

Department of Youth and Community Development
December 4, 2015

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In the Matter of
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT
COMPASS HIGH RFP
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New York, New York 10007

December 4, 2015
10:05 a.m.

Transcript of Proceedings

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A P P E A R A N C E S:

Keith Bunch, Assistant Deputy Agency Chief
Contracting Officer

Michael Dogan, Assistant Commissioner, COMPASS

Robert Frenzel-Berra, Director of Planning, Research
and Program Development

Nina Herman, HHS Accelerator

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MR. BUNCH: Good morning, everyone.
Happy Friday. On behalf of Commissioner Chong, I would 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, and I would like to introduce our panel for today. So to my right, we have from HHS Accelerator, Nina Herman. We also have from COMPASS, Michael Dogan, Assistant Commissioner. He will be going over the program overview. And then we have Robert Frenzel-Berra. He's the Director of Planning, Research and Program Development. He'll be here to assist you with any questions during the Q&A segment.

Before I get started, I want to go ahead and outline our agenda. So again, we have our timeline, we'll be discussing in a few minutes. We have our proposal's expectations and instructions. Again, that will be done by HHS Accelerator. After

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that, we have our pre-qualifying and proposal submission. Program expectations, again, that will be done by COMPASS. And some post award requirements. And at the end, we'll have a Q&A session for those that have questions.

So I just want to go over some dates with you. I just want to thank you for joining us today. We look forward to answering all your questions regarding this RFP. However, we are going to begin with a brief presentation from our panel. Before I turn this conference over to our panel, I just want to go over some important dates and general information. So we have the due date for this RFP is due January 11th, 2016 at 2:00 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 this RFP, you must be prequalified in the HHS Accelerator system.

Please note, once again, that the proposal due date is January 11th, 2016 at

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2 2:00 p.m. in the HHS Accelerator system.
3 Proposals submitted after this due date
4 will not be accepted. DYCD anticipates
5 that the awards will be announced in early
6 Spring. Notification of award selections
7 will be done through the HHS Accelerator
8 system. I'll anticipate the contract term
9 is July 1st, 2016 to June 30th, 2019, with
10 an option to renew for up to an additional
11 three years.

12 If you still have questions after
13 this Pre-Proposal Conference, you may
14 e-mail DYCD at rfpquestions@dycd.nyc.gov.
15 Please note in order to ensure timely
16 responses, all questions must be received
17 no later than December 18th, 2015. Now,
18 you may notice in your RFP it incorrectly
19 states that the deadline is
20 December 18th, 2016, so an addendum will be
21 released in the HHS Accelerator system to
22 correct this discrepancy. So once again,
23 all questions must be received no later
24 than December 18th, 2015.

25 All right. Some of the proposal

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2 expectations and instructions. So this is
3 in regards to your RFP. So some of the
4 required documents is a structured proposal
5 form, school partnership agreement,
6 activity schedule form, proposal
7 organizational chart, proposal budget
8 summary, doing business data form, resumes
9 for your program director, counselor
10 advocate and counselor advocate supervisor,
11 or job description, if not yet identified.

12 And then again, you have your
13 evaluation criteria. This is how your
14 proposal will be evaluated when you submit
15 it. So it's broken down based on five
16 different criteria. You have your
17 Organizational Experience where you can
18 receive up to 20 points; School Partnership
19 and Linkages, you can receive up to
20 20 points; Staffing, maximum 20 points;
21 Program Design, 35 points; and lastly,
22 Budget Management, 5 points.

23 All right. At this time we will
24 have Nina Herman present HHS Accelerator.

25 MS. HERMAN: Good morning. My name

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2 is Nina Herman and I work at HHS
3 Accelerator in the Mayor's Office of
4 Operations. Accelerator is going to be the
5 system that you use to submit your
6 proposals.

7 So here's a little background on the
8 system. HHS Accelerator was created to
9 streamline and speed up the procurement
10 process. Agencies publish requests for
11 proposals, also known as RFPs, through HHS
12 Accelerator and providers must submit their
13 proposals through HHS Accelerator by the
14 proposal due date and time. Pre-qualified
15 providers approved for relevant services
16 are eligible to propose and can submit once
17 the RFP has been released.

18 To get to our help desk, which we
19 cover from 9:00 a.m. to 5:00 p.m., Monday
20 to Friday, you can e-mail us. It's
21 info@hhsaccelerator.nyc.gov.

22 Accelerator has four modules. We
23 have the document vault which is an
24 electronic private filing cabinet. We have
25 the prequalification application. So this

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2 is required prior to being able to compete
3 for funding. It consists of a business
4 application and at least one service
5 application. We have procurements where
6 agencies release RFPs through our system,
7 and then there's a financials module where
8 agencies manage contracts, budgets,
9 invoices and payments through the system.

10 When you first log in, you'll come
11 to the homepage which looks like this. We
12 operate on a tab-based system so at the top
13 of your screen are the tabs to get to
14 different sections of the system. To get
15 to the HHS Accelerator application, you'll
16 click on the applications tab at the top of
17 your page which will bring you to the
18 business application. So you must complete
19 a business application and at least one
20 service application and submit it to us at
21 the Mayor's Office of Operations prior to
22 being eligible to compete for funding. So
23 the business application is establishing
24 your corporate identity, we ask about tax
25 filings, board and policies. And a service

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2 application is establishing a track record
3 of delivering services to New Yorkers.

4 So once you are prequalified, from
5 your homepage, you would navigate to the
6 procurements tab and this will take you to
7 the procurements roadmap. So this table is
8 a lot of columns. A really important one
9 to notice is the provider status column.
10 So this tells you your organization's
11 status in relationship to the RFPs that are
12 listed. If you see eligible to propose,
13 that means you're eligible to propose to
14 that opportunity. If you see service app
15 required, that means you'll need to
16 complete, submit and be approved in an
17 additional service in order to be eligible
18 to propose to that opportunity. And this
19 table also has release date, proposal due
20 date, contract start date.

21 To save procurements to your
22 provider favorites, you can select the
23 procurement and click the green button,
24 save updates, and any time you want to see
25 those procurements you'll click the gray

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2 button that says "display provider
3 favorites only". That's sort of a shortcut
4 to get to the procurements that you're
5 interested in.

6 So once you find the procurement
7 you're looking for, you'll click on the
8 title and it will bring you to the
9 procurements summary tab. This will
10 provide you with a summary of the
11 procurement and some important dates and
12 money amounts related to that opportunity.

13 The next tab is the services and
14 providers tab. This is where you'll find
15 the selected services. You'll have to be
16 prequalified in at least one of these
17 services in order to be eligible to propose
18 to the opportunity. At the bottom, there
19 is a list of other prequalified providers.
20 If you're interested in subcontracting,
21 this could be a good starting place for
22 you. You can click on the name of the
23 provider to get contact information.

24 These first two tabs are viewable by
25 all providers whether or not they're

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eligible to propose and before the RFP is released. So keep that in mind. Viewing this does not mean that you're eligible to proposal to the opportunity. This is viewable by all providers.

