

COMPASS Explore Pre-Proposal Conference
December 18, 2015

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DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT
COMPASS EXPLORE PRE-PROPOSAL CONFERENCE
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2 Lafayette Street
Room 1412
New York, New York

December 18, 2015
10:00 a.m.

TRANSCRIPT OF PROCEEDINGS

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A P P E A R A N C E S:
(in alphabetic order)

KEITH BUNCH - Assistant Deputy Agency Chief
Contracting Officer, Department Of Youth & Community
Development

MICHAEL DOGAN - Assistant Commissioner (Program
Overview), COMPASS

ROBERT FRENZEL-BERRA - Director of Planning, Research
and Program Development, Department Of Youth &
Community Development

NINA HERMAN - Health & Human Services Accelerator

DANA CANTELMY - Department Of Youth & Community
Development

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MR. BUNCH: As Dana just mentioned, we've been having technical difficulties starting from yesterday and continuing into this morning, so unfortunately, we will be without sound. But not to worry, I do speak loud. If you don't hear me, just give me a wave and I'll speak a little louder for you. All right?

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

So I just want to go over our agenda for today. We have our welcome and timeline, proposal expectations and instructions; that will be done by HHS Accelerator. We also have pre-qualifying and proposal submission. Also, our program expectations, that will be done by

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COMPASS, and at the end we'll have post award requirements, some important information for you, and then they will have a question and answer session, okay? So if you have any questions, anything regarding the presentation, anything about HHS Accelerator, or the program itself, we'll have someone here that can assist you to with that if you have any questions.

All right. At this time, I'd like to introduce our panel. To my right we have, from HHS Accelerator, Nina Herman. We also have, from COMPASS, Michael Dogan, Assistant Commissioner. He will be doing the program overview. We also have Bob Frenzel-Berra; he's the Director of Planning, Research and Program Development. He will be available, as well, at the end for any questions you may have.

I want to thank you for joining us today and apologize for any inconvenience due to our technical

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2 difficulties. Before I turn this
3 conference over to our panel, I would like
4 to go over some important dates and
5 general information. Some important
6 dates, the proposal due date is
7 January 12, 2016 at 2:00 p.m. Our
8 anticipated award announcement will be
9 early Spring 2016. And just another note
10 about the date, those proposals are due in
11 the HHS Accelerator System and please note
12 that DYCD will not be accepting any hard
13 copies of the proposals.

14 In order to respond to this RFP,
15 you must be pre-qualified in the HHS
16 Accelerator System. Please note, once
17 again, the due date is January 12, 2016 at
18 2 p.m. in HHS Accelerator. Proposals
19 submitted after this date will not be
20 accepted.

21 Again, the award announcement
22 will be in Spring 2016. Our anticipated
23 contract term will be from July 1, 2016 to
24 June 30, 2019, with an option to renew for
25 up to an additional three years. If you

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have any questions regarding this RFP,
please feel to e-mail
rfpquestions@dycd.nyc.gov. Those
questions must be received by January 4,
2016.

Everyone still hear me back
there?

UNIDENTIFIED SPEAKