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DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

BEACON COMMUNITY CENTERS RFP PRE-PREPOSAL CONFERENCE

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2 Lafayette Street

New York, New York

May 11, 2017

2:02 p.m.

B E F O R E: ZENAIDA MARIE WHITE,

DYCD Assistant Deputy Agency

Chief Contracting Officer,

The Moderator

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

PANELISTS:

Wanda Ascherl, Senior Director, Community Centers & Strategic Partnerships

Verena Diem, HHS Accelerator

Robert Frenzel-Berra, Director, Research and Program Development

Darryl Rattray, Associate Commissioner, Community Centers & Strategic Partnerships

Michelle Rosa, Senior Program Manager of City Wide Programs

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THE MODERATOR: Good afternoon. and thank you so much for joining us today.

On behalf of Commissioner Bill Chan, I would like to welcome you to the Department of Youth and Community Development's Pre-proposal Conference for Beacon Community Centers' Request for a Proposal. My name is Zenaida Marie White. I'm the Assistant Deputy Agency Chief Contracting Officer. And I have the honor of presenting for you, moderating for you. I will pretty much be overseeing this session this afternoon.

Beginning with the New York City Department of Youth and Community Development, DYCD, invests in a network of the community based organizations and programs to alleviate the effects of poverty and to provide opportunities for New Yorkers and communities to flourish. Empowering individuals, strengthening families, investing in communities. So let's be happy and excited. That's why we're here today, right?

And with me I have a dynamic

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panel, beginning with Darryl Rattray, the Associate Commissioner for Community Centers and Strategic Partnerships.

Next to him is Wanda Ascherl, Senior Director of Community Centers and Strategic Partnerships.

And we have with us Robert Frenzel-Berra, Director of Research and Program Development, who will be on hand to help with the question and answer segment.

And we have a special guest from the Department of Education, Michelle Rosa, Senior Program Manager of City Wide Programs.

And we also have with us Verena Diem, from HHS Accelerator.

I know you want to hold your applause to the end, so let's just thank the panel we have that has come together to help you with all your questions and clarifications.

All right, so before I turn this conference over to the panel, I want to review today's agenda. Welcome to the panel introduction, RFP time line and requirements, HHS Accelerator presentation. There is going

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to be a Beacon Community Center overview presentation by our New York City Department of Education. We are going to review some HHS Accelerator requirements, then we are going to turn to the questions and we'll hopefully have all your answers. Okay.

The RFP timeline, the proposal due date and time of proposal due date for this RFP is May 24th, 2017 at two p.m. All proposals must be submitted in the HHS Accelerator system. In order to respond to this RFP, you must be pre-qualified in the HHS Accelerator system. DYCD will not be accepting any hard copies of proposals.

Also, please note that due to the tight time line we have in order to put these services in place for September 1st, there is no extension to this deadline at this time. However, if something changes, we'll be sure to issue an addendum to extend the deadline. And to date three addenda have been issued to this RFP. We anticipate that we will be in a position to make the award announcement in the HHS Accelerator system sometime in the summer

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of 2017.

And anticipated contract terms for these contracts is September 1st, 2017 to June 30th, 2020, with an option to renew for up to three additional years. The first year of this contract term is ten months. The second and third year will be twelve months each. If you have any questions when the pre-proposal conference concludes, you may submit all your questions to rfp@dycd.nyc.gov. And because we love deadlines so much, we have put a deadline for those questions as well. The deadline is May 17, 2017. That will enable us to give you a response before this submission deadline.

Okay. And now, to go further with the HHS Accelerator system, we have Verena Diem. She's going to come and give you some information about pre-qualifying and proposal submission. Thank you.

MS. DIEM: I'll try to go without the microphone, but if you can't hear me --

AUDIENCE MEMBER: We can't.

MS. DIEM: Speak up more. All right. All right.

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My name is Verena. I am here from the Mayor's Office of Contract Services. I'm part of the learning management team. We are the team that creates all the materials, learning materials for Accelerator. We are the team that holds the -- runs the help desk. So if you have any questions, if you want to write it down, our new mail address help@mocs.nyc.gov. That's our new mail for all systems related questions regarding HHS Accelerator.

HHS Accelerator was implemented about five years ago under Michael Bloomberg to speed up and simplify the City's procurement process. So just only five years ago. Before that everything was still paper based. It has now moved into an online system. And there's actually a policy procurement board rule that states that all of the City's requests for proposals have to be released via the system by Accelerator, and all of the proposals have to be submitted via Accelerator. So it's actually written into law, it's a requirement.

In order to -- too loud -- in

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order to review the RFP details and in order to submit proposals, providers have to be pre-qualified. I'll go into that in a minute. But that's the requirement, in order to see details of an RFP and to submit a proposal.

Once you're pre-qualified for at least one service, you can look up the RFP's, and if one of the services in the RFP mentions your pre-qualified service, you would be eligible to propose, you would see that in the system.

And it's really important, the deadline was mentioned before, May 24th at two p.m. It's really important to get pre-qualified in time if you are not pre-qualified yet. I would recommend you do it as soon as possible. It takes about three to four days to get approved in Accelerator. And to submit a proposal it also takes a couple of -- a couple of hours in case there's questions. So make sure you start early, not on the day of the 24th, try to do it as early as you can.

This slide here shows two

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screenshots of what the prequalification application is all about. So if you're not prequalified yet, you might want to take a look at that. It shows the two parts that consists -- that comprise that application. There's a business application that you have to fill in where you're basically sharing with us who you are, you will be sharing your foundational documents, you would be telling us how your organizational structure is, you would be sharing with us details of your filings, your board, all of that information would be provided as part of the business application. And there's a second part to it, the service application, where you're basically sharing with us what you do. You would be selecting all the services that apply to your organization. And you would have to upload one proof that you are able to deliver that service.

There's three options to demonstrate a service capability. You can either upload a contract or grant information, or you could upload a resume of a key staff

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member, or you could upload a capability statement, which is basically just a short essay on what your organization does, how you're delivering the services. So one of those three options are required in order to submit sufficient proof that you can deliver the services. You would then submit the application. And, like I said before, it takes an average of three to four days for our policy team to approve you as a prequalified provider in the system.

Once you are prequalified, you then can go to the procurements tab in the system. That's our procurement road map we call it, which is where you would be seeing all of the City's procurements, the RFPs are listed here. And you can see under provider status you would be able to see for which RFPs you're prequalified for an "eligible to propose." To submit a proposal, you would want to click on the hyperlinked procurement title. That would allow you to go to the procurement page. You would see all the details on there, you can download all of the RFP documents on that page.

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And to submit a proposal you would want to go to Proposal Summary, click on "add new proposal," there's a button. You would then fill in some contact details. You would be uploading your proposal and any other required documents that are required as part of this proposal submission process. You would be adding a location of where you're delivering the services.

And the last screenshot here on the left hand side shows you that a level two user in the system would be able to submit the proposals. So somebody who has been authorized to submit the proposal can then enter their user name and password and officially submit this proposal.

You should be -- once you have submitted the proposal, make sure to check that the status of your proposal is listed as submitted. So it would list your proposal title right there in the system. You can always go back to it, and it should say submitted and show the date on when you actually submitted the proposal. There should

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also be a green confirmation bar showing up confirming that you have successfully submitted your proposal.

And, as I said, if you have any questions, again, our help desk is more than happy to help you. We try to be very responsive. We try to respond within an hour to any questions you have. So feel free to email us at help@mocs.nyc.gov. And if you want to talk to somebody, just indicate in the email that you would prefer to be called back and we'll be happy to call you back.

Do you take questions or --

THE MODERATOR: That's it.

MS. DIEM: Okay.

THE MODERATOR: Thank you, Verena.

And now we are going to have our Beacon Community Center overview. And I'd like to welcome Wanda Ascherl, Senior Director, Community Centers and Strategic Partnerships. Let's welcome Wanda to the podium. You're going to be working with her a lot if you get an award, so let's welcome Wanda.

MS. ASCHERL: Thank you.

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Good afternoon. Good afternoon.

(Chorus of "good afternoon.")

MS. ASCHERL: All right.

Okay, so as Zenaida mentioned, I'm going to briefly go over program design, proposed staffing structure and targeted enrollment information.

So a little bit about the -- you can hear me right. Okay.

A little bit about the Beacon Community Center. We're not your typical afterschool program that's three to six Monday through Friday. It's primarily designed to meet the needs of the community, and strengthen 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 youth population by borough; and the second, in partnership with New York City Department of

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Education, identifying schools with similar -- with limited to no services.

This 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 programming goals that drive the operation of services.

We promote positive development by providing safe environments, supportive relationships, high expectations and family engagements.

We function as a neighborhood hub that helps community members access services and strengthen community bonds.

We provide opportunities for all participants to develop skills.

We strengthen community life by expanding partnerships, tapping into City resources, and connecting community resources to the Beacon.

We support student engagement in school, including among students with chronic absenteeism.

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And, lastly, we ensure participants and community members are viewed as potential contributors to the Beacon and the community.

Now we're going to look a little bit at how this overall translates to program services.

So there are going to be three program activity designs.

One is drop-in. These are activities that are not structured in scope but can be used as a vehicle to recruit and engage youth/adults in regularly scheduled activities. Some activities may include, but it's not limited to, open gym, team lounge, and one-off informational sessions.

The second one are planned activities. And these activities have a clear purpose and objectives. They have clearly articulated goals, with learned -- with learning goals and skill gains, and typically follow a curriculum or a set of lesson plans and require regulator attendance.

And the last one is community

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events. And they're designed to reflect the interests and needs of the community. All Beacon programs will be expected to provide a minimum of three events per year, including one on health.

Within the program activities there are five core elements that will be represented throughout these activities. One of the first ones is based on education, academic support, literacy classes, vocational training.

The second one, community building and leadership, which looks like civic engagement, service learning.

Health in the form of sports, yoga, nutrition.

The fourth one is employment and financial security, looks for career opportunities, internship, financial literacy.

And the last one is recreation and enrichment, forms of arts, arts projects, book clubs, theater groups.

DYCD anticipates administering customer service satisfaction surveys where we

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are looking for 80 percent respondents indicating satisfaction of services. That Beacons are making internal, external referrals to address needs and to assess participant motivation, self-awareness and decision making through the use of a social/emotional learning outcome based survey tool.

The next two slides I'm going to cover staffing structure. So there are key staff positions. Beacon director, outreach coordinator, and other staff to provide regular and substantial direct services to youth and adults.

The full time Beacon director will have a bachelor degree or higher with a minimum of five years of relevant experience.

Responsibilities may but are -- responsibilities include but are not limited to:

Overall responsibility for 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 of activities.

The second position mentions the Outreach Coordinator. And this person would engage with youth who would otherwise not be enticed to enroll in the program, as well as work with chronically absent youth identified as part of the Beacon goals. As well as adults.

The other position is the Resource Coordinator. And this is more of a function. So this role can be assumed by either the Beacon Director and/or other staff person. And this person would be responsible for coordinating and making referrals.

So all staff, employed or volunteer:

Must be familiar with the neighborhood;

Have the necessary language skills to effectively communicate with and serve non-English speaking participants;

Linguistic and communication

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skills to be able to reach out and interact with newcomers to the city in positive ways and respond effectively to their needs;

Have the experience and managerial skills needed to provide, lead and coordinate activities for adults.

I've only mentioned four, but there are obviously seven levels.

The other thing that I want to mention is that all of our programs are New York State SACC, must adhere to New York State SACC regulations. So all of them will be SACC licensed to operate.

DYCD expects all the programs and supports to recognize and value the strengths and capacities of individuals and communities. Our approach will take -- will be in three forms.

The first one are strength-based frameworks. We are going to encourage all programs to follow these frameworks.

The first one is positive youth development, which is an asset based approach that fosters healthy development and resilience

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by offering a safe environment and sense of belonging.

The second framework is social and emotional learning, which involves intentional development of skills, including self-awareness, self-management, social awareness, relationships, and decision making.

And the third framework is youth leadership, which builds upon social/emotional competencies by adding a focus on action and reflection.

The second one is offering -- is ensuring that we are offering a safe and welcoming and inclusive environment.

And the third one is family engagement, which comprises of three critical elements, communication, participation, and mutually beneficial partnerships.

Now I'm going to go into the annual target population and service level.

So this chart represents the summer and school year target population. So all Beacon programs are required to provide activities and services to a minimum of 1,200

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school age youth, families and adults ages 22 years and older, including seniors, for the fiscal year.

So if you'll look at the chart, I'm going to start from the bottom up. So the 1,200 consists of 500 adults that would attend a community event. It would consist of 100 adults 22 years and older to participate in planned or drop-in activities. And 600 youth under the age of 22, that would be considered enrolled after three visits.

I'm going to go deeper with the 600 because that's the area -- an area -- a large population.

We're expecting that all Beacons enroll at least 100 elementary, 100 middle school students, and 100 high school age youth. Again, as I started when we came to the slide, this is based on a school year population.

Now I'm going to concentrate on the 200 that would be served during the school year. So all programs would be expected to serve -- this is going to be the primary population, based on the community needs.

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We're expecting programs to serve 200 youth during the school year. At least 100 must reflect the grade levels of the whole school. The other 100 can represent any other grade level and/or the community.

So the RFP is design to allow for flexibility based on school and community needs. So once you have your proposal, I know many of you have been meeting with your principals, you're pretty much going to tailor your services based on the grade level of the school and the community needs. So there's a lot of flexibility that we're allowing through this RFP. So if you are planning to serve a group of elementary, K to five students, the average daily attendance is 80 percent. For middle school, sixth through eighth, we're expecting 150 hours per participant per school year. And for high school age we are expecting a hundred hours per participant per school year. But again, you have that flexibility from the 200 to decide the population that you're going to serve.

Minimum hours per week is 42 hours

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over six days, Monday through Friday. Weekends, end of the school day, and no later than ten p.m. And on weekends to be negotiated with the whole school. And obviously, again, community need.

Summer. So proposers must choose one of the three options set out below. So under all three options, the Beacon must offer a summer camp program for at least some elementary grade students. And we say some, again, to allow for that flexibility. You can determine what that some is for you and your community.

So there are three options. Option one. Monday through Friday, 70 hours; weekends, seven hours; and which comes out to a total of 77 hours. This is eight a.m. to ten p.m., Saturday or Sunday from three p.m. to ten p.m. The minimum enrollment requirement is 175.

For option two, the hours would be eight to six Monday through Friday, but there's a little bit more flexibility to allow you to extend your summer camp hours, either Monday

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through Friday, any day during the week and/or Saturday or Sunday. But again, you have that flexibility. With that said, should you choose option two, the expectation is that you're serving 225 participants.

For option three it's Monday through Friday, 50 hours, eight to six, total of 350 hours. But the expectation in that model would be that you're serving 275 students during the summer.

MR. VEREEN: Students or participants?

MS. ASCHERL: Participants.

THE MODERATOR: Save questions until the end.

MS. ASCHERL: Oh, sorry.

Why did you do that.

MR. VEREEN: That's a big difference, that's a major difference.

MS. ASCHERL: So okay. So again, so when I said earlier minimum of 1,200 participants, so if you're looking towards the bottom and you're seeing option three, then the expectation of the minimum enrollment, should

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you choose option three, the minimum enrollment for the contract is 1,300.

Last but not least, community partnerships. It is anticipated that proposers have a strong community connection and sound knowledge of services in the neighborhood.

Contractor would have a minimum of three community partnerships, and the agreements must be submitted along with the proposal.

Each Beacon must have an advisory council that meets at least four times a year.

And to ensure that middle and high school youth have meaningful leadership opportunities, the Beacon would either ensure youth are adequately represented on the advisory council or establish a separate youth advisory council.

And just as a reminder, as you're submitting your agreements, the description -- to include description of services, type of service that will be provided, and description of process for making referrals if the partnership involves referrals.

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Thank you for your time.

THE MODERATOR: Thank you, Wanda.

And I'd like to take this time to remind you, if you have not been to a pre-proposal conference, that we do have a question and answer segment. So if there's a question regarding the presentation or anything related to the RFP, we are going to give you the opportunity to come ask your question. But for now please write it down. And thank you for allowing us to get through this presentation. We're almost done.

So now I'd like to welcome to the podium our special guest from the Department of Education, and that is Michelle Rosa. She's going to come and present the segment for the New York City Department of Education.

MS. ROSA: Good afternoon, everybody.

(Chorus of "good afternoon.")

MS. ROSA: I hope everyone is doing well.

The Office of Community Schools is led by our executive director. Oh, sorry. My

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name is Michelle Rosa. I'm from the Office of Community Schools. And I'm the Senior Program Manager of City Wide Programs for the Department of Education.

The Office of Community Schools is led by our Executive Director, Chris Caruso. It's very similar to the DYCD model, we kind of copied from them a little bit. We contract with CBO partners to work with schools. We are the team that supports the community schools that are program managers. And I lead the strategic partnership team at the Office of Community Schools, along with two program officers, Carrie Cesario (phonetic) and Nadia Telacum (phonetic.) And their main jobs -- our main job is to cultivate and support partnerships with city agencies, such as a DYCD. We work closely with our colleagues here at DYCD to ensure partnerships at the school level provide support as necessary.

So here's our goal at the Office of Community Schools. The Office of Community Schools supports schools to work with community based organizations to become places where

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children have opportunities to learn, gain skills, create joy, and have experiences that ignite curiosity and allow children to discover their passions and talents.

We all know that this just doesn't happen during the school day. It takes collaboration and partnership. Like the saying, it takes a village to raise a child, this is part of it. It takes a community. And I know that a lot of community based organizations in our neighborhoods provide that support, whether it's an after school, on the weekends, it's summer camp, that's sometimes where these things do happen.

So one of the things that we have done before when the RFP came out was to have discussions with superintendents and principals about the Beacon RFP so they understood who is DYCD, what is a Beacon, what is a Beacon RFP, and what entails true partnership between both.

We do believe that a positive and productive relationship between the Beacon and the whole school is fundamental in program success. We ask principals to set time with

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stakeholders, or their SLT team, to create a team to interview the CBO providers that will be connecting with them. So when you're ready, have connected with some principals, and I'm sure other CBOs are starting to reach out to some of the host schools.

And this is kind of like the process that we've discussed with some of the principals and the superintendents in collaboration with DYCD. And one of them is a School Partnership Agreement, also known as SPA or SPA, is a minimum requirement for this RFP. Principals will need to sign off on a School Partnership Agreement and proposals will not be considered without the principal's signature. We have discussed with principals to sign multiple SPAs, and each of those that are signed will be considered on the application.

The Office of Community School has worked very closely, like I mentioned, with DYCD to prioritize and strengthen relationships in this new RFP. For instance, the host school principal and CBO leadership will be expected to collaborate. It is expected that the

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selected proposer will involve the school principal in the selection of the Beacon director, of course in collaboration.

Additional items for the -- as part of the SPA and interview with principals and the SLT is:

Principals will identify a liaison from his or her staff to facilitate ongoing communication. Because communication is key, whether it is for the writing of the proposal or once the selection process is made.

Beacon directors are being part of the school governance structure, such as the SLT team or the school building council.

Establish regular scheduled meetings with principal or designee. Sometimes it's hard to get the principal to be that one person because they're balancing different priorities, but at least having that one person that you know that you can go to and be that liaison between the school is very important.

Identifying space, and this is like number one, you know, your best friend is the custodian to help with this too sometimes.

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But it's identifying space and including resources that the school might have that you might be able to use during the hours that the school is not utilizing those things.

Beacon staff will work with the whole school to develop a strategy to reduce chronic absenteeism. Wanda mentioned the outreach coordinator earlier. This is something that they might be able to support, as well as family engagement that Wanda was mentioning earlier, that might be something that you might want to share data with the school, the school share data with you who are those students that are not making it to school, who are those families that they're having an issue or having trouble reaching out to them, because maybe they don't respond to the school but they may respond to some of the Beacon staff members because they might speak the language; many different reasons.

The school partnership will ensure alignment between the Beacon programs and other services that help support the needs of the community.

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Okay. Over here we listed principles for effective school and CBO partnerships. These are just a few.

Planning collaboratively from the start. That means -- I was going to say pen and paper for writing of the RFP, but not really because you have to submit it in HHS Accelerator, so typing it, probably computer and fingers on board, to ensure that you are talking with the principal or community members and seeing, collaborating together to ensure that you're meeting -- you're aligning your goals, seeing what's the vision, what are your needs. Principals should be having these conversations with you and asking questions, and vice versa, you should be asking them these questions as well. And that's for the planning process.

In terms of programming, setting ground rules, what's expected, what's not expected, what's okay, what can you deliver. Don't say that you could deliver the world because that's not true, and being realistic in what your CBOs can do. Smart small, build

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gradually, share decision making. That's -- when you clarify the vision, that will definitely help.

To help schools and principals understand the Beacon model in this specific RFP, one thing that we did was to DYCD and DoE posted a webinar for principals earlier this week so that they have a better understanding of this. And we'll be emailing, for those that were not able to make the webinar, emailing the information as well. But it's very much exactly what we're presenting right now.

And I noted here, it might sound simple but it goes a long way, is introducing key staff both from the Beacon program or those key staff from your organization, so if you're not a Beacon provider, and as well as from the school, who are those key people that you want to get to know, because that makes relationship building very important.

Building a vision together as part of this RFP is definitely a key, and that's always a start. These principles are both for reporting during the interview process, but

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become even more crucial once the selection process is made and the program begins.

Thank you, and good luck to everybody.

THE MODERATOR: Thank you, Michelle.

And now we're going to go through some post award requirements. Upon signing in you should have received an FAQ sheet regarding the public assistance hiring commitment rider. We just want to make sure that you have that sheet to take with you. It has some key information. And if you didn't receive it, please be sure to grab one on your way out.

Responsibility determination. How many of you are familiar with responsibility determinations, that your organization, upon award, has to be determined responsible? I see some nodding, some -- okay, so a couple of people know what I'm speaking of. But we just want to make sure, because it is a requirement, for all contractors to be determined responsible in the post award phase, we want to make sure that you check your VENDEX filings,

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make sure they're up to date. Check your charity filings, ensure that they're current. And if you have any outstanding liens or adverse information, review that to make sure it's all been resolved. Unresolved issues often cause significant delays in the post award process. And, as you can see, we are on a tight time line to get these awards placed for September 1st. So we just wanted to highlight that for you.

Okay, Notice for Proposer's Subcontractor Compliance. Subcontracting is allowed subject to the following conditions:

The contractor must identify the subcontractor in the proposal;

The subcontractor expectations set out in the RFP equally apply to any subcontractor;

Services provided by the subcontractor must be integrated into the overall programming design;

No more than 30 percent of the program budget may be subcontracted;

All subcontractors and

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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 order.

Note, subcontractors are not required to be prequalified in the HHS Accelerator system. And they are not required to be non -- sorry, nonprofit organizations.

So we have some important -- additional important information. Beginning with the New York City liability insurance requirement.

The contractor must demonstrate that necessary insurance coverage, commercial general liability, with an insurance of one million per occurrence and two million dollars aggregate. Motor vehicle liability insurance of five million dollars, if applicable, and workers compensation insurance is in place from the first day of the contract by providing an original certificate of insurance naming the City of New York together with its officials and employees as an additional insured. DYCD

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will not be able to proceed with processing an awarded contract until it has obtained proof of the necessary insurance coverage.

DYCD encourages M/WBE participation and recommends the utilization of certified M/WBEs. So all contractors are encouraged to utilize business and individual proprietors listed on the New York City online directory of certified M/WBE businesses, available at www.nyc.gov/sbs as sources for its purchases of goods, supplies, services and equipment using funds obtained through the agreement.

Contractor is also encouraged to utilize businesses and individual proprietors owned/operated by people with disabilities as sources for its purchases of goods, supplies, services, equipment, using funds obtained through this agreement.

And if I was speaking too fast or it was a lot of information given, have no fear, the transcript, presentation and attendance rosters will be posted to DYCD website for viewing.

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And now for the moment you may have been waiting for is your opportunity to ask questions and get some clarification. And before you come up to ask your questions, I just want to let you know that the question segment is only for the purposes of this RFP, this Beacon Community Center RFP. And when the question and answer session ends, the panel will no longer be available to answer any of your questions. So please, take advantage of this time now.

And when you come up to ask your question, what we ask you to do, I'm going to bring the microphone on this side, you can line up over here, you can come ask questions as many times as you want, just make sure that you always state your name and the name of your organization. And again, our panel is here, ready, willing and able to answer any questions that you may have. And it also is helpful if you state the page of the RFP that pertains to your question. Okay? So please don't be shy, come on up.

MS. McKELVEY: Hi, my name is

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Stacy McKelvey. I'm an independent contractor on behalf of the Child Center of New York. I have four questions. The first one is just logistical.

Attachment D doesn't allow rows to be added, it prohibits it in the format. Can we change the format to add rows or is there a reason that those rows are not in there?

MR. FRENZEL-BERRA: So that's the planned activities, and you've run out of rows. I would say for now you can elaborate in the narrative.

Just out of curiosity, how short are we on the rows?

MS. McKELVEY: I think it's like five, or six.

MR. FRENZEL-BERRA: Five, okay. But we'll consider this issue. But for now, I think our advisement is to discuss it in the narrative.

MS. McKELVEY: So my second question is about subcontracting and co-locating. There is a minimum of, or a cap at 30 percent subcontracting, 30 percent

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co-locating, and then within the co-location section in the beginning of the RFP it states that 70 percent of program activities have to be provided by the Beacon provider. Does that mean that subcontractor activities are considered services rendered by the Beacon provider? So, in other words, can we potentially have a program that has 30 percent subcontracting and 30 percent co-locating, or, is it 30 percent either/or?

MR. RATTRAY: So in the scenario you gave in the question, the subcontractors are considered direct service. So we're only capping you, in that scenario, at the 30 percent co-locators.

MS. McKELVEY: Got it. Thank you.

My third question, you -- so on page two of the RFP it's asking us to create a twelve month budget, even though in year one we're only providing services for ten months. So that's obviously adding in that summer component that we're missing. Are we projecting that for a theoretical year one summer, or are we doing that ten months year

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one plus year two? And I ask because the minimum wage increase will be different in that year two versus year one, so I want to make sure we are doing that correctly.

MR. RATTRAY: Let's do a theoretical year one summary.

MS. McKELVEY: Okay, good, that actually is super helpful, thank you.

And my last question is about, it's on page 13 of the RFP, program staffing. The resource coordinator can be the Beacon director and it says or, quote, "another senior staff." Senior staff isn't defined anywhere. I know key staff is. Can you define senior staff? And can you also let me know if the person that we're having perform the resource coordinator's duties, other than the program director, has a minimum educational requirement such as a bachelors degree.