The next tab, the RFP documents tab is only viewable to providers who are eligible to propose and once the RFP has been released. This is where the RFP document lives. You can click on the title of the document to view it on your screen. You can print it or save it to your computer from there. The addenda -- any addenda that are released will also be here as well.

Then the last tab is the proposal summary tab. Again, only viewable by providers who are eligible to propose once the RFP has been released. And you can come here, you'll click "add new proposal" to start your proposal. Once you click that button, you'll come to the proposal details tab. So everything with a red asterisk is required to be filled out and

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2 in order to save all the information on
3 that page. So keep that in mind in terms
4 of your work flow. If you are not ready to
5 answer all the questions on this page, get
6 yourself ready before you start because you
7 won't be able to save it until everything
8 is filled out.

9 The next tab -- I'm sorry. You'll
10 need to select a competition pool and to
11 know -- for instructions on selecting the
12 appropriate competition pool for you,
13 you'll refer to the RFP document. Another
14 thing to note is there's a green button on
15 the bottom right that says "add site".
16 We're asking for the location where your
17 program will be implemented.

18 The next tab is the proposal
19 documents tab. This is where you'll upload
20 your documents. All documents must be
21 uploaded before you'll even see the submit
22 button become active. So you'll upload all
23 your proposal documents here. And then
24 once you're ready, you'll come to the
25 submit proposal tab. You'll check off the

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boxes at the bottom, you'll enter in your user name and password that you used to log in and that will act as your e-signature, and you can click submit proposal. Only level 2 users have the appropriate permissions to submit proposals, so if you are not seeing that button become active, you want to check the permissions that you've been granted in the system. We recommend that you submit at least 24 hours in advance of the due date and time.

So you'll have a few indicators that you successfully submitted. One is this green bar across your screen that your proposal was successfully submitted, and you'll also receive an e-mail notification with a similar message. And then also, you can always come to this tab, your proposal summary tab and check your status here. So the status in this image says submitted. If it says draft, that means that the proposal is still in your court and you have not yet submitted it and the agency cannot see it, so always keep an eye on

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2 that status.

3 If you submitted before the due date
4 and time and you want to retract your
5 proposal to make any changes or updates, a
6 level 2 user can do that. By coming to
7 this tab, in the actions drop down menu
8 you'll select retract proposal. You'll see
9 that your status goes from submitted back
10 to draft and you can make any edits or
11 updates that you like. And it's really
12 important to remember to resubmit before
13 the proposal due date and time. And again,
14 you want to make sure after you press
15 submit that you note the status on this tab
16 that it says submitted.

17 We have a lot of great resources
18 available on our website. It's
19 nyc.gov/hhsaccelerator. On the help tab,
20 we have trainings that you can come to in
21 person or webinars that are over the
22 Internet, and we also have guides with
23 screenshots and step-by-step instructions
24 on this process. And then lastly, if you
25 have questions today, I think for the sake

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of time we can do it at the end, and myself and my colleague Kenna are here to answer any questions for you. Thanks.

MR. BUNCH: Thank you, Nina.

All right. At this time we'll have Michael Dogan go over the COMPASS program overview.

MR. DOGAN: Good morning, everyone. My name is Mike Dogan. I'm the Assistant Commissioner for COMPASS programs, formally known as OST programs. So if there's a bit of confusion of what is the COMPASS program, you are in the right place. This is a COMPASS program. It used to be OST.

To give a little bit of a background, I've been here for ten years now so I've been here since the advent of OST. So I'll talk even briefly about the initial iteration of 2005, the high school portfolio as part of our model. It's always been there. So I want to give you a little bit of sense about the history through time of high school and its evolution and its evolution in our

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thinking, and our work with you to help us understand how this thinking would evolve and how that influences things now.

So COMPASS is comprehensive -- Comprehensive After School System of New York City. It involves our elementary programs, Monday through Friday from 3:00 to 6:00. It involves our middle schools, SONYC, Schools Out New York City initiative, the Mayor's new initiative this year whereby any middle school student in the City of New York has access to a high quality after school program Monday through Friday from 3:00 to 6:00. It involves this particular cohort of here today, our high school students, previously transitioned to high school, 9th grade only, and it includes our Option 2 programs from way back in 2005, a public private sponsorship selection of groups, a flexible spending model with a flexible service model as well. So all of those things are part of our Comprehensive After School System. Beacon and service learning are unique and

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different They're not part of our COMPASS model, but they're a part -- a big part of our DYCD family, so I don't want to forget about these guys as well.

One of the key elements that I want to draw your attention to, the second paragraph on this slide here is the thought product that we had in this RFP when we were putting it together. It involved a lot of focus groups with their kids, it involved a lot of focus groups with our current partners and in rethinking what this RFP would be about. So part of the themes as I go through this, I'm going to talk a little bit more about the evolution of this.

One of the key things that you see towards the top, COMPASS High programs for students entering grades 9 and 10. I will put it this way, one of the interesting comments that we had about our previous transition to high school initiative which used a certain bit of money to have a targeted intervention and focus and work

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2 with 9th grade participants about their
3 interests, and knowledge, and connecting
4 them to school and routing them to school,
5 focus on the 9th graders, the number one
6 question I got was, Mike, what about the
7 10th graders? So guess what we've done,
8 we've including 10th graders into this
9 initiative because we wanted to expand that
10 pool. We knew in hearing from our
11 providers that people took a while to build
12 those relationships with the young people
13 in their program. It took a lot to be able
14 to do that and to get them to come and
15 participate and stay, and to build
16 friendships and bond with their peers and
17 other adults and with the school. They
18 didn't want to lose that student. They
19 know that there's still a sense of
20 fragility as they go into the 10th grade,
21 so that's part of our evolutionary thinking
22 about what we wanted to do with this group.

23 The program goals, I'll be brief.
24 They're outlined already in the RFP. Safe
25 engaging environment. One of the things

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2 that we've heard a lot when we were
3 speaking with young people was about their
4 own anxiety, right. Their own anxiety was
5 an interesting theme when we started doing
6 the focus groups with the young people who
7 were participating in our programs. Not
8 that the program is making them anxious,
9 but it's that the program can help remove
10 their anxiety, build their confidence, and
11 that's one of our key goals in thinking
12 what this is.

13 To encourage exploration of college
14 and career options, and facilitate access
15 to key services and resources including
16 counseling. One of the key staffing goals
17 that we'll have is an MSW, as you've read
18 in this. Before we've talked about case
19 notes, before we've talked about individual
20 guidance and support, we are formally
21 embedding a requirement for MSW, partly for
22 the aspects of the privacy aspects. We're
23 making that more concrete. We've respected
24 the practitioners. Many of the successes
25 that we've seen in the programs are because

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2 of the thoughtfulness and the inclusion of
3 the MSW, the case notes and their ability
4 to work in a deeper way with the young
5 people. We wanted to formalize that into
6 our program model.

7 So if you read the 2005 -- yes,
8 five -- RFP, you will have seen there was
9 108 hours for \$540 price per participant
10 was part of our high school model from back
11 in 2005. So I want you to sense the change
12 in evolution in time. The transition to
13 high school model that we've put out
14 starting in like 2008 or 2009, our current
15 portfolio had a 1,350 price per participant
16 for 200 hours. This is 150 hours for a
17 price per participant of \$1,500, partly
18 with respect and the acknowledgment that an
19 MSW is a concrete facet of this RFP.

20 So what are the other things that
21 have demonstrated successes to us and to
22 you guys when you've gone out and viewed
23 the programs is the collaborations with the
24 school is such a key critical theme. It is
25 true in this RFP that this RFP is only for

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2 those programs in public schools or private
3 schools. It is not for sites outside of
4 public or private schools. Part of what we
5 wanted to do because the goal is still to
6 help them matriculate through 9th grade
7 into 10th grade, is that the relationship
8 with the school is such a key integral part
9 of the success, the communications. The
10 collaboration with all of those key
11 stakeholders in the school is going to lead
12 to that success. That's where we found
13 those successes because people have built
14 up that smart, solid relationship with key
15 practitioners in the school.

16 Because kids talk about, when they
17 talk about what drove them to their
18 program, they talk about the adults in
19 their lives that made a big difference,
20 they talked about their peers and their
21 enjoyment with the friendships that they
22 built with the programs. I don't want to
23 take it for granted the idea of cohort, and
24 cohort building is going to lead to a lot
25 of success.

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As for me, when I was in high school, I never went home after 3:00 ever, for all four years. I did theater for one semester, two plays every semester through high school, and I did soccer the other semester. That's what I did all the time. It is because of my friends and because we were doing something really remarkable with our theater group that I stayed. And so we knew what exactly would come. At the end, we knew the culminating event, but those friendships I'll never forget as well. And it's all about peer support and bonding so we want that to play through in your programs as well.

Counseling and advocacy, I already talked about as part of our program model, and that stakeholder will work towards building the counselor advocate, which is one of the key facets in our previous model, will work with those young people to develop an individualized education plan, to help them stick with their college, understanding their needs through high

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school, and to help them be more successful.

We already talked about the school partnership agreement. We've also talked about resources and referrals as a part of our previous transition to high school model. This time we're using terms such as linkages to help describe that we understand that your program can't do everything. Even with \$1,500 per participant, there's more stuff to be had. What we want from your program is to help to understand the individualized needs of the youth in your programs and provide linkages, meaningful linkages with other institutions in your community or that would be a benefit to these young people. So you don't need to send a signed linkage agreement but you want to submit in your RFP proposal evidence that you thought about other key strategic partners in your community to help support your program.

Because we continue to place a lot of value in the peer bonding of the youth,

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2 because we want to start working deeper,
3 because we want to start developing
4 projects with the young people as soon as
5 possible, it's not just about them
6 participating, but we want to see evidence
7 of projects going through time, we want to
8 build those cohorts as soon as possible.
9 That was a key facet of our transition to
10 high school. We understand that some youth
11 may drop out of the program and slots may
12 become vacant. We have listed in the RFP
13 to let DYCD know when slots become
14 available and the ability to backfill slots
15 or vacant slots after that deadline.

16 So understand that one of the key
17 challenges we've had in the past was the
18 inability and our reluctance to open up
19 that cohort frame after November 1st.
20 We're allowing that, as evidence in the
21 RFP, but we want you still to define your
22 cohort that build their strengths as
23 quickly as possible.

24 Because it's age group specific and
25 because there's a lot of uniquenesses with

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2 9th graders, we want you to define your 9th
3 grade cohort, but you can have mixed 9th
4 grade and 10th grade participants as you
5 see fit. We also see a large role in the
6 value and we talked about this in the RFP,
7 about mentorship for 10th grade students.
8 We have as a theme this year embarked a lot
9 about leadership as a quality that we want
10 to manifest in our programs, and in our
11 young people, and in the adults that are
12 leading them. So think about your 10th
13 graders as being developing leaders and
14 leadership and stewardship of the 9th
15 graders, of helping to introduce them to
16 your 9th grade group. The ratio in the
17 other transitioning high school for the
18 counselor advocates was 1 to 30. This is 1
19 to 25.

20 So the RFP lists a good selection of
21 projects and project ideas. As much as
22 we're still talking about and want to
23 manifest the idea, the kids need to be
24 successful in school. We want them to get
25 through 9th grade to go to 10th grade and

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2 beyond. We want them to think college and
3 career ready. We have also talked about
4 special projects and those projects can be
5 social action projects, they can be service
6 learning projects, right. They can also be
7 film and theater projects. So as much as
8 it's really about them being able to
9 successfully navigate through school,
10 matriculate and gain credits and confidence
11 as they go through school, we understand as
12 youth development practitioners and after
13 school practitioners, there's a lot of ways
14 to be able to get to that point. So we
15 actually use things like dance and theater
16 in the RFP to draw out in your imaginations
17 the types of things that would build skills
18 for young people. Skills for young people.
19 You can also read literacy into theater.
20 There's lots of opportunity.

21 You'll need to work with your
22 schools and your principals to help define
23 what that program model will look like, but
24 I want programs to feel that there's that
25 capability of having manifest different

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1 types of art enrichment opportunities for
2 these young people that will be successful.
3 And please invite us to your culminating
4 events.
5

6 This 150 hours annually, as I
7 mentioned before in the previous transition
8 to high school iteration, it was 200 hours
9 where people had a choice if they just
10 wanted to do school year only of 120. So
11 for this iteration it's 150 hours annually.
12 It can start in the summertime. It can go
13 through the school year. The goals are
14 still the same. There is no prescribed
15 amount of school year versus summer hours
16 because we also recognize that schools are
17 different, some schools may be closed due
18 to a PCB project, right, that's a bad time
19 to run a summer program. And so because of
20 that, and because some schools actually
21 have a very strong bridge program that
22 they'll want the CBO to partner with in
23 terms of being successful, they may have a
24 week long or a two-week long orientation
25 for 9th grade students coming into their

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2 summer school for the next year. That's a
3 great opportunity for collaboration to be
4 successful over the summertime, but because
5 they may be different and because the
6 spaces may be different, we're going to
7 allow programs to flexibly use those hours.
8 But it is operations all the way through
9 the school year. It's not just of the
10 summer program or not just the summer
11 versus a program. We expect kids to
12 be -- we expect our practitioners to follow
13 the young people all throughout the year.

14 If you've been reading many of our
15 RFPs in the past, you'll also have seen
16 that we place an immense value on a
17 full -- a Bachelor's degree for our program
18 directors. It's our strong desire to
19 maintain a sense of high professionalism
20 throughout the field and for our
21 stakeholders to view it this way, and our
22 SONYC and our elementary and other program
23 models, we've had a four-year degree, and
24 that's an expectation for this RFP. The
25 Master's degree in social work, as I talked

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about earlier, is a requirement and it can be that the Bachelor's degree gets supervised by staff with an MSW and two years of experience, for the counselor advocate.

We've talked a little bit about what the role of the counselor advocate would be, about dividing the individualized education plan for that young person. And those times that they can do that are before school and after school, and work with the school and the guidance counselor in the school about the opportunities for the young person and help keeping them on track.

