

Beacon Community Centers

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In the Matter of the
BEACON COMMUNITY CENTERS WITH ACS PREVENTION
PROGRAMS RFP PRE-PROPOSAL CONFERENCE

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Part I - EPIN: 26017I0003 and Part II EPIN: 26017I0004
B E F O R E:

ZENAIDA MARIE WHITE, DYCD Assistant Deputy Agency
Chief Contracting Officer

2 Lafayette Street
New York, New York

May 12, 2017
2:13 p.m.

TRANSCRIPT OF PROCEEDINGS

Reported By:

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

ZENAIDA MARIE WHITE, DYCD Assistant Deputy Agency
Chief Contracting Officer

NINA HERMAN, HHS Accelerator

WANDA ASCHERL, Senior Director Community Centers &
Strategic Partnerships

CHRIS CARUSO, Executive Director of Community
Schools at the NYC Department of Education

KAILEY BURGER, Assistant Commissioner/Community
Based Strategies Division of Prevention Services
NYC/Administration for Children's Services

ROBERT FRENZEL-BERRA, Director of Research and
Program Development

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2 MS. WHITE: Good afternoon. Thank
3 you for joining us today. On behalf of
4 Commissioner Bill Change I would like to
5 welcome you to the Department of Youth and
6 Community Development pre-proposal
7 conference for Beacon Community Centers
8 with ACS prevention programs' request for
9 proposals.

10 Please note it is two RFPs. Part
11 1 of 2, RFP EPIN 26017I0003 and part 2,
12 RFP EPIN 26017I0004.

13 My name is Zenaida Marie White. I
14 am the Assistant Deputy Agency Chief
15 Contracting Officer here in the
16 procurement department of DYCD.

17 We would like to let you know that
18 the New York City Department of Youth and
19 Community Development, DYCD, invests in a
20 network of community-based organizations
21 and programs to alleviate the effects of
22 poverty and to provide opportunities for
23 New Yorkers and communities to flourish.
24 Empowering individuals, strengthening
25 families, investing in communities and so

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2 here we are.

3 I would like to begin by going
4 over the agenda for today. We have an
5 action-packed agenda. Lots of information
6 for you beginning with the welcome and
7 panel introduction, RFP
8 timeline/requirements, HSS Accelerator,
9 Beacon Community Center overview, a
10 presentation from the New York City
11 Department of Education, a presentation
12 from the New York City Administration for
13 Children's Services, we are going to
14 review some post-award requirements, some
15 important information, and last but not
16 least the most important part, the
17 question-and-answer session.

18 So to begin I'd like to introduce
19 our panel -- to begin again, I'd like to
20 introduce our panel. We have Wanda
21 Ascherl, she is our Senior Director of
22 Community Centers and Strategic
23 Partnerships.

24 Feel free to applaud.

25 (Applause.)

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2 MS. WHITE: We have a special
3 guest with us from the Department of
4 Education, we have with us Chris Caruso
5 the Executive Director of Community
6 Schools.

7 (Applause.)

8 MS. WHITE: We have another
9 special guest, Kailey Burger from the New
10 York City Administration for Children's
11 Services. And Kailey Burger is the
12 Assistant Commissioner for Community Based
13 Strategies in the Division of Prevention
14 Services.

15 (Applause.)

16 MS. WHITE: Last but not least we
17 have both Nina Herman from HSS Accelerator
18 and we have on hand for the question
19 segment, Robert Frenzel-Berra, Director of
20 Research and Program Development.

21 (Applause.)

22 MS. WHITE: Let's give a hand to
23 our panel.

24 (Applause.)

25 MS. WHITE: Before the panel comes

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and does their presentations I wanted to review some important deadlines and some important requirements beginning with the proposal due date.

The due date for this RFP is May 31, 2017 at 2:00 p.m. All proposals must be submitted in the HHS Accelerator system. Nina will be up in a little bit to go over the qualification requirements. In order to respond to this RFP you must be prequalified in the HHS Accelerator system. DYCD will be not accepting hardcopies of this proposal.

In this RFP -- in both of these RFPs there are minimum requirements. Please pay close attention. A proposal must be submitted under RFP EPIN 26017I0004 ACS program as well as RFP 26017I0003 Beacon programs for the same site location/school DBN number. A signed School Partnership Agreement, Attachment H, must be submitted with the proposal. If a proposal fails to meet the above minimum requirements, it will be deemed

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nonresponsive and will not be further considered. So please pay close attention to the minimum requirements.

In addition, please note that there is also an outline of required documents for each of these RFPs. You are going to be saying these EPIN numbers in your sleep. Part 1 of 2 RFP EPIN 26017I0003 list can be found on page 5 of the RFP. Part 2 of 2, the list of required documents for EPIN 26017I0004 list can be found on pages 4 through 5.

Going back to the timeline, we anticipate that the awards will be announced during the summer of 2017. Announcement notifications are made in HHS Accelerator system. The anticipated contract term is from September 1, 2017 to June 30, 2020, with an option to renew for up to three additional years.

Questions, if you have any questions once we are done with the question-and-answer segment today, after today you can submit your questions to

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2 RFPquestions@dycd.nyc.gov. And as noted
3 in the RFP, please make sure you write
4 Beacon with ACS in the subject line.

5 And we really want to make sure we
6 can give you good responses, accurate
7 responses, so we are asking you to submit
8 your questions no later than May 24, 2017.

9 So I'm going to get out of the way
10 and ask Nina Herman to come and review
11 with you the prequalifying requirement for
12 HHS Accelerator.

13 MS. HERMAN: Hello. My name is
14 Nina Herman and I'm from the Mayor's
15 Office of Contract Services and I am going
16 to be presenting on HHS Accelerator, which
17 is the system that you will be using to
18 submit two proposals to this RFP.

19 By a show of hands can I see who's
20 already accessed the RFP documents?

21 (Hands raised.)

22 MS. HERMAN: Most of you,
23 excellent.

24 So that means your organization
25 has an account in Accelerator, you've

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2 already prequalified, and you've been able
3 to access those documents in the system,
4 which is great.

5 I will just do a brief background
6 on what Accelerator is. It is a system
7 that was created to speed up and
8 streamline the competitive procurement
9 process. So agencies release Health and
10 Human Service RFP in HHS Accelerator and
11 then you have to submit those proposals
12 electronically in the system.
13 Prequalified providers that are approved
14 for relevant service are eligible to
15 propose and can submit after the RFP is
16 released.

17 Please make note that proposals
18 are due by 2:00 p.m. on the proposal due
19 date. So 2:00 p.m. is your deadline on
20 that date.

21 And then before I jump into the
22 rest of my presentation, I want to let
23 know we have a help desk that we monitor
24 during business hours so Monday to Friday,
25 9:00 a.m. to 5:00 p.m., and we are really

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responsive. So please e-mail us if you have any questions or you need any assistance using Accelerator. Our new e-mail address -- so it is not the one listed here -- we have a new one as of a few weeks ago, is help@MOCS.nyc.gov.

So the very first thing you'll do is you're going to create an account for your organization in Accelerator and once your account is approved, your next step is to get prequalified in the system. So prequalification consists of a business application and at least one service application. That gets submitted electronically and our team at MOCS actually reviews that application. Once it's approved you are ready to compete for funding in the system.

So when you log in to Accelerator you are going to click on the procurement tab, which will take you to the procurement roadmap. I want to highlight for this RFP there are actually two procurements listed in Accelerator and

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2 they are indicated as part 1 and part 2.

3 So you'll need to submit two separate and
4 complete proposals to each of those, one
5 to part 1 and one to part 2, in order to
6 compete for this funding.

7 On the procurements roadmap you
8 will click on the title of the procurement
9 you're interested in and it will take you
10 to first the procurement summary tab. So
11 if you're prequalified in Accelerator and
12 the RFP has been released in the system
13 you can go to the RFP documents tab to
14 read all of the documentation, so any
15 supporting documenting, the actual RFP
16 documents, and then any addendums that get
17 released are all going to live in that
18 tab.

19 The proposal summary tab is what
20 you'll click when you're ready to start a
21 proposal and you'll see a button on the
22 bottom left that says add new proposal.
23 Your proposal will have three tabs to it
24 and the first one is the proposal details
25 tab. So here you're going to enter in a

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2 title for your proposal and you're going
3 to select the appropriate competition
4 pools that you're competing for. And then
5 please keep in mind since you're
6 submitting in Accelerator, you want to
7 make sure you're selecting the same
8 competition pools for each of the
9 proposals that you're submitting.

10 You'll enter in provider contact
11 information, service units, and then
12 there's a question section that you'll be
13 answering.

14 Lastly, there's an add site button
15 at the bottom right and that will complete
16 the proposal details tab.

17 The proposal document tab is where
18 you are going to uploading required
19 documents. So every field can hold one
20 file, so if you upload multiple files into
21 one field they will all overwrite each
22 other. It is one file per field and you
23 won't be able to submit your proposal
24 until all those fields have been filled
25 with a file.

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And then lastly is the submit proposal tab. You'll come here, you'll check off the boxes at the bottom. You enter in your full e-mail address and then your Accelerator password that will act as your e-signature and then you can click submit proposal.

You'll have a few indications that you successfully submitted and one is the green bar across your screen that you successfully submitted a proposal. You'll also see the status right next to the proposal title says submitted, and lastly there will be an e-mail notification that you submitted your proposals.

So there are some steps here. You're creating an account, you're getting prequalified, and then you're submitting proposals to each of the two procurements in Accelerator for this RFP. We have guides, videos, and training available on our website. It is nyc.gov.HHSAccelerator. You'll find step-by-step guides, videos, and then a

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It functions as a community center where we are open from after-school service hours as well as evenings, Saturdays, and weekends. We function as a -- we are designed to meet the needs of the community and to strength local communities with a focus on youth, family, and community development resources.

The de Blasio administration has committed \$6.2 million in fiscal year '18 to establish eleven new Beacon programs in underserved communities. Sites selected were based on two primary analyses. The first one was on youth population by borough. And the second, in partnership with the New York City Department of Education, identifying schools with limited to no services.

The RFP is informed by DYCD's mission and vision to alleviate the effects of poverty by drawing on the strengths of individuals and communities. There are six overarching programing goals that drive the operation of services. We

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2 promote positive development by providing
3 safe environments, supportive
4 relationships, high expectations, and
5 family engagement. We function as a
6 neighborhood hub that helps community
7 members access service and strengthens
8 community bonds. We provide opportunities
9 for all participants to develop skills.
10 We strengthen community life by expanding
11 partnerships, tapping into City resources,
12 and connecting community resources to the
13 Beacon. We support student engagement in
14 school, including among students with
15 chronic absenteeism. We ensure
16 participants and community members are
17 viewed as potential contributors to the
18 Beacon and the community.

19 Now we will take a look at how
20 this translates to program services.
21 There are three types of program
22 activities. Drop-in, which are activities
23 that are not structured in scope but can
24 be used as a vehicle to recruit and engage
25 youth/adults in regularly scheduled

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2 activities. We have planned activities.
3 These activities have clear purpose and
4 objectives with articulated learning goals
5 and skill gain. And they typically follow
6 a curriculum or a set of lesson plans that
7 require regular attendance. And the
8 community events, these are designed to
9 reflect the interests and needs of the
10 community. Beacons must provide a minimum
11 of three events per year including one on
12 health.

13 There are five core areas embedded
14 within these program activities and they
15 are education, community
16 building/leadership, health, employment
17 and financial security, recreation and
18 enrichment. For more detailed examples of
19 types of activities, they are located on
20 page 19 and 20 of the RFP.

21 DYCD anticipates administrating
22 customer service satisfaction surveys. We
23 are looking for 80 percent of respondents
24 indicating satisfaction of survey that
25 Beacons are making internal and external

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referrals to address needs and to assess motivation, self-awareness, and decision making through the use of social and emotional learning outcome-based survey tools.

The next two slides I will go over the staffing structure. Key staff positions are Beacon director, outreach coordinator, and other staff who provide regular and substantial direct services to youth and adults. We require a full-time director with a bachelor's degree or higher, with a minimum of five years of relevant experience. Responsibilities include but are not limited to overall administration of program, coordinate with the principal of host school and other community stakeholders, represent the program at school leadership meetings, and work with staff to ensure quality activities.

The second position referenced is the outreach coordinator. This person would engage hard to reach youth, as well

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2 as work with chronically absent youth,
3 identified as part of the Beacon goals.

4 Now, earlier in our -- this is our
5 fourth pre-proposal conference -- there was
6 a question as to whether or not the
7 outreach worker role can be assigned to an
8 existing position, let's say an assistant
9 director, and if an outreach function is
10 covered by a staff member with other
11 responsibilities there must be dedicated
12 hours for the outreach work. The resource
13 coordinator is responsible for
14 coordinating and making referrals. Now,
15 this function can either be assigned to
16 the Beacon director and/or another
17 individual within your staffing structure.
18 More details on skills can be found on
19 page 13 of the RFP. All staff employed or
20 volunteers must be familiar with the
21 neighborhood, have the necessary language
22 skills to effectively communicate with and
23 serve non-English speaking participants,
24 linguistic and communication skills to be
25 able to reach out and interact with

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newcomers to the city in positive ways and respond effectively to their needs, and have the experience and managerial skills needed to provide, lead, and coordinate the activities for adults.

There are additional skills listed in the RFP. Just as a reminder, all programs must ensure that you are in compliance with staff-to-participant ratios for children five to thirteen years of age required under the New York State SACC Regulations.

DYCD expects all the programs it supports to recognize and value the strengths and capacities of individuals and communities. And we take this in three approaches.

The first one is utilizing the strength-based frameworks. Positive youth development, which is an assets-based approach that helps with healthy development emphasis by offering a safe environment and a sense of belonging.

The second framework is social and

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emotional learning, which involves intentional development of key skills and including self-awareness, self-management, social awareness, relationships and responsible decision making.

The third framework is youth leadership, which builds on social and emotional learning competency by adding a focus on action and reflection.

The second approach is ensuring that programs are providing a safe, welcoming, and inclusive environment.

The third one is family-critical elements: Communication, participation, and mutually beneficial partnerships.

In the next few slides I'm going to cover the annual target population, the service levels. So this chart represents summer and school year target population. All Beacons are contracted to provide activities and services for a minimum of 1,200 school-aged youth, families, and adults ages twenty-two years and older including seniors, and again for the

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2 fiscal year. Looking at the chart in more
3 detail the 1,200 includes 500 adults and
4 youth, any age that attend a community
5 event at least once. One hundred adults
6 twenty-two years and older that attend
7 either drop-in and/or planned activities
8 at least once, and 600 youth under
9 twenty-two years of age attending drop-in
10 and planned activities at least three
11 times to be considered enrolled.

12 Out of the 600 annual participants
13 we are expecting that programs enroll at
14 least ten elementary, 100 middle school
15 students, and 100 school-aged youth.
16 Again, this would be summer and school
17 year.

18 Now, we are going to take a look
19 at the school year dosage requirements.
20 All programs must enroll 200 youth that
21 must meet specific requirements. From
22 that 200 at least 100 must reflect the
23 grade level of the host school and the 100
24 can represent any other grade level and/or
25 the community.

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2 So in this RFP we are allowing
3 programs to have more flexibility in
4 ensuring that they are meeting the needs
5 of the community. So as we were talking
6 about the 200, there is flexibility as to
7 the age group that you wish to target. If
8 you are anticipating to enroll elementary
9 students, the dosage requirement is
10 80 percent ADA. For middle school it
11 would be 150 hours per participant per
12 school year, and for high school 100 hours
13 per participant per school year. And
14 again the number sign on the right is just
15 a number sign because, again, based on
16 your community assessment needs, that will
17 determine where you guys will land.

18 Hours of operation is forty-two
19 hours a week over six days, Monday through
20 Friday and Saturdays and Sundays.
21 Weekdays are at the end of the school day
22 and no later than 10:00 p.m. and on
23 weekends and that can be negotiated with
24 the host school and obviously based on the
25 needs of the community.

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Summer, so the RFP is designed again to allow for flexibility based on school or community needs. Depending on the school grade level and the community needs, population to serve, but proposers must choose one of the three options set out below. Under all three options, the Beacon must offer a summer camp program for at least some elementary grade students.

Option 1 is Monday through Friday, seventy hours; weekends, seven hours; a total of seventy-seven hours. The schedule is 8:00 a.m. to 10:00 p.m., Saturday or Sunday from 3:00 p.m. to 10:00 p.m., total summer hours 539 and the enrollment requirement is 175. However, should you choose option 2, you would be expected to operate 8:00 to 6:00 but there will be an additional sixty-four hours for you to have more flexibility and determine which days of the week you will extend your summer camp hours and/or Saturday; however, you would be required to have a

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2 minimum enrollment of 225.

3 For option 3, it is Monday through
4 Friday, fifty hours, 8:00 to 6:00. The
5 minimum enrollment is 275 for the summer.

6 So when I said earlier minimum
7 school year and summer total enrollment
8 was 1,200, the reason for that is because
9 if you determine which option you select,
10 if you select option 3 then your minimum
11 would be 1,300.

12 And last but not least, community
13 partnerships. It is anticipated that
14 proposers have a strong community
15 connection and sound knowledge of services
16 in the neighborhood. You would be
17 required to have a minimum of three
18 community partnerships and included in
19 your proposal community agreements must be
20 submitted along with the proposal. Each
21 Beacon must have an advisory council that
22 meets at least four times a year, and to
23 ensure middle and high school-age youth
24 have a meaningful leadership experience,
25 the Beacon would either ensure youth are

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2 adequately represented on the advisory
3 council or establish a separate youth
4 advisory council.

5 Lastly, agreements must include a
6 description of services, type of services
7 that will be provided, and description of
8 process for making referrals, if the
9 partnership involves referrals.

10 Thank you.

11 MS. WHITE: Before we continue we
12 are going to have a fixing of the
13 microphone.

14 So to continue on and not belabor
15 the time, we are just going to speak very
16 loudly.

17 We have up next the New York City
18 Department of Education presentation by
19 Chris Caruso, the Executive Director of
20 Community Schools.

21 MR. CARUSO: That's Zenaida.

22 So on behalf of Chancellor Farina,
23 it is an honor to be here today. I have
24 just a couple of messages as you're
25 preparing your proposals for the Beacon

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3 One is we want to send a message
4 that the Department of Education is a true
5 partner in this work with DYCD. This
6 administration has really elevated its
7 expectations for how schools and
8 communities can better work together. And
9 I think the Beacon Community Center is a
10 prime example of that work in ninety-one
11 communities around the city. So we are
12 really excited about this new RFP. Some
13 of the changes that have been made in some
14 of the proposals that you'll be submitting
15 to support children and families in
16 high-need schools.

17 I work in the Office of Community
18 Schools and our role in the Department of
19 Education is to better connect schools and
20 nonprofit organizations and we do that by
21 building the capacity of principals to be
22 better partners. Has anybody ever worked
23 with a principal who wasn't a good
24 partner? Right. That happens from time
25 to time, you know. So we are trying to do

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a better job at supporting the leaders in the Department of Education to recognize the assets that exist within the community.

And that's a two-way street, right, because we also try to help build the capacity of communities to be better partners for their schools. To understand what some of the pressure points are, what some of the accountability measures are and how we can work towards, set, aligned, and shared goals and results.

As you can see, the results that we are looking for are to have schools become places where children can have opportunities to learn, to gain skills, to create joy, and have experiences that ignite curiosity so that they can be on their path towards success as an adult. And I think that's a goal that we can all stand behind whether you're a community-based organization or a school leader.

There are a couple of elements in

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the RFP that specifically talk about how schools and Beacon providers work together. And we tried to develop a school partnership agreement that formalizes that and documents that. That's a requirement for your proposal, to have a school partnership agreement and to have the principal of the host school sign off on that.

One of the things that the SPA does is outline some roles and responsibilities. It outlines expectations. And what our expectation is as you're going through this process to develop your proposal, not that you just go and kind of get a signature, but it is an opportunity to engage in a conversation with that school about what your vision is for the community, what your hopes and aspirations are and what the goals and results are that you're going to be committed to delivering through the Beacon program and how that might connect with the school. We are hopeful that there's a

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meaningful dialogue that will occur so that both schools and CBOs are better positioned to work together once the awards are announced sometime this summer.

Couple of other things that we've committed to. One, the Department of Education provides the space for the Beacons that have extended hours, providing space within the schools for the CBO to work. The expectation is that the Beacon director have a role on the building advisory school council and the school leadership team. We really want to look for opportunities to bring the Beacon director more into the fold about what's happening in the day-to-day operations of the school, so that they're more aware of what the needs are of students and also so we can better connect the tools and resources of schools and communities. We expect that there will be a regularly scheduled meeting, that the school will identify a point person to work with the Beacon and vice versa we expect that the

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2 CBOs will work with the school leaders
3 when hiring the Beacon director, right.
4 So this shouldn't just be that you just
5 bring them in and say, here's your new
6 Beacon director. There should be a
7 conversation; this is who we are thinking
8 about hiring, these are the resumes, this
9 is the job description, and invite
10 feedback and have a conversation about
11 that as well. Partnership really requires
12 both sides to invest time and resources to
13 understand what the shared goals and
14 results are and how they can work together
15 to achieve those.

16 And finally, I just want to go
17 over a couple of the principles of
18 effective school/CBO partnerships that
19 we've learned over the course of the
20 years. These are not groundbreaking,
21 right, I think these will be familiar to
22 practitioners in the room who deal with
23 this day in and day out but just as a
24 reminder, planning is really important.
25 So planning doesn't start when you get

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your contract. Planning actually starts when you write your proposal. So what are you going to commit to and how you get agreement together on what you're going to be proposing. Making sure again that you're involving the principal when you're doing your hiring. Making sure that the principal and the teachers know who the staff are, there shouldn't be surprises. Are there opportunities to even align with professional development opportunities, align reward and accountability structure for students and for staff? And making sure the roles and responsibilities are verified, so what is the work plan, what are the outcomes, who is going to be responsible for what and by when. And when it comes to programming, making sure that team members are working together, that there are ground rules, that you understand what the principal wants to be briefed on and what you have the authority to go ahead and do on your own, you know, that often comes through (inaudible).

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2 So I'm excited to answer your
3 questions in a little bit and thanks for
4 inviting me here today.

5 MS. WHITE: Thank you, Chris.

6 And now we have a presentation
7 from ACS and we have with us Kailey
8 Burger, Assistant Commissioner. Let's
9 welcome Kailey.

10 MS. BURGER: Good afternoon,
11 everyone. I'm Kailey Burger. I'm the
12 Assistant Commissioner for Community Based
13 Strategies and Prevention Services. I
14 just want to -- in the interest of time I
15 think much of our presentation is actually
16 some of the content from the actual RFP so
17 we will go through this so that we can
18 make sure we get to your questions.

19 So just a quick overview of
20 prevention services in New York City. Our
21 division oversees a continuum of over 200
22 preventive services programs across New
23 York City. We work with fifty-six
24 community-based non-profits to deliver
25 these services. We've been growing

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2 substantially over recent years and in
3 2016 we served about 45,000 children
4 through prevention funded by ACS, which we
5 could not do, of course, without our
6 partner providers. And the Beacon
7 prevention model is one part of that.

8 This is just an overview of the
9 purpose and goals of our prevention
10 services. Of course, it is very similar
11 to DYCD's presentation. We are really
12 focused on helping and supporting families
13 with the goal of preventing the need for
14 removal into foster care but also as we
15 continue to grow and expand we are really
16 focused on strengthening families and
17 preventing abuse and neglect at the front
18 end.

19 So some of the general things our
20 programs offer: Help with families who
21 are in crisis, in-home counseling, support
22 groups, I know a huge part of it is also
23 referrals and connecting to others in the
24 communities. So specifically the Beacon
25 prevention program is based on our general

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2 preventative services model. Really it is
3 focused on achieving these same goals but
4 in partnership with DYCD and through the
5 school-based model and aligned with our
6 general preventative goals.

7 So I know Wanda mentioned at the
8 outset but I just think it is important to
9 note that this is kind of a two-in-one
10 RFP. So anyone who's interested in
11 proposing to be an ACS Beacon site of
12 course also has to propose to be a DYCD
13 Beacon site and they go hand in hand. So
14 the service model is a little more
15 intensive and focused on child abuse and
16 neglect prevention but certainly it is in
17 line with the community-orientated goals
18 of DYCD, overall Beacon.

19 These are again the goals and
20 objectives: Preventing child abuse and
21 neglect, reducing the number and
22 percentage of placements into foster care
23 and all the types of goals that we've been
24 talking about here today.

25 So the service model, like I said,

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2 is really based on our general
3 preventative service model, so folks who
4 have already been working in our
5 preventative services department are
6 familiar with that. But the goal really
7 is to provide services to families with
8 children at risk of foster care placement
9 and focus on ensuring safety and
10 preserving, supporting, and strengthening
11 the family. We really want, especially
12 for community-centered programs like the
13 Beacon model, for everything that is
14 delivered through our services to be
15 family focused and really reflect the
16 culture of the community. And I think
17 that gets to some of the work we are doing
18 as well in primary community-related
19 prevention and we want Beacons to be a
20 part of that as well.

21 So this is taken right from the
22 RFP so you can review these in more detail
23 by looking through the actual RPF
24 documents but of course the core service
25 areas are part of general preventative

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2 service models, are around social work
3 services and advocacy and then ensuring
4 that there are resources, referrals,
5 linkage, and connections for all of the
6 other core service areas; alcohol and
7 substance abuse, domestic violence, health
8 and mental health, parenting skills,
9 housing, education, employment, and job
10 training.

11 And the real program expectations
12 are on outreach. This is where things are
13 really focused on the partnership with the
14 DYCD Beacon. So we do expect that
15 referrals will be made from our division
16 of (inaudible) to Beacon program but also
17 that they are working closely with the
18 Beacon host school and the DYCD Beacon to
19 ensure that really it's targeted towards
20 that community, you're engaging families
21 and children connected to the school and
22 that neighborhood.

23 I won't go into too much detail
24 here because we covered much of this and
25 it's in the RFP itself but really focusing

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on all the expectations around the services and the support through our Beacon and then accessibility.

This is really important (inaudible) operating hours that the DYCD Beacons require, we want to ensure that participants at DYCD Beacons also have access to the ACS prevention program and vice versa and that we are mindful of the hours that work for families and ensuring that we have access to services in a way that is really meaningfully accessible to families, whether that means nights or weekends.

As always with any of our services, we do want to focus on accessibility around language and culture and also abilities, so that's a requirement here as well.

Then the staffing model, this is broken down really clearly in the RFP but I should also note that our quality assurance standards and indicators are an attachment that everyone should review

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2 because it really clearly breaks down all
3 the programmatic expectations for any ACS
4 preventative program and that gives you
5 more of a framework for the staffing.

6 To wrap it up here, we did want to
7 highlight some of the changes in this new
8 RFP so for folks who are currently Beacon
9 providers or have seen this model
10 implemented in communities, we are making
11 some shifts in this new RFP. So it comes
12 in the form of increased support.

13 So the first change for this new
14 RFP is that we will have a Beacon
15 prevention liaison. So a staff member as
16 part of community-based strategies within
17 DPS whose role will really be to support
18 Beacon programs and thinking about
19 community engagement and partnering at a
20 community level. So that will be a
21 resource to all the Beacon programs to
22 have that centralized point of contact.

23 I know these programs operate a
24 little differently than our traditional
25 preventative programs, you really want to

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2 make sure that you have a point of contact
3 at ACS even though this is your
4 partnership with DYCD.

5 Secondly, we are going to open up
6 training opportunities to all Beacon staff
7 at the Center for the Study of Social
8 Policies Strengthening Families Protective
9 Factors Framework. This is a framework we
10 are using to guide other primary COB
11 prevention initiatives so the training for
12 staff is in this framework and will also
13 be available to all Beacon staff.

14 And then lastly, throughout
15 planning with community and primary
16 prevention work the Beacon will also be
17 included and engaged so that as we are
18 developing new supports and resource
19 networks in connection with the community
20 prevention initiatives the Beacon will
21 also be appropriated in that planning.

22 So that is the quick overview and
23 I look forward to answering your
24 questions.

25 Thank you.

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2 MS. WHITE: Thank you, Kailey.

3 So we are going to continue right
4 along with some important information
5 regarding post-award requirements. There
6 was a public assistance hiring commitment
7 rider FAQ sheet at the sign-in table. If
8 you didn't grab one, please make sure you
9 get one. There are some facts regarding
10 the New York City public assistance hiring
11 commitment rider and I think there is some
12 contact information on the sheet if you
13 have any questions.

14 Responsibility determination, how
15 many of you here know that it is a
16 requirement for all contractors to be
17 determined responsible?

18 (Hand raised.)

19 MS. WHITE: All right, one person.
20 To let you all know, that is a requirement
21 in the post-award phase once awards have
22 been given. So we'd like to take this
23 time to make sure that you check your
24 VENDEX filings, that you check your
25 charity filings. Make sure they are

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current and up to date. Ensure that if you have any outstanding liens or any type of adverse information, make sure it's resolved. Reason being, unsolved issues often cause delays in the post-award process and we want to get these services in place for September 1st. So please take heed and look into these items.

Notice for proposal subcontractor compliance, I want to highlight a very important point for RFP part 2 of 2 RFP EPIN 26017I0004. This RFP, there is no subcontracting under this RFP. However, for RFP EPIN 26017I0003 part 1 of 2, that RFP does allow for subcontracting under the following conditions: The contractor must identify the subcontractor in the proposal, the contract expectations set out in the RFP equally apply to any subcontractor, services provided by the subcontractor must be integrated into the overall program design, no more than 30 percent of the program budget may be subcontracted.

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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 and must be reported using the payee informational portal.

Note, subcontractors are not required to be HHS Accelerator and they are not required to be nonprofit organizations.

In addition, we have some important information to highlight for you. New York City liability insurance requirements. There is a requirement for insurance for all contracts beginning with commercial and general liability, insurance coverage of 1 million per occurrence and \$2 million aggregate. Motor vehicle liability insurance, there is a requirement of \$5 million, if applicable. And Workers' Compensation insurance also is required and must be in place the first day of the contract. You should provide an original certificate of

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1 insurance naming the City of New York
2 together with its officials and employees
3 as an additional insured. DYCD will not
4 be able to proceed with processing an
5 awarded contract until it has obtained
6 proof of the necessary coverage. DYCD
7 encourages MWBE participation and
8 recommends the utilization of certified
9 MWBE. All contractors are encouraged to
10 utilize business and individual
11 proprietors listed on the New York City
12 online directory of certified MWBE
13 businesses available at www.NYC.gov/ncs as
14 sources for its purchases of good,
15 supplies, services, and equipment using
16 funds obtained in the agreements.

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18 Contractors are also encouraged to
19 utilize businesses and individual
20 proprietors owned/operated by people with
21 disabilities as sources for its purchases
22 of goods, supplies, services, and
23 equipment using funds obtained from this
24 agreement.

25 I think you got a lot of

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information there. And now for the time that you may have been all waiting for, and that's the time to ask questions and to get clarification regarding anything in either one of these RFPs. However, please note some ground rules.

When coming to the microphone and you ask your questions, please only ask questions that pertain to either one of these two RFPs noted, part 1 of 2 or part 2.

Once the question-and-answer session ends, the panel will no longer be available to answer any questions. So please take advantage, take opportunity of this time to get all the clarification and questions answered.

When you come up to the microphone I'm going to put it on this side, you can come over here. Please state your name, please state your organization, and you're not limited to the amount of times you can ask a question. Just make sure every time you state your name and the name of your

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2 organization. And, also, it is so helpful
3 if you cite the page of the RFP from which
4 your question comes from.

5 All right. So I'm going to move
6 the microphone and let's begin the
7 questions.

8 MS. BLOCK: Hi. My name is Sarah
9 Block. I'm from CAMBA. I have a question
10 I think is for Chris mostly.

11 At our -- we are a current Beacon
12 provider at a school that is also
13 receiving 21st Century funds so we are a
14 subcontractor with the DOE so there's a
15 lot of crossover between what we're doing,
16 you know, in the Beacon program and the
17 21st Century side. So I was just
18 wondering if there was some flexibility in
19 terms of staffing.

20 So can the 21st Century school
21 director be the Beacon director, be the
22 resource coordinator or should -- I mean,
23 do these positions need to be reflected on
24 the Beacon's budget, is my question. I
25 guess, like, can we share staff?

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2 MR. CARUSO: This is a new 21st
3 Century --

4 MS. BLOCK: Yes. Starting
5 September.

6 MR. CARUSO: We encourage you to
7 blend the funding. I think that's really
8 important to have seamless programs for
9 students and for families.

10 My recommendation, and I would
11 defer to Wanda on this, is make sure that
12 your proposal hits all the positions that
13 are required for the Beacon proposal.

14 MS. BLOCK: Okay. Thanks.

15 MS. ASCHERL: That's including the
16 full-time director.

17 MS. BLOCK: This question is for
18 Kailey. Also about the Beacon site that
19 we already have, we agreed with the
20 principal because it is mainly a space
21 issue, that services are located offsite
22 at one of our offices also in the
23 neighborhood serving families that go to
24 the Beacon and live in the community.
25 Would that be allowed under this going

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2 forward or do services have to be located
3 at the school?

4 MS. BURGER: So our goal in
5 general was to get as many Beacons back
6 into the schools as possible. That's sort
7 of the overarching goal of this service
8 model. However -- and do you have the
9 page for the school partnership agreement
10 reference handy? I believe in the -- the
11 wording of the question asks for you to
12 articulate the connection or partnership
13 with the school and so our thinking there
14 was if you could -- if you're not going to
15 be located within the school, talk about
16 what you just mentioned, some of those
17 efforts. To ensure you're continually
18 engaged and the contact and communication
19 you have had with the principal and how
20 you plan to kind of mitigate the fact that
21 you're not in the school while still
22 maintaining a connection.

23 MS. BLOCK: Okay.

24 MS. BURGER: Be sort of the way we
25 laid it, that would be in compliance with

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2 the RFP question. So either in the school
3 or documenting the specific place that you
4 plan to remain engaged.

5 MS. BLOCK: Okay. Great. Thank
6 you.

7 MS. LEVINSOHN: Melissa Levinsohn,
8 I'm from Child Center of New York. My
9 question is for you also, two questions.
10 One, regarding the community partnership
11 agreement, we are a large agency and we do
12 a lot of internal referrals, like to the
13 mental health clinic or whatnot. Can we
14 use that as one of our community
15 partnership agreements as opposed to going
16 to another outside agency?

17 MS. BURGER: So are you saying
18 that a mental health clinic that your
19 agency operates as a partner?

20 MS. LEVINSOHN: Yeah.

21 MS. BURGER: I believe there is
22 three community partnership agreements
23 required so I think our expectation was
24 that you'd have three external
25 partnerships in addition to your internal

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2 referrals. If that's not possible I think
3 we could discuss specifics of that offline
4 but our goal was for them to be external.

5 MS. LEVINSOHN: No problem.

6 And then also a staffing question.

7 We currently operate the program now but
8 we would like to hire a parent advocate.
9 Could we also have the parent advocate do
10 also some administrative work that's
11 needed in the program?

12 MS. BURGER: Did you submit this
13 question also electronically?

14 MS. LEVINSOHN: I did, yes.

15 MS. BURGER: I don't want to
16 contradict what I wrote back on that
17 question --

18 MS. LEVINSOHN: I didn't get an
19 answer back.

20 MS. BURGER: Okay. I'll go back
21 and review and make sure that gets to you
22 but I think it is going to depend on the
23 very specifics of the job description and
24 what we have set out in the standards and
25 indicators. So I want to review that and

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2 get back to you in writing to make sure we
3 are in line with that because I don't know
4 off the top of my head in detail if
5 there's going to be --

6 MS. LEVINSOHN: Okay.

7 MS. CONAZO: Good afternoon. My
8 name is Rosemary Conazo and I'm from the
9 New York Foundling. I have a question for
10 Wanda and for Kailey.

11 Wanda, for the service levels for
12 the first fiscal year, it's only
13 ten months because it does not include the
14 summer so is it 1,200 not including the
15 summer?

16 MS. ASCHERL: For the purposes of
17 the RFP you're going to be submitting a
18 twelve-month and then once post award then
19 we will figure what the actual enrollment
20 is going to be for those ten months.

21 MS. CONAZO: Great. Thank you.

22 The second one is for Kailey. We
23 currently run prevention programs that are
24 evidence based and home based. Can we
25 propose that type of model in this even

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2 though it is not specifically in the same
3 program approach?

4 MS. BURGER: I think that's going
5 to depend based on the evidence-based
6 model because the requirements are very
7 broad for the general prevention program
8 and connecting the linkages so I would say
9 -- you know, I can think of a couple of
10 models off the top of my head that are
11 pretty in line with general prevention. I
12 don't think that would be a problem so
13 long as it still conforms with all the
14 requirements on the RFP.