MR. RATTRAY: So we don't specify minimum qualifications for that staff person. Senior staff, key staff is someone with decision making duties, someone that can be given the additional responsibility with some

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assurances.

MS. McKELVEY: Thank you for your time.

MS. DEHLER: Hi there. My name is at Johanna Dehler. I'm with Mosholu Montefiore Community Center. And I have a question regarding the community partnerships. Because I was not entirely sure what type counts as a community partnership and who has to sign them. The RFP on page 12 says community partnership arrangements may include ongoing referrals, joint projects, co-locators of services, and subcontractors. And that's where the question came in. I actually sent a question to the email. And I got an answer back that said yes, you should actually include subcontractors. And it says if you have community partners who, if you are awarded a contract, will become subcontractors, you would fill out the details of the proposed partnership on the Community Partnership Agreement Form.

So I sent a form to one of our potential subcontractors, and she said oh, I was at the RFP conference yesterday, and since

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we are getting paid, we should not be filling out a partnership agreement form.

So my question is, are we filling out a partnership agreement form for a subcontractor that is going to be in the budget or are we not?

MR. FRENZEL-BERRA: You are, yes.

MS. DEHLER: Yes, we are filling it out?

MR. FRENZEL-BERRA: Yes.

MS. DEHLER: Okay.

MR. FRENZEL-BERRA: And that will be also clarified in an addendum.

MS. DEHLER: Okay.

MR. FRENZEL-BERRA: So it will correct the misstatements from yesterday.

MS. DEHLER: Great. So we will include them?

MR. FRENZEL-BERRA: Yes.

MS. DEHLER: So they count, okay. Great.

MR. FRENZEL-BERRA: Yes.

MS. DEHLER: All right, thank you so much.

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MS. FU: Hi. My name is Helen Fu. I'm from the Chinese-American Planning Council. My apologies in advance, I'm overcoming a cold, so you might not hear me too clearly. I also have a clarification regarding the partnership agreements.

On page 12 of the RFP it says that the executive director of the partnership agreement organization should sign the agreement. But on the revised community partnership form it says that we can obtain a signature of a person authorized to sign on behalf of the community partners. So I wanted a clarification that we need the executive director, or if it could be a representative.

MS. ASCHERL: I just want to make sure, when you mention on the form, you mean the actual partnership?

MS. FU: The revised -- right, the partnership form, right.

MS. ASCHERL: Okay.

MR. RATTRAY: An authorized designee is fine.

MS. FU: Authorized is fine, okay.

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Thank you very much. That helps a lot. Thank you.

And, I'm sorry, I have one more question. Hello. I also want to clarify about the staffing plan. So it was mentioned that a full time Beacon director, resource coordinator, outreach coordinator, is expected. And I just wanted to know if there are any other I guess key staff besides those three that we should include in our narrative in our proposal.

MS. ASCHERL: No, those are the only key staff.

MS. FU: Key staff, okay. All right, thank you very much.

MS. CALLE: Good afternoon. My name is Dennisse Calle from the Coalition for Hispanic Family Services.

So I had a question about target population. So let's say I have a middle school student who is an active participant in the Beacon program and who comes to the community event. Will he be -- will he count towards that 500 for that target population?

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MR. RATTRAY: So at the end of the program year, if you will, the expectation is that you have 1,200 unduplicated participants. So if he's already enrolled in your middle school and he's an enrolled participant counting towards your middle school both dosage enrollment and program enrollment, then the 500 are going to have to be unduplicated individuals that aren't enrolled in something else. Does that make sense? So theoretically you would have 501 in your attendance roster, of which we're counting 500.

MS. CALLE: Can I follow up?

MR. RATTRAY: Go ahead.

MS. CALLE: So let's say I have -- so does it matter? No, that's not -- okay, I think I got it. Thank you.

MR. SWAUGER: Hi. I'm John Swauger from Roosevelt Island Youth Program. I have three questions, some of which I might remember.

On attachment D to the schedule of activities, there's a column on the first table which asks for hours per week of different

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activities. Do you want the number of hours that we would offer per week, or the number of hours we would expect one participant to engage in per week? For example, we might offer gym every day but only expect kids -- any given kid to be in for two hours a week. So I don't know which number you want. Does that make any sense?

MR. RATTRAY: It's the hours of the actual activity per week.

MR. SWAUGER: So if we offer gym five days a week for an hour, we should say --

MR. RATTRAY: Five hours, that's correct.

MR. SWAUGER: Okay, thanks.

On the next table, the one that gives activities for the first four weeks, should -- is that -- should we do that as activities for one participant? Because I don't think there's room -- if we offer multiple activities in the same time slot, there's not room to list them.

MR. FRENZEL-BERRA: Yes. So chart one you would list all your activities.

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MR. SWAUGER: Yes.

MR. FRENZEL-BERRA: All right. And hours per week and the number. And then when you go to the schedule, you can list them in the time period, you can list multiple concurrent activities.

MR. SWAUGER: And the boxes on the chart will expand?

MR. FRENZEL-BERRA: Yeah.

MR. SWAUGER: Okay. So we list all the activities in that time slot, okay.

MR. FRENZEL-BERRA: Yeah.

MR. SWAUGER: Great. Okay, thank you.

And the third question I had, the chart that was shown shows that we have to have at least 500 participants in community events, but shows only one event necessary per year. But actually we're supposed to have three, right? So does that mean that we can get 500 -- an unduplicated count of 500 people over the three events?