Here's how we're going to work toward defining success. 100 percent enrollment by November 1st, that means with the start of July and being able to work with your school about who's coming into your 9th grade, and allowance for the 10th grade as coming into that next school year. And a rate participation of 50 percent. You should know that if you were a previous

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2 transition to high school practitioner, one
3 of the successes that we had was using
4 Department of Ed data to measure the credit
5 accumulation rate that we would work with
6 the DOE independently and send an update
7 towards the end of year. Because of the
8 many challenges that we had with being able
9 to -- each school had a different credit
10 accumulation rate and a modest and
11 different set of expectations, we have
12 decided that we do not want to collect that
13 on our behalf and that we're going to
14 reintroduce rate of participation as a
15 measurement in the transition to high
16 school. So we're not using Department of
17 Ed data on our end, locally or globally on
18 everybody's behalf, to define expertise.
19 We are going to introduce rate of
20 participation and at 50 percent.

21 And I think that ends my part of
22 this presentation.

23 MR. BUNCH: Thanks, Michael.

24 So I just want to go over with you
25 some post award requirements. So you have

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2 the Public Assistance Hiring Commitment
3 Rider, general information and regulatory
4 requirements. Before I continue I just
5 want to go over briefly the first bullet
6 point. So basically, at the end, we're
7 going to have some representatives from
8 HRA's Business Link. They'll be available
9 in the reception area to answer any of your
10 questions after this conference is over. I
11 just wanted to just make a note of that.

12 Moving on. General information or
13 regulatory requirements, I just wanted to
14 touch on the responsibility determination.
15 So at DYCD, we want to find you responsible
16 and that's by responsibility determination.
17 So it's important that we ensure that our
18 vendex filings are up-to-date, that we are
19 current with our charities filing with the
20 New York State Charities Bureau, and we
21 want to make sure that we don't have any
22 outstanding liens or adverse information.

23 In addition, we also have Notice for
24 Proposer Subcontractor Compliance. I just
25 wanted to touch on that as well. So all

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2 subcontractors and subcontracts are subject
3 to DYCD approval before any expenses are
4 incurred or any payments are made to them
5 by contractor. It must be reported by
6 using the Payee Information Portal, also
7 known as PIP. Therefore, it's important
8 that we identify our subcontractors as soon
9 as possible.

10 I just want to move on to important
11 information. A couple of notes for you.
12 So we encourage M/WBE participation and
13 recommend the utilization of certified
14 M/WBEs. Transcript, presentation and
15 attendance rosters will be posted to the
16 DYCD website for viewing. And as I
17 mentioned earlier, HRA will be present at
18 the end of the conference if you have any
19 questions regarding the Public Assistance
20 Rider.

21 All right. At this time now, we
22 want to move on to our Q&A session, so if
23 there's anyone here who would like to ask a
24 question or needs further clarification
25 regarding the RFP or what was said today,

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we want you to line up in front of this microphone. Please be sure to state your name and name of your agency, and reference the page of the RFP that pertains to your question.

If you have any questions, you can line up in the front.

MR. SMALL: Good morning. My name is Ken Small and I'm from the organization Bronx Works. I actually have an Accelerator question, and forgive me if it seems like a silly question, but with regards to the Accelerator, when I was preparing my cornerstone applications, I noticed that there was a difference in terms of the character count when I did my proposal narrative in Microsoft Word versus when I uploaded it -- or put it into the template which was then uploaded. And sometimes the difference was as much as about 300 characters and for some of the questions that proved to be very significant. So I just want to get a sense as to how do you actually count characters.

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2 MS. HERMAN: Sure. So it sounds
3 like you're speaking about a structured
4 proposal document; is that correct?

5 MR. SMALL: Yes.

6 MS. HERMAN: So I can't speak to
7 that directly. That's something that my
8 colleagues work with the agency to create
9 and so we can get back to you on specifics.

10 MR. SMALL: Okay.

11 MR. FRENZEL-BERRA: The character
12 count is approximate in relation to the
13 number of words and I think the err is on
14 the side of being a bit more generous, so I
15 wouldn't be too concerned about the
16 precision of that estimate.

17 MR. SMALL: In some of the questions
18 it proved to be significant, but --

19 MR. FRENZEL-BERRA: Significantly
20 more or less?

21 MR. SMALL: Meaning if it said 3,500
22 characters and in Microsoft Word it would
23 be 3,200 characters, there would still be a
24 discrepancy to the disadvantage of those of
25 us who would be submitting the application.

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MR. FRENZEL-BERRA: Well, are you counting the spaces?

MR. SMALL: I don't know what's getting counted.

MR. FRENZEL-BERRA: We'll check that.

MR. SMALL: But regarding the RFP itself, on the issue of serving the 9th graders and 10th graders and this cohort model that we're looking at, is there an expectation that the cohort of 9th and 10th graders will be followed until they graduate high school or each year will there be a different cohort of 9th and 10th graders?

MR. DOGAN: So the question is, is there an expectation that we would consider the cohort as graduating from high school? We do not. We find value, honestly, of people tracking their young people as they go through high school and through college, but for the requirement for this RFP, it would be -- the cohort would be defined of an admixture of 9th and 10th graders by

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November 1st, 50 percent -- at least 50 percent are 9th grade participants and annually, because we are still looking to find value in capturing young people as the most tender, delicate in 9th grade. So we want that to be maintained as a facet.

MR. SMALL: So each year there be would be a different cohort?

MR. DOGAN: We would expect that many of the 10th grade participants participating annually would be previous 9th grade participants, but it is not incumbent or required that they be previous 9th grade participants in the program.

MR. SMALL: Okay. And on the issue of schools, if there's a building that has several high schools, let's just say for example in the Bronx, the Morris High School Complex, is there an expectation that the CBO should link with a specific school in the building or can we have a relationship with several schools in the building?

MR. DOGAN: Great question. So the

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2 expectation for this RFP is that a specific
3 school partnership is identified. We would
4 not find it problematic that relationships
5 were developed with other schools,
6 responsibly, but for the nature of this
7 RFP, the identification and the partnership
8 with one school is a facet.

9 MR. SMALL: Regarding the program
10 director and the counselor advocate, is
11 there an expectation that either of those
12 positions be full-time or is that up to the
13 institution submitting the request?

14 MR. DOGAN: That would be up to
15 the -- that would be a program design
16 facet. We did not spell out the amount of
17 hours beyond that for each of these rules.

18 MR. SMALL: All right. Thank you.

19 MR. FRENZEL-BERRA: Before the
20 second questioner, I would just like to
21 clarify a point that was presented in this
22 first slide regarding proposal expectations
23 and instructions. Among the items listed
24 as required documents, there is something
25 labeled the activity schedule form. I just

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want to point out that that's an error,
that your proposal does not require an
activity schedule form and it's not in the
RFP.

MR. DEL RIO: Hi. I'm
Jeremy Del Rio from 20/20 Vision for
Schools. If our organizations are working
in multiple schools, can we have one
proposal that encompasses multiple
partnership agreements, or do we have to
have multiple proposals for each
partnership agreement?

MR. DOGAN: You would need a unique
proposal for each school.

MR. DEL RIO: Thank you.

