th. So are there any limits that DYCD with respect to schools with high matriculation rates, and we do not for a variety of reasons. We understand that even in the upwardly successful schools, we found there are pockets of fragility and anxiety and issues that we felt our providers are working successfully with kids in, and so all schools in this initiative are allowable to your sites.

MS. BROCKWAY: Julie Brockway, SCO Family and Services Center for Family Life. Is there an over-enrollment cap? In other words, can -- if the maximum award is 50, is there going to be an allowable

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20 percent over-enrollment if we're going from a larger program potentially down to a smaller program in a school where we have a history that feels like a big loss of services? So I'm just wondering if there's going to be an over-enrollment percentage.

MR. DOGAN: We have consciously steered clear of using language about over-enrollment, even with adding in rate of participation for the rationale of the the 1 to 25, which could have produced a different cost model if you started going to 55 to 60 kids. And so we wanted it to be commensurate with the cost model, where we understand, however, that there's more needs than the 50 that we have in this model, we still wanted to maintain as much presence across the city, so we didn't really want to allow more programs with 100 to 200 students participating. We still wanted to have a presence, but we have been mindful -- we've been mindful not to include language about

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over-enrollment. We'll probably have some, we've been mindful not include language about that.

(Laughter.)

MS. BROCKWAY: Got you, okay. One other question is I'm delighted to see the emphasis on MSW, I'm glad we're coming out of closet all us MSWs, this is awesome. I have a fabulous Advocate Counselor who has a Master's in Counseling, and I'm wondering if that's an alternative or it's very specifically an MSW?

MR. DOGAN: I guess this is something that's a question that similarly came up in the first pre-proposal conference for which I'm not -- I'm not going to presume to be more expert in to saying what's an equivalent and otherwise, and so I think we'll want to issue some more clarification with regard to. I would encourage you to write an e-mail to RFPquestions with specifically what that role is, and then we will issue clarifications. The goal is to have

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similar sets of qualifications that meet the same expectations of that role and confidentiality expertise within that skill set. If it meets that, it's something we would strongly consider and issue a clarification immediately.

MS. BROCKWAY: I think it seems, if I'm not misunderstanding, as long as there's an MSW supervisor, even if that person has a Masters in Counseling, if somebody in the structure has the MSW for supervision purposes, that would be okay.

MR. DOGAN: Correct.

MR. FRENZEL-BERRA: I'd just like to offer a clarification on the 20 percent that was -- that we responded to in the first question. That is, if someone is referred out for services, those services do not count as the 20 percent, which is on page 9 of the RFP about required hours. So at least 20 percent of total program hours would entail counseling from program staff, but it's conceivable that you could refer someone out for further counseling

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services but those hours would not count as part of the counseling that's expected of program staff.

MR. KELLY: Daym Kelly, Southeast Bronx Neighborhood Center. So the question I have is, if there are three schools in a particular building, can we serve students from all three schools or does it have to be from one school?

And then, do we need three Partnership Agreements for each school?

MR. DOGAN: For the purpose of this RFP, each proposal will be with the one school. Now we understand to your point that there may be schools within schools within schools within a building, and all of those participants could come to that program at that one school. You can also create -- we did not prohibit other schools in the building from also having an application in place. So you could apply, each school is a unique application, a unique proposal. If you only propose for one site, you would only need a

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Partnership Agreement from that one site,
from the host site, primary host school.
Thank you.

MR. KELLY: Thank you.

MS. KILLINGSWORTH: Hi, I'm Coco Killingsworth from Global Kids. I see that it says there is an anticipated number of 30 contracts. Do you have any idea of a minimum or of a maximum of contracts per agency that you were thinking at this point? And kind of going along with the question that was just asked in terms of how many we would -- how many proposals we would submit for this RFP?

MR. DOGAN: We do not have in mind a rate yet.

MS. KILLINGSWORTH: Okay.

MS. RILEY: Kate Riley, Children's Aid Society again. On page 10, G, the last bullet, there's a discussion about helping with applications, summer jobs, and the discussion of a group project. If we wanted to do, say, an entrepreneurial

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group project, would it be allowed to pay modest stipends to students?

MR. DOGAN: The DYCD fiscal manual has guidelines about participant stipends that would be applicable for this. I believe participant stipends are allowable, if I'm not mistaken.

MS. RILEY: It's in the standard budget form, but I didn't know if it was allowed for this.

MR. DOGAN: The standard fiscal policy, manual policy would be expected. The stipends would be okay.

MS. RILEY: Okay.