MR. RATTRAY: That's correct.

MR. SWAUGER: Okay, thank you.

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MR. RATTRAY: And if you achieve the 500 on your first event, you're still required --

MR. SWAUGER: You still have to do --

MR. RATTRAY: -- to do two additional events, at least one of the three being held.

MR. SWAUGER: Thank you.

MS. FLESHMAN: Good afternoon, panel members. Robin Fleshman from the Children's Aid Society. I had two questions.

One question is specifically for this particular site. The school that we would be subcontracting with, partnering with is a middle school, but there's another middle school in the building, and then there's the high school. So the question is for those 200 students, can we serve 150 of the middle school students, and then allocate the last 50 slots to either high school or bringing in elementary students from the community?

MR. RATTRAY: And you're referring to the 200 participants you identified for the

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dosing?

MS. FLESHMAN: Right, yes.

MR. RATTRAY: So the minimum requirement, because you're in a middle school, is that at least 100 of your dosage requirement students are middle school aged participants, whether they come from the host school or a school outside of the host school.

MS. FLESHMAN: Okay.

MR. RATTRAY: With that being said, it's up to you to decide the remaining breakdown.

MS. FLESHMAN: So we can say we would rather do 150 middle school?

MR. RATTRAY: Absolutely.

MS. FLESHMAN: And then 50 of the high school?

MR. RATTRAY: Yeah.

MS. FLESHMAN: Oh, okay cool.

The last question is in reference to the summer. What qualifies as the attendance rate for each option, and what age ranges are we required to serve and in what amount?

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MR. RATTRAY: So we don't prescribe the numbers. We expect you to give that to us. But one expectation is that there is a cap operating for elementary age participants as well throughout the summer.

MS. FLESHMAN: There is a requirement for the summer, okay. And so for the attendance rate is there -- what qualifies the attendance rate?

MR. RATTRAY: We currently don't have a qualification for it.

MS. FLESHMAN: Okay. Thank you.

MR. BROWN: Good afternoon. Dwayne Brown, St. Nicks Alliance.

In our Beacon, one of our Beacons, we also have -- operate a SYP contract. We have a large fourteen and fifteen year old population there. And we want to look at doing some college exploration for the targeted group of the SYP. And I want to know can we count those numbers or would it be considered double numbers or duplicated?

MR. RATTRAY: You can count them as long as the two programs are isolated in

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time. So if -- when there should be an SYP, you're counting them in the Beacon at the same time and getting positive attendance, then that's a no-no. But if they finish their SYP duties and they went to a Beacon activity, that's fine. That would be fine in that scenario.

MR. BROWN: All right, perfect.

MS. JAMES: Cherry James from the Graham Windham Beacon, Hunts Point.

I have a question concerning the schedule and the computer system. When you work on the program, on the paper portion of the program on the computer, and you transfer it into the computer, is there enough room to transfer the two, are we cutting and pasting into the computer? Are we proposing taking it all from what you have, the paper portion, the Word document, I should say, into the computer system, into Excel?

MS. ASCHERL: What, into Accelerator? Into Accelerator?

MS. JAMES: Into Accelerator.

MS. DIEM: So two things. if you

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are speaking about uploading documents, yeah, there's an option to upload from your document work or to upload from your computer. If you're speaking -- if your question is about entering information in the fields, there would be a character tracker. So it tells you exactly how much -- how long your comments can be, how much can be filled into that particular box.

MS. JAMES: Okay. So when I'm working on my schedule, can I work directly into Accelerator to do the schedule, or do I need to do it in the Word document and it's an upload document in Accelerator? Can I work directly into the computer system on the schedule, or should I do it in the Word document and then upload it?

MS. DIEM: Do you want to --

DEREK: I'm Derek from MOCS. I heard the question was do you want to work on the Word document. You can just save that Word document and edit it to your liking, and you can actually attach the PDF in the back or --

MS. ROSA: She's saying if she

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could do it directly on the system.

DEREK: But it's a fillable form though.

MS. DIEM: Yeah, it's a fillable form.

MS. JAMES: So it's a fillable form on the --

DEREK: It's a fillable form.

MS. JAMES: -- in the Accelerator program, or it's a fillable form in the Word document right now?

DEREK: It's in a fillable form in the Word document. And then you transfer --

MS. JAMES: But then are you uploading it?

DEREK: Correct, yes.

MS. JAMES: Okay. So I'm working primarily in the Word document, and then I'm uploading the majority of material into the Accelerator.

MR. FRENZEL-BERRA: I think it allows for either way. You could type directly into it, or you could work on a separate Word document, copy and paste it in. But there is a

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word limit in the responses that -- for your responses in the structured proposal.

MS. JAMES: Yeah, because I just -- it just sounded like I had to do it twice, and I just want to know if I can just do it once, you know what I'm saying? It's like I'm doing it in the one document and I'm doing it again

MR. FRENZEL-BERRA: You can do it directly in the field.

MS. JAMES: So I can just do it right in the field.

MR. FRENZEL-BERRA: Right in the field.

MS. JAMES: Okay, thank you.

MR. VEREEN: Hello. Joe Vereen, Flushing YMCA.

The first question -- I have a couple. The first question is, we have two schools in the building, a middle school and a high school. I know our middle school isn't listed, but would it be okay if we submitted partnership agreements with both schools in the package?

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MR. RATTRAY: Sir so the system won't actually allow to you submit two.

MR. VEREEN: Okay.

MR. RATTRAY: The requirement is the school and principal that's listed.

MR. VEREEN: Okay.

MR. RATTRAY: And that's the minimum requirement that we gave.

MR. VEREEN: All right.

The second question is, in the presentation today it was stated that the outreach coordinator is now a mandatory stand-alone position. In the release it stated it could fall under another person's responsibilities. Was that a change? Page 13, CB.

MS. ASCHERL: Is your question that the -- we're now saying that the outreach coordinator is a stand-alone position?

MR. VEREEN: Yes.

MR. RATTRAY: And is your -- is part of your -- this came up yesterday, and the question was hey, I have a part time staff person who does a function for me at certain

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times, can I use that person if I identify the times that this person will be doing the outreach program, is that --

MR. VEREEN: No. I was planning on using a full time assistant director or social worker to do this. But -- because the last grant called for an assistant director, and this one doesn't.

MR. RATTRAY: One more second.

MR. VEREEN: Okay.

MR. RATTRAY: All right. So, similar to the answer yesterday. That's allowable; however, the times that the person, in this case assistant director, is conducting the outreach coordination work needs to be clearly defined, and during those times that's all they should be doing. It shouldn't be a blended position where, you know, within the hour they're doing everything within their job description. It should be clearly defined times that they're doing outreach.

MR. VEREEN: Clearly --

MR. FRENZEL-BERRA: We'll clarify that in an addendum.

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MR. VEREEN: -- defined times for this job. All right.

MR. RATTRAY: We, we -- can I keep going? Because we want that role to be purposeful, we want that role to be intentional. And part of it is to have clearly defined times they're doing it, what they're doing, and it doesn't get overshadowed by the day-to-day operations of something else.

MR. VEREEN: Okay. You know, that's interesting because of the community needs that we have, sometimes that outreach -- we don't have necessarily a hard to reach population. So it's going to look different at every Beacon.

MR. RATTRAY: Absolutely.

MR. VEREEN: Okay, all right.

And so the other thing is that this whole focus on attendance for the school. Well, we're community type, so we are going to have kids coming from different schools. So how are we supposed to know attendance at every single school that we are partnered with or where the kids come from?

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MR. RATTRAY: Sorry, this is in regard to the chronic absenteeism?

MR. VEREEN: Yeah.

MR. RATTRAY: The expectation is that the young people, the students that you work with are from the host school.

MR. VEREEN: From the host school. And if the host school doesn't have a chronic absenteeism problem, we are good?

MR. RATTRAY: Then you don't have to if that's the case.

MR. VEREEN: Okay. There's this thing about the public assistance program, that I never heard of before.

MR. RATTRAY: Right.

MR. VEREEN: So can we talk a little bit more about that, because --

THE MODERATOR: Unfortunately we don't have anyone here from HRA. But I believe everything you need to know is in that FAQ form you received, and I think there is a contact, right, contact information if you have further questions. Did you get that FAQ form?

MR. VEREEN: I got the FAQ form.

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THE MODERATOR: Yeah. So you can contact HRA.

MR. VEREEN: Okay. Thank you.

MS. JERVES: Hi, good afternoon everyone. My name is Andrea Jerves. I come from HANAC, Inc. And I have a question for the Community Partners. I understood that they have to be from the same neighborhood?

MR. FRENZEL-BERRA: Not necessarily.

MS. JERVES: So they could be around the area?

MR. FRENZEL-BERRA: Yes.

MS. JERVES: Okay. Thank you.

THE MODERATOR: Are there any more questions?

MS. DEHLER: One more.

THE MODERATOR: Sure, come up.

MS. DEHLER: It's more a suggestion than a question.

THE MODERATOR: Your name?

MS. DEHLER: Johanna Dehler, Mosholu Montefiore Community Center.

It's in regard to the scheduled

activity form, the Word document, and it was said, you know, it has limited lines. If that could be a consideration to make that add-able, to add more, because there is not a lot of space to add more. So I'm already maxed out in the narrative, and it gets difficult to pack it into the narrative. Okay, thank you.

MR. RATTRAY: We will absolutely take that under consideration.

MS. DEHLER: Thank you.

THE MODERATOR: Okay. If there are no more questions, I'd like to highlight some important reminders before we conclude.

Please note, once again, that the proposal due date is May 24th, 2017 at two p.m. All proposals must be submitted in the HHS Accelerator system. Proposals submitted after this date will not be accepted.

Notification of award selections will be done through the HHS Accelerator system.

DYCD will not be accepting any hard copies of proposals.

And also note that, due to the

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tight time line that we're on, and want to ensure services are in place for September 1st, there are no extensions to this deadline at this time. However, if something changes, we will issue an addendum to extend the deadline. Any additional addenda to this RFP will be made available in the HHS Accelerator system.

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

And this officially concludes our Pre-proposal --

MR. RATTRAY: Excuse me.

THE MODERATOR: Well, not yet.

MR. RATTRAY: She didn't give you the disclaimer. The disclaimer is, that once this is over, the panel cannot answer any questions.

THE MODERATOR: I said it three times.

MR. RATTRAY: You said that? I didn't hear it.

THE MODERATOR: Thank you audience. I have witnesses.

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MR. RATTRAY: Okay, fine.

MS. ASCHERL: He wanted to use the mic.

THE MODERATOR: Okay, so again, thank you all, you've been great. This concludes our Pre-Proposal Conference. All the best to you and your proposal submissions. Have a great day.

(Time noted: 3:22 p.m.)

C E R T I F I C A T E

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