MS. CUEBAS: Hi. I'm
Elizabeth Cuebas from Cypress Hills Local
Development Corporation. We currently are
the CBO provider at two schools that are
receiving DOB Community Schools Initiative
funding. I wanted to know whether we would
have the option to integrate this
programming into existing extended day
that's already taking place within those

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2 schools. Like could we hold these
3 activities during the extended day hours
4 that we've already planned for?

5 MR. DOGAN: The answer would be yes.
6 So we are part of, though we haven't
7 defined the parameters as such, we are
8 working with the knowledge that schools
9 are -- the renewal schools and community
10 schools they're extending school hours, we
11 work with our partners to help either
12 wraparound or help to provide services in
13 such cases, and so it would be to work with
14 schools to help define those needs and to
15 have other facets of the RFP still true,
16 but to work with them through that time
17 period for the benefit.

18 MS. CUEBAS: Okay. So we wouldn't
19 need to add extra hours should we say, into
20 the day?

21 MR. DOGAN: I would -- I think
22 that's a program design question, so you
23 should illuminate how you intend to work
24 through the community school through your
25 proposal.

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2 MS. CUEBAS: Okay. Thank you.

3 MS. CARRINGTON: Good morning. My
4 name is Oslene Carrington and I'm the new
5 Executive Director at York College for
6 Community and Economic Development, and
7 Workforce Development. And I share that
8 only because my question is specific to
9 York College. We're obviously not a
10 community-based organization but we do now
11 have a community development sort of
12 emphasis in my office and so we're not, I
13 don't think, in the HHS Accelerator. So
14 because we're a college, because we're
15 CUNY, are we not eligible for this? I'm
16 hoping you say no to my question. No to my
17 question, but yes that we're eligible.

18 MR. DOGAN: I think I'd have to go
19 back and take a look at the eligibility
20 requirements, but most typically they're a
21 not-for-profit 501(c)(3). You would need
22 to have been approved in Accelerator and
23 maybe there's somebody -- Keith, you might
24 want to talk about that, about whether
25 that's -- you need to be approved in

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Accelerator in order to be eligible for
this RFP.

MR. BUNCH: Yeah, that's correct.

MS. CARRINGTON: And so I don't know
whether CUNY as a whole is or whether York
is specifically because, again, we're -- we
don't specifically do community
development, but clearly that's part of our
charge as a college and so I could make the
argument that we were, particularly in the
area that we serve. So again, I don't know
whether we are and I don't know how to find
out if we are.

MR. DOGAN: In our current iteration
of transition to high school research
foundation of CUNY, including Medgar Evers
and others, are participants.

MS. CARRINGTON: Oh, great. So
there's a precedent?

MR. DOGAN: Yes.

MS. CARRINGTON: But if we're not,
like if our school specifically isn't, is
there -- well, I can talk to you later.

MR. BUNCH: So I was informed that

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2 you are prequalified in HHS Accelerator.
3 York College, right?

4 MS. CARRINGTON: Right.

5 MR. BUNCH: Yes. I was told that
6 you are.

7 MS. CARRINGTON: Fantastic.

8 MS. CANTELMINI: Hi, everyone. Good
9 morning. Dana Cantelmi, Agency Chief
10 Contracting Officer. So currently the way
11 the RFP is stated, in order to be awarded
12 at time of award would have to be a
13 501(c)(3) organization. CUNY right now is
14 prequalified in Accelerator, but if your
15 college is looking to go on its own, you
16 would have to be prequalified through
17 Accelerator and you can submit a proposal,
18 however, at the time of award, you have to
19 be a 501(c)(3). You have to have that
20 actual status.

21 MS. CARRINGTON: Or partner with
22 someone who does?

23 MS. CANTELMINI: Correct.

24 MS. CARRINGTON: Thank you.

25 MS. BREMBRIDGE: Good morning. I'm

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2 Antoinette Brembridge, Catholic Charities
3 Neighborhood Services. I've been hearing
4 the schools have to be public or private.
5 Are there any other eligibility
6 requirements for the schools? I know
7 previously they had to have a graduation
8 rate of 75 percent or higher so I'm just
9 curious what the eligibility is for this
10 proposal.

11 MR. DOGAN: For this proposal, we
12 did not list unique eligibility
13 requirements for schools, and for a variety
14 of reasons. One of the dated points that
15 we were monitoring in the previous
16 iteration, schools sometimes change their
17 status or went up and down in terms of
18 their matriculation rate, sometimes by 20
19 to 25 percent because the sense of change
20 is manifest deeply within schools and
21 schools cultures and it became challenging
22 and a bit unreliable to make predictions.
23 And if programs simply went from 70 to
24 80 percent, what did we want to be? We
25 believed that even in our schools that are

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2 showing higher rates of matriculation,
3 there is a deep sense of fragility for some
4 young people and that there's opportunities
5 for those young people to learn. We find
6 that our CBO's desire an outreach directly
7 to young people of need wherever they're at
8 and whichever school that they're in, so we
9 felt comfortable in such situations not
10 precluding schools that had a higher than
11 75 percent rate.

12 MS. BREMBRIDGE: Okay. Great.

13 Thank you.

14 MS. HINTON: Good morning. My name
15 is Oni Yebiyé Hinton and I'm from Community
16 League of the Heights. We're currently a
17 transition to high school program and so we
18 have a design where we work heavily with
19 the school's social worker and so I'm
20 wondering if for this specific -- for
21 COMPASS High, would we be able to continue
22 that direct relationship with the social
23 worker in a school without -- because I
24 know that you said that the MSW is very,
25 very important and it's necessary for the

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program advocate -- I mean, sorry for the counselor advocate. So would we be able to continue that relationship with the school social worker or would we have to develop that class of social work within the program itself? Does that make sense?

MR. DOGAN: It makes sense. So I sense the question is we have our -- the young people in our program have routinely and always had access to a social worker and the competencies of that social worker through time. I think your proposed design would need to include the amount of time and energy that this person is meeting with respect to the facet of the program. So the characteristics, and the time elements, and the cohorts, the ratios for all counselor advocates, your proposed design would need to include how this person meets that criteria.

MS. HINTON: Okay. Perfect. Thank you.

MS. WEEMS: So can other -- my name is Jestina Weems. I'm with Victims to

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2 Victory. We're a non-profit organization
3 but we service schools in New York but the
4 not-for-profit organization is actually out
5 of New Hampshire. Is that a -- can we
6 still apply if we service in New York?

7 MS. CANTELMY: As long as the
8 services happen in New York, I don't see
9 why not, and as long as you're prequalified
10 in Accelerator.

11 MS. WEEMS: Okay.

12 MS. SHER: Good morning. I'm
13 Tara Sher from Row New York. We're a
14 sports-based youth development
15 organization. My question is about the
16 advocate counselor. I just need a little
17 bit more sort of clarification on what that
18 person would be expected to do. Is it more
19 sort of clinically oriented, a role where
20 they would be providing mental health and
21 supportive counseling, or would it also
22 encompass counselling around, you know,
23 school-related issues and college
24 readiness, that kind of thing?

25 MR. DOGAN: Yes and yes.

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2 MS. SHER: That's helpful. Thank
3 you.