MS. McLOUGHLIN: Hello, Kim McLoughlin, United Activities Unlimited. I just wanted to go back to the MSW, which I'm giving a rah-rah for MSWs, but I'm also asking when you look what the parameters and what you're expecting, a licensed school psychologist and a licensed guidance counselor are just wonderful additional resources, and so I am hoping you look to that because all of

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those licensed individuals in the DOE, if we wanted to hire them part-time, they're just a terrific connection. And for -- I'm just thinking part-time. Very often the social workers are so limited in the DOE because they're just structured less. There are many, many less and for -- I just wanted DYCD to have the consideration, school psychologists and licensed guidance counselors have all very similar credentialing. They certainly have the same number of credits. They're Masters or Masters plus 60. So hopefully they're might be some latitude there only because finding social workers to work part-time between the hours of 3 and 6 might be a little difficult. So thank you.

And the other question I had was, borough-wide, is there anything as far as distinction, each borough will be allocated a certain amount for proposals? Staten Island is normally the stepchild, I think everyone here knows that, just

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wondering.

MR. DOGAN: We did not carve out a discrete pro-allocation.

MS. McLOUGHLIN: 'Cause I think presently Staten Island only has one, so I was curious if that would be increased or you don't know?

MR. DOGAN: Don't know yet.

Are there any other questions? Our emcee has stepped out.

(Laughter.)

MR. FUENTES: Hello, Luis Fuentes, St. Nicks Alliance. We have a relationship already at one of our community schools. Could this go towards a school we already have a relationship, an existing relationship, or does it have to be a new partnership or school?

MR. DOGAN: We're not prohibiting any schools. So if you have a great relationship with a great school that you really want to value, this seems like an opportune moment.

MR. FUENTES: Perfect.

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MR. BUNCH: Any more questions at this time? Any questions?

MS. TOKAN: Hi, Chris Tokan, Creative Arts Team, CUNY. In terms of the out-of-school-time hours and in the summer, the RFP says that the programming can take place during the summer if there's instructional hours at the school. But then, does that further imply -- does the programming have to take place after the instructional hours of summer school or can it actually take place during the instructional hours of summer school?

MR. DOGAN: The RFP, the language in the RFP was designed to include more about the buildings being open, more so than about program modeling, per se. We could presume that hours could happen concurrent to -- in a -- during those instructional hours, but it's not that the instructional hours of the school itself would be the hours. If they were happening during the same time and in the space and context, that would be fine.

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MS. TOKAN: So it couldn't be part of summer program, the instructional program?

MR. DOGAN: It could not be part of the DOE's instructional summer program.

MR. BUNCH: Any more questions?

Once --

MS. BROCKWAY: That question just got me thinking. If your Counselor Advocates are part of other programs that happen during the school day, not taking away instructional time but for example lunchtime mentoring that happens or if there's availability that's not taking students out of regularly scheduled instruction, is that an allowable time frame for providing mentoring?

MR. DOGAN: It is, and we -- it is. We have used such hours and found them valuable for programs now in our Transition to High School. We find those opportunities for individual guidance support during the school day in such moments valuable. And so that's an allowable -- we didn't spell it out more directly, but we're flexible with respect

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to those encounters that make a lot of
difference.

MS. BROCKWAY: Great, thanks.

MR. BUNCH: Any more questions? Any
piggyback questions?

(No response.)

MR. BUNCH: No? All right, so that
concludes our Q&A in our conference.

Just a couple of things to remember.
The proposal due date is January 11, 2016
at 2 p.m. in the HHS Accelerator System.
Also, I wanted to let you know that regarding
the HRA or regarding the Public Assistance
Rider, we have someone, a representative
from HRA's business link, he's right
outside at the reception area. If you
have questions regarding that, feel free
to see him.

Also, please be on the lookout for
the addendum that will be released
regarding the deadline for questions to
this RFP and any other addendums that will
be released in the HHS Accelerator System.
Thank you so much.

(Time noted: 2:59 p.m.)

Department of Youth and Community Development
December 4, 2015

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C E R T I F I C A T E

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

I, NICOLE ELLIS, a Notary Public for and
within the State of New York, do hereby certify:
I reported the proceedings in the within-
entitled matter, and that the foregoing transcript
is a true record of such proceedings.
I further certify that I am not related to
any of the parties in this matter by blood or by
marriage and that I am in no way interested in the
outcome of this matter.
IN WITNESS WHEREOF, I have hereunto set my
hand this 8th day of December 2015.

NICOLE ELLIS

**Department of Youth and Community Development
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