15 MS. CONAZO: (Inaudible.)

16 MS. BURGER: I think as long as
17 you're in compliance, I think that's fine.
18 I think the evidence based -- some of the
19 higher tiered models that are very
20 population specific, I could foresee being
21 limiting so just be mindful of the
22 requirements in the RFP but I don't think
23 that would be -- if you can do it for the
24 budget, I know evidence based is more
25 expensive as well.

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2 MS. CONAZO: Thank you.

3 MR. RATNER: Hello. Bret Ratner
4 from Good Shepherd Services.

5 First off, thank you guys for
6 hosting this. I have three quick
7 questions. The first two are for ACS and
8 the first one is on page 3 of the RFP.

9 And so it says the hours of the
10 Beacon prevention program must match those
11 of the Beacon program. So we currently
12 have a Beacon in the Bronx and I think the
13 school day is like 2:30 to 9:00; is the
14 expectation prevention will align to those
15 exact hours because our current prevention
16 is like 9:00 to 7:00?

17 MS. BURGER: So you're asking if
18 the hours are not in line, is that okay?
19 Is it additional hours that the prevention
20 program would be open or are you saying
21 they'd be open more limited hours than the
22 Beacon?

23 MR. RATNER: They are open more
24 hours than the school-based Beacon but
25 they are open different hours. I just

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2 wanted to know if they actually have to
3 match or if it can be the same amount of
4 hours but not actually match.

5 MS. BURGER: That's a great
6 question.

7 The specifics -- I'm a lawyer so
8 like the specific language says that it
9 must match, so I'm going to go with it
10 must match, but Wanda, I don't know if you
11 have any more background on that
12 requirement.

13 MS. ASCHERL: I mean it is a
14 community need so you should asses whether
15 or not it makes sense to provide those
16 services during, let's say, if a program
17 opts to operate till, you know, 9:00 and
18 there's a need for services -- prevention
19 service, then I would make those services
20 available.

21 MR. RATNER: So they don't have to
22 match if we can argue the community needs
23 don't match. Is that --

24 MS. ASCHERL: You should do it
25 based on your community needs. Does that

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2 make sense?

3 MS. BURGER: Yeah.

4 MR. RATNER: The second question
5 is, if you go to page 8 of the RFP, it
6 says -- it was kind of mentioned before,
7 must establish minimum presence at the
8 school. I was wondering if you could just
9 define what it means to establish
10 presence.

11 MS. BURGER: Sure. So that's what
12 we were touching on before, that our goal
13 with this and the message that we want to
14 send other agencies is that we really like
15 the maximum that is possible for all these
16 Beacons to be located within schools
17 because that was the original intent of
18 this program model and we do have lots of
19 other general prevention programs in
20 communities but the real advantageous
21 aspect is really partnering with the DYCD
22 to maximize that opportunity to collocate
23 and also to draw from that pool and
24 connections to those resources so I'll say
25 that as the initial position.

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With that being said, we've known, you know, over the past couple years of implementing this model, that it is challenging and with sort of reorganizations within DOB and that includes within schools, it does being a challenge to keep that space.

So our goal was for folks to have to make an effort to get a partnership agreement and if not an expressway to be collocated but document what their efforts would be to continue to engage that school. So anything that you're using to document, you know, we are going to be doing outreach at the school X number of times a month or we have a partnership with the principal who understands that our goal is to serve this school and we are going to make these efforts to engage them on an ongoing basis. Anything to demonstrate how you are going to continue to recruit, engage, and draw from that school population and also the overarching Beacon is what we'd expect to be

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2 documented and answered in those
3 questions.

4 And if you look back at the
5 outreach expectation section there is
6 language there about certain recruitment
7 and engagement in part with the Beacon so
8 I would look to that as sort of guidance
9 on how to document how you'd communicate
10 with the school.

11 MR. RATNER: Great. Thank you.

12 My last very quick question is,
13 and I am not sure who this is for, but on
14 the budget form on the third page it talks
15 about indirect. And it says that if you
16 have a federally funded Beacon you can
17 argue to use your federally funded
18 indirect rate, where it says if your
19 Beacon is not federally funded you have to
20 use the ten percent indirect rate. I was
21 wondering if there was any flexibility
22 because the two Beacons we have are not
23 federally funded but I was wondering if we
24 could still use our federally funded
25 indirect rate anyway?

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2 MS. CLINTON: Hello, everyone. My
3 name is Joanna.

4 Unfortunately there is no
5 flexibility. If your contract is funded
6 by City Council money or (inaudible) you
7 are unable use (inaudible) or that's
8 greater than ten percent.

9 MS. CRAIG: Hi. I'm Gretchen from
10 the YMCA of Greater New York.

11 I have a question about the ACS
12 staffing. I haven't had a chance yet to
13 look through all of the preventative
14 services' quality assurance standards.
15 Can you clarify -- one question is about
16 the full-time director. If we have a
17 full-time staff member who is serving as
18 the director of the ACS program but also
19 has other job functions within the
20 organization, is that acceptable or does
21 it need to be a dedicated -- a position
22 that's dedicated only to that site? And
23 then I wasn't clear, with some of the
24 other pieces listed, is the expectation
25 for us to have all of these or some of

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2 those, you know, it is the like the case
3 planner and the parent aide and the child
4 care worker, so I just want a little bit
5 more clarity and I don't know if all of
6 that is in that attachment.

7 MS. BURGER: Sure. I would
8 definitely refer you to the attachment
9 because it is a very fleshed out topic in
10 there and I don't want to speak --
11 honestly I don't know them by heart but I
12 will say that -- that's probably step one
13 is to look there and to see what the
14 staffing pattern is. I will say that sort
15 of the ratios and staffing structure will
16 depend based on the size of the Beacon
17 program you're applying for. So make note
18 of the supervisory ratios and then how
19 that plays out in terms of the size of the
20 program.

21 And then I don't want to speak
22 specifically to the job responsibilities
23 of the director because I think it will
24 depend based on the size of the program
25 and also whether you're proposing to have

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2 them do other functions with respect to
3 the overall Beacon or as part of your
4 agency as a whole and so I think that that
5 will vary.

6 I would direct you there and then
7 we are happy to answer follow-up questions
8 once you reviewed that.

9 MS. CRAIG: Okay. Then I have
10 another question for the Beacon.

11 I was actually here the other day
12 and I asked a question about the outreach
13 coordinator but then a colleague said that
14 he went to the pre-proposal conference
15 yesterday and asked a question about the
16 outreach coordinator and got a slightly
17 different answer. So I just wanted to
18 know when you guys anticipate putting an
19 addendum clarifying that.

20 MS. ASCHERL: Well, one, what was
21 your question regarding the outreach
22 coordinator?

23 MS. CRAIG: About the outreach
24 coordinator, I had brought up the question
25 about whether it was a job function that

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2 could be part of another or if it was a
3 standalone position. And at the
4 conference I was at I was told it was a
5 standalone position contrary to what was
6 written in the RFP. And then another
7 staff member said that he was told that it
8 could be part of a full-time position, it
9 just had to have its own hours within
10 there.

11 MS. ASCHERL: Yes. So it is the
12 latter. Where you could assign that
13 outreach coordinator function to another
14 full-time position; however, you must
15 clearly describe how these two functions
16 are going to be separated within this one
17 individual. You need to compartmentalize
18 the hours of outreach work versus, let's
19 say, an assistant director's work. You
20 want to make sure you clearly describe
21 what those two functions are going to look
22 like with this one individual.

23 MS. CRAIG: Okay. That's just
24 confusing because it's the opposite of
25 what I was told a couple days ago and I

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2 told all of our sites, no, you have to
3 change your staffing --

4 MS. ASCHERL: We are going to
5 post --

6 MS. CRAIG: -- the same page.

7 MS. ASCHERL: I get it. We are
8 definitely going to do an addendum.

9 MS. CRAIG: Thank you.

10 MS. CUEBAS: Hi. Elizabeth
11 Cuebas, Cypress Hills Local Development
12 Corporation.

13 I had a question about the ACS
14 prevention funding levels. I wanted to
15 get clarification about whether the ACS
16 Beacon prevention programs are being
17 funded at the same level as the general
18 prevention programs not connected with a
19 Beacon, and if not, whether you anticipate
20 there may be a price adjustment.

21 MS. BURGER: Thank you for your
22 question. So we have been -- we've done
23 some work to attempt to advocate for
24 additional funding for preventative
25 services overall. Unfortunately, I wish

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it was finalized today so that I could share with you here, but I can say that next week there will be announcement about some opportunities to receive increases for our preventative services continuing overall, which necessarily -- also of course means the Beacon prevention program.

In terms of the funding raised for preventative Beacon, we've just been (inaudible) into this and so I think the slot -- the costs per slot vary a little bit amongst the Beacons and then between the Beacons and GP, I don't know the specific numbers off the top of my head, the specific data plan I don't have in front of me, but we have made every effort to advocate to raise money across the board and I know that we asked from Beacon providers and from the provider continuum across our preventative services but that funding is definitely needed and that staffing has been difficult to maintain and all. We've heard that and we've been

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2 working and doing our best to find
3 creative ways to provide relief because
4 the contracting structure itself is
5 difficult to contend with. I can say that
6 next week there will be more information
7 about that.

8 And then in terms of the
9 difference between GPs and the Beacon,
10 that's not something that -- is not one
11 that we are able to move forward with but
12 with other funding opportunities should
13 provide some funding. You'll hear about
14 that next week.

15 MS. CUEBAS: Thank you.

16 MS. JEANTY: My name is Marie
17 Paul. I'm from Heartshare Human Services.

18 My question is for Wanda. Part 1
19 on page 14 of the RFP, it says that I need
20 at least 100 enrollment that must reflect
21 the grade level of the host school. My
22 question is, what if the host school is
23 from K through eight; would there be some
24 type of flexibility as far as using fifty
25 elementary and fifty middle school, stated

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2 in the RFP, or we just have to pick a
3 grade level and then focus on that 100
4 youth?

5 MS. ASCHERL: It is K through
6 eight --

7 MS. JEANTY: It doesn't have to
8 be -- it can be a combination of all?

9 MS. ASCHERL: Right. The grade
10 level of the combination of all.

11 MS. JEANTY: Thank you.

12 MS. WHITE: Are there any more
13 questions?

14 (No response.)

15 MS. WHITE: After this our panel
16 will no longer be available.

17 Well, since there are no more
18 questions I'd like to close out with some
19 important reminders.

20 The proposals' due date for both
21 part 1 of 2 and part 2 is May 31st at
22 2:00 p.m. All proposals must be submitted
23 in the HHS Accelerator system. In order
24 to respond to this RFP you must be
25 pre-qualified in the HHS Accelerator

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2 system. DYCD will not be accepting any
3 hardcopies of proposals.

4 In the RFPs for part 1 and part 2,
5 it is very important that you note the
6 minimum requirements outlined on page 3 of
7 both RFPs. A proposal must be submitted
8 under RFP EPIN 26017I0004 ACS program as
9 well as RFP 26017I0003 Beacon program for
10 the same site, location, school DBN
11 number. A signed school partnership
12 agreement, Attachment H, must be submitted
13 with the proposal. If a proposal fails to
14 meet the above minimum requirements it
15 will be deemed nonresponsive and will not
16 be further considered.

17 Also, please make sure you pay
18 strict attention to the outline of
19 required documents for each of these RFPs,
20 part 1 of 2 RFP EPIN 26017I0003, that list
21 can be found on page 5. For part 2, RFP
22 EPIN 26017I0004, that list can be found on
23 pages 4 through 5.

24 And please note that for part 1 of
25 2, for that RFP so far two addendums have

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been issued and for part 2 RFP one addendum has been issued to date. Any other announcements, any other clarifications, changes will result in addendums that will be issued in the HHS Accelerator system.

Again, any anticipated announcement of award will happen this summer of 2017 and will be available in the HHS Accelerator system.

And if you have any questions after today, please make sure that you e-mail RFPquestions@DYCD.nyc.gov, indicate Beacon with ACS in the subject line and remember to submit those questions -- e-mail those questions by May 24th.

Lastly, transcript, presentation, and the attendance roster will be posted to DYCD's website for your viewing.

This officially concludes our pre-proposal conference. Thank you and all the best to you with your proposal submissions.

(Time Noted: 3:24 p.m.)

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C E R T I F I C A T E

I, KRISTINA TRNKA, a shorthand reporter and Notary Public within and for the State of New York, do hereby certify:

I reported the proceedings in the within-titled 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 20th day of May, 2017.

KRISTINA TRNKA

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