4 MR. DOGAN: Because we're placing
5 value on also the individualized service
6 plan, it could cover all of those. We
7 value that role previously to include what
8 keeps a young person engaged in school,
9 their connection with school culture,
10 helping them traffic through even
11 educational aspects and helping them to
12 pursue tutoring if need be outside of that,
13 and includes conversations about mental
14 health as well.

15 MS. SHER: Okay. Thanks.

16 MS. ORENGO: Good morning. I'm
17 Maria Orenge at New York City Mission
18 Society. Are transfer high schools
19 eligible?

20 MR. DOGAN: Are transfer high
21 schools eligible?

22 MS. ORENGO: Yes. DOE transfer high
23 schools which do not necessarily -- are not
24 necessarily feeder schools for graduating
25 middle schoolers. So is it a requirement

1 Proceedings

2 that an eligible student is somebody who
3 has graduated from middle school?

4 MR. DOGAN: The requirement is 9th
5 and 10th grade students and these are --

6 MS. ORENGO: Entry?

7 MR. DOGAN: Exactly. So if these
8 are enrolled 9th grade or 10th grade
9 participants, if I understand it correctly,
10 we --

11 MS. ORENGO: Transfer high schools
12 don't follow the 9 to 12 model.
13 That's -- it's credit-based.

14 MR. DOGAN: So I don't know if I
15 know the answer to that. I'm presuming
16 that there should not be a barrier but I'm
17 wondering -- I might need to get back to
18 you. I don't know the answer to that.
19 We'll have to clarify that.

20 MS. ORENGO: Okay. And whatever
21 school we partner with, we cannot serve
22 more than 50 students at that school; is
23 that correct?

24 MR. DOGAN: That is correct. So the
25 limit of slots, participants is 50 for

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2 this. Part of this is that back in 2005 we
3 had iterations of the high school where
4 people proposed like 200 or 300 young
5 people and we spent all of our time working
6 on a recruitment and a retention plan for
7 that, and that seemed like an inefficient
8 waste of time and we found greater
9 successes in smaller cohorts and better
10 peer bonding, and it allows us the ability
11 to scale more broadly throughout the public
12 school system. So we've accounted for
13 that.

14 I'll just -- a brief note, that
15 there's a partnership that we want to
16 define with the school, but I think you
17 might have also mentioned in your question
18 inherently that all the participants come
19 from that school. That could be fine.
20 Participants can also come from other
21 schools. We're not limiting it to that
22 whole school. So an earlier question
23 talked about a high school within a high
24 school within a high school, right. So
25 that's also an acceptable way of framing

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it. The partnership is with the key school. You'd want to work with that school principal to help define the needs of that school in that particular community, and that provides the location of the services and the stewardship and agreeance [sic] of that principal and key stakeholders at that site. But it is open to participants from other schools.

MS. ORGENGO: Okay. And finally, can I assume that contracts are kept at \$75,000 per year?

MR. DOGAN: Correct, yes.

MS. ORENGO: Thank you.

MS. KU: Hi. Good morning.

Helena Ku from Queens Community House. Mike, you spoke before about the summer programming and if the summer school -- if the summer -- if the high school is relocated, often sometimes to another school, is the expectation then that we have to relocate and provide services at the summer relocation site?

MR. DOGAN: It is not that

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2 expectation and for those reasons we were
3 not requiring summer as a required facet of
4 the model. We think it offers a lot of
5 value. Some -- it's even true if the
6 students don't go to summer school at that
7 school and they go to another school, that
8 the host school I've seen also can become
9 open during the summertime, but that
10 may -- that's also a possibility.

11 MS. KU: Okay. That the summer
12 services can still being offered at another
13 school, just to clarify --

14 MR. DOGAN: Yes.

15 MS. KU: -- at another school that's
16 closer for where the students are attending
17 -- I mean live, right?

18 MR. DOGAN: Yes. And I'll give
19 another example which doesn't have anything
20 to do with an open school. Wouldn't it be
21 great to have a college trip to Duke
22 University in the summertime to explore
23 college readiness? It is not based upon
24 whether the Department of Ed buildings are
25 open or closed, but it can be a wonderful

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summertime activity that's not based on PCB rules. You know, so you can do -- I want -- your party and program design would be to allow it but it wouldn't -- yes. You could go to the other school, you can stay at your same school, you can go to a campus.

MS. KU: Right. But if that school isn't open, I guess I'm thinking about the permits and all the fees associated with that because usually we've had to go to the other -- the school building that is open versus we can't remain in the host school if they're not open.

MR. DOGAN: So then your question is if they relocate, do I have to pay the permit or will DYCD work on the permits?

MS. KU: That's part of --

MR. DOGAN: DYCD will work on the permits.

MS. KU: Yeah, that's one question.

MR. DOGAN: DYCD will work on the permits.

MS. KU: Okay. All right.

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2 And then the second question,
3 assuming -- I didn't see anything about
4 financial penalties if we don't meet the
5 target, so then there wouldn't be any? I
6 know it's kind of -- I just wanted to
7 clarify.

8 MR. DOGAN: We did not list a
9 payment, you're correct. Yes. It was not
10 an oversight.

11 MS. KU: Okay then. Thank you so
12 much.

13 MR. WALK: Hi. Ian Walk, Play Study
14 Win. When you spread 150 hours over the
15 course of the school year, that's not many
16 hours a week. Do you have a -- in terms of
17 program design, do you have a preference
18 for running the program over the course of
19 the whole year, the whole school year or
20 the intensive 12, 15-week program?

21 MR. DOGAN: Great question. I
22 perhaps eluded to that in my presentation
23 about participating in youth and connecting
24 with youth over the course of the school
25 year, including aspects of individual

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2 guidance and support. So we know aspects
3 or projects may, and that's a value that
4 we've included specifically into the RFP,
5 can have an intense period doing a theater,
6 working towards a dance competition. So
7 those are aspects of intensity but we don't
8 want the program to feel concluded, say by
9 January. We envision this as remaining
10 connected to young people throughout the
11 course of the year. That's not to say that
12 there are periods of greater intensity or
13 downtime.

14 MR. CHANG: Hi. Jonathan Chang from
15 Asian Americans for Equality. My question
16 is on page nine. It says that the
17 counselor advocate to student ratio would
18 not exceed 1 to 25, but the bullet point
19 right above it says the contractor would
20 serve up to a maximum of 50 students. So
21 if, for example, a successful cohort would
22 be 25 9th graders, another cohort would be
23 25 10th graders. One counselor advocate
24 couldn't do both of these at separate
25 times? It would have to be another

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counselor advocate for another cohort or
could one counselor advocate support both
cohorts?

MR. DOGAN: One counselor advocate
could not support 50 young people.

MR. CHANG: Okay. Thank you.

MR. BUNCH: Any questions?

MR. LEGGETT: I'm Feargus Leggett
from Girls Who Code. So in the RFP you
guys refer to the program director and the
counselor advocate. We teach girls how to
code and a key part of our program would be
to pay instructors. That would be part of
the budget, I'm assuming, right?

MR. DOGAN: Yes, absolutely.

MR. LEGGETT: All right.

And then in terms of the program
director qualifications --

MR. DOGAN: So the RFP also talks
about subcontractors up to 30 percent so we
know -- we want your program to take an
inventory of needs, the manifest needs, and
we want CBOs as always to recognize their
own strengths, uniquenesses and skill sets

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as a part of what they do and manifest that through those activities. So that's all part of a larger program design and they can use subcontractors for other things as needed too.

MR. LEGGETT: Yes. In fact, we would be using probably the MSW requirements through the subcontractor because that's not our strength.

The second question is around a program director. So we're a national organization. Does the program director have to be on the ground or can that be more the counselor advocate and the instructors who are mainly running the program for us?

MR. DOGAN: Most -- the question is about the program director being on site, present and available. It's our envisioning through all of the RFPs that we have, that they're a manifest part of the culture of the school and during program hours and times to help support the role of the counselor advocates, to help build

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those key relationships with key DOE personnel, and so we envision it that way.

MR. LEGGETT: Great. Thank you.

MS. COLON: Hello. My name is Helen Colon and I work for El Puente. I have a question in regards to the staffing qualifications. I understand that the director -- the program director needs to have a Bachelor's degree and the counselor advocate needs to have an MSW, and then there is something also in the RFP talking about social work interns. So I'm trying to get clear if we have social work interns instead of a counselor advocate, is that possible?

MR. DOGAN: The social work interns would help fulfill the role.

MS. COLON: Okay. But are we still expected to have a counselor advocate with an MSW?

MR. DOGAN: Yes.

MS. COLON: Thank you.

MR. FRENZEL-BERRA: The counselor advocates, they have to be supervised by

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2 someone with an MSW.

3 MS. COLON: Can it be the program
4 director?

5 MR. DOGAN: Yes.

6 MR. BUNCH: Any questions?

7 MR. WALK: I have one more. You
8 mentioned that you need -- the ratio is 1
9 to 25 -- Ian Walk, Play Study Win. These
10 are part-time positions, obviously they're
11 all going to be part-time positions. So
12 it's not part of the RFP where we could
13 just employ one MSW for twice the amount of
14 time and they can serve 50 children?

15 MR. DOGAN: No, it is not possible,
16 and partly because we want them to focus on
17 a unique group of kids that gives them more
18 personalized time. It's almost in the way
19 of like a real class size for us, right.
20 It's not about the total time commitment,
21 it's the sense of purposefulness that, them
22 as a cohort, that their ability to work
23 with X group of kids.

24 MS. SANCHEZ: Hello. My name is
25 Mary Sanchez. I'm from Fresh Youth

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Initiatives. My question is, could you further explain how the 50 percent rate of participation is going to be calculated? It was in the proposal but the formula was not completely comprehensive.

MR. DOGAN: Okay. So the rate of participation you should understand is the -- I'll read this out for everybody as it is in the RFP and then we can go from there. "The contractor would achieve a rate of participation of 50 percent calculated as a total cumulative hours of attendance by all enrolled participants in the contracted period. (The hours of each individual participant being capped at 150 hours per year divided by the sum of the required program hours in that period multiplied by the contract number of program slots.)"

So the 150 hours essentially multiplied by the amount of kids in your program. The 150 hours multiplied by the number of kids in your program will become the denominator. The amount of hours

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2 accumulated by all of your participants
3 through the sum of activities,
4 orientations, trips, individual guidance
5 and support will include -- will be your
6 numerator. That division is your rate of
7 participation. The number of hours, the
8 150 multiplied by contracted participants
9 is your denominator, the amount of all
10 hours accrued over the course of the
11 program year from July 1st through
12 June 30th would count towards your rate of
13 participation.

14 MS. SANCHEZ: Even if we had a drop
15 off rate?

16 MR. FRENZEL-BERRA: Another way to
17 think about it is the denominator is the
18 maximum number of hours that we require.

19 MS. SANCHEZ: So even if we had a
20 drop off rate sometime mid year but we were
21 supplementing that with more activities and
22 exceeded the 150 hours, technically, we
23 would exceed the rate of participation?

24 MR. FRENZEL-BERRA: Well, it's
25 the -- exceeding the 150 hours is by

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participants, not operating hours. So if you offer more hours and you get participants, any one participant cannot be counted for this rate beyond 150 hours of participation, but you can offer more hours of activity so the rate is referenced to the participants' attendance.

MS. SANCHEZ: All right. Thank you.

MR. ORDAIN: Good morning. My name is Malvern Ordain. I'm from Miracle Music, Inc. I would like to know if the counselor advocate and the program director, if they should be on the clock of the subcontractor or on the clock of the main contractor?

MR. DOGAN: I'm not sure if I entirely understand the question. Can you repeat the question again? I'm sorry.

MR. ORDAIN: The counselor advocate and the program director, should they be on the clock of like a subcontractor or on the clock of the major contractor?

MR. DOGAN: Most typically, most typically, the key personnel are the employees of the community-based

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organization. We allow 30 percent of this budget to be applied to subcontractors as needed.

MR. ORDAIN: Thank you.

MS. HUNG: Hi. Lily Hung, St. John's University. In regard to the counselor advocate, I keep hearing that MSW, MSW, however, would it be possible to have a counselor advocate who has a Masters or Doctorate in a closely related field, not necessarily social work?

MR. DOGAN: It would not for a variety of reasons. We placed a premium on an MSW specifically for the reasons and capabilities that that role provides. We would certainly value other roles as being of great support and value to young people. We placed a premium on this particular role in the RFP.

MS. HUNG: So if somebody had a Masters in counseling psychology but not a Masters in social work then they couldn't qualify as a counselor advocate?

MR. DOGAN: There may be an

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2 equivalency that I'm not familiar with. I
3 don't know if anybody can talk about -- we
4 can clarify that if need be.

5 MS. HUNG: For example, I have a
6 Doctorate in clinical psychology, and under
7 New York State law, that allows me to
8 supervise individuals with MSWs. So that
9 actually places me above the level of where
10 somebody with an MSW. So if I were to act
11 in the role of the counselor advocate,
12 would I be able to do so or would we need
13 to hire somebody who is an MSW?

14 MR. DOGAN: Right. So I think the
15 quality that we're bringing there was of
16 minimum value. If what you're espousing is
17 that there is a supersede in higher value
18 offering the same capabilities, same
19 equivalencies, then certainly there's a
20 consideration for that.

21 MS. HUNG: So if somebody --

22 MR. DOGAN: Is -- yes. Go ahead.

23 MS. HUNG: I'm sorry. So within the
24 New York State Education Health and Human
25 Services, somebody with a Masters in

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2 counseling psychology is the
3 equivalent -- is seen as the same level as
4 someone with a Masters in social work.
5 Would we be able to use that as someone who
6 is a counselor advocate?

7 MR. DOGAN: I won't -- will not
8 pretend to be more expert on that. So
9 we'll work on clarifying these roles. I
10 would request that you send a question to
11 rfpquestions and produce such information
12 and that our team can evaluate further.

13 MS. HUNG: Okay. Thank you very
14 much.

15 MS. LICATO: Hello. My name is
16 Linda and I'm from St. John's Hospital in
17 Rockaway. I have a question -- now I
18 forgot what it was -- about the staffing, I
19 think it was. Right. So the contract I
20 think you said was 75,000, that's what it's
21 capped at for each contract, but is that
22 per school? Like if you were going to
23 serve two schools, would it be 75,000 per
24 school or 75,000 all together?

25 MR. DOGAN: Per school.

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MS. LICATO: Per school. Okay.

And they can only serve -- each MSW can only serve 25 individuals?

MR. DOGAN: Correct. Each counselor advocate.

MS. LICATO: Right. That's what I meant.

MR. DOGAN: Yes. I'm with you.

MS. LICATO: And not between, like they couldn't serve 25 in one school and 25 in another? It's too much?

MR. DOGAN: You could propose two sites for 25 each.

MS. LICATO: For one counselor advocate?

MR. DOGAN: One counselor advocate at one school for 25 and have one counselor advocate at another school. So we're not requiring 50 participants, if that were the case.

MS. LICATO: Okay. Thank you.

MR. POLESE: Hi. I'm Lou Polese and I'm from Phipps Neighborhoods. And the question of the supervision to be provided

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by the MSW, I understand -- back in the day I went to social work school and I took students later on and I understand that the social work schools do a nice job of defining what supervision is. But if I hire a BA, say somebody with the art history major and I'm supposed to supervise that person as an MSW, I'm kind of on my own. Can you give any guidance in terms of what you're thinking about with regard to supervision?

MR. DOGAN: Supervision by the program director?

MR. POLESE: No. Supervision by the social worker. It's mentioned in here. I think it's on page eight.

MR. FRENZEL-BERRA: Our thinking is that given the role of a counselor advocate, there may be a need for someone who has more training and expertise in addressing issues that may present themselves among participants and that's where the MSW comes in. So that's why we require if you're not using an MSW as a

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counselor advocate, you're using others with a BA, that there is an MSW who can supervise them and --

MR. POLESE: So use them and do what; process recordings, meetings --

MR. FRENZEL-BERRA: It could be a range of things.

MR. POLESE: Or monthly meetings once a year?

MR. FRENZEL-BERRA: That's your program design how you involve them, but that's our general rationale behind the requirement.

MR. POLESE: Okay. Thanks.

MS. CHUNG: Hi. I'm Erica Chung from Henry Street Settlement. We also provide OST transition at a number of schools and since the -- and OST doesn't have a student cap of 50 students. We've been in one of our schools since 2009 and we enroll 60 to 70 students every year successfully and we have been doing so. So in this program design, would you prefer to see a revision of activities to focus on,

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like you said, the cohort building among a smaller cohort, or do you want to see kind of a continuation of the activities that we've been doing with expansion in some of the peer support building?

MR. DOGAN: The RFP -- I'll answer it this way because I would probably rather not say a preference for like what you have or haven't been doing, but I think that the program design under this model would be most important. We talked about in this RFP the ability to have smaller groups or larger groups. This is part of the program design. You may -- subgroups is in parentheses, is an actual term that we've used in this in terms of peer bonding so that there may be things where your entire group of 50 may participate in something. There may be something where a unique group of like five to seven, may be the most meaningful group that's specific to them, a project, a social action project, community service project, community gardening project.

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2 So we'll allow, as part of your
3 overall program design, the aspects of the
4 kids' originality, what they're interested
5 in doing which is always a facet of what
6 DYCD is interested in; youth, voice and
7 choice. And so that may determine what
8 your groups are doing, whether small group
9 tutoring is a facet of your program design
10 in collaboration with the school or larger
11 groups. If everybody's putting on a play I
12 will come out and see it. So that will be
13 a program design question.

14 MS. CHUNG: Alternatively, since we
15 do work with a greater number of students
16 in most of our OST programs and schools, do
17 you -- and that will be reflected in the
18 history that we submit as part of the
19 proposal with our history of success in
20 that school. Do you want to see kind of an
21 explanation of how we're going to kind of
22 transition that into the smaller cohort?

23 MR. DOGAN: Can you say that again?
24 I'm not with you.

25 MS. CHUNG: So you know how a big

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2 portion of the proposal is to show a
3 history of success at the school, three
4 years of success at a school, most
5 presumably the school that you're applying
6 for? Since we have a history of enrolling
7 greater numbers in the similar program, in
8 OST transition, will you require an
9 explanation of how that program will change
10 or evolve as we kind of, I guess, enroll
11 fewer participants, is what I'm asking?

12 MR. DOGAN: In the experience
13 section you would, of course, describe the
14 program that you've had now or in the past.
15 But in proposing the new program, you would
16 just tell us what your plan is for the
17 number of participants you plan, how you're
18 going to serve them that meet the
19 requirements of the new program. You don't
20 have to explain the transition of what
21 you're doing now to what you're proposing
22 and plan to do in this -- in your proposal
23 for this RFP.

24 MS. CHUNG: Okay. Thank you.

25 MR. BUNCH: Any questions?

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2 No questions at all? Anymore
3 questions? There's one.

4 MS. WEEMS: Jestina Weems with
5 Victims to Victory. Now, on the counselor
6 part, our program is an art program so the
7 kids design like a play where they talk
8 about issues. We work with the school
9 counselor. Can we put them as the
10 counselor advocate in our proposal or does
11 it have to be somebody in your program
12 board?

13 MR. DOGAN: I sense that's a similar
14 question to one that I probably answered
15 earlier.

16 MS. WEEMS: I know you can structure
17 it whatever way you want, but do they have
18 to be specifically to your program or can
19 you just get them with the school, like the
20 school counselor?

21 MR. DOGAN: They need to -- the
22 roles and responsibilities of those
23 individuals who are programming these
24 functions need to be manifested, right, so
25 you need to describe that as part of your

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program design. If that's another person to an agency or somebody even had talked about as a subcontractor, they still need to play an evident role fulfilling all the key aspects and that needs to be described concretely in the RFP.

MS. WEEMS: So it can be a different one for each school?

MR. DOGAN: A different what, a counselor advocate?

MS. WEEMS: Yes.

MR. DOGAN: Yes. So a stakeholder in the school could not perform the functions for a program of 50 on their own. Their needs to be a 1 to 25 ratio for each of the counselor advocates.

MR. FRENZEL-BERRA: I would add that the amount of time that they put into your program needs to be dedicated to the program and specified in the RFP.

MS. WEEMS: Okay.

MR. BUNCH: Anymore questions?

(No response.)

MR. BUNCH: Going once, twice. All

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right.

So before you go, since there are no more questions, this concludes our Pre-Proposal Conference. Please remember that the due date for the proposal submission is January 11th, 2016 at 2:00 p.m. in the HHS Accelerator system.

In addition, please be on the lookout for the addendum that will be released regarding the deadline for questions to this RFP, and any other addendums which we release in the HHS Accelerator system. Thank you.

(Time noted: 11:29 a.m.)

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C E R T I F I C A T E

STATE OF NEW YORK)
COUNTY OF RICHMOND) ss:

I, JENNIFER CASSELLA, 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 7th day of December, 2015.

Jennifer Cassella

**Department of Youth and Community Development
December 4, 2015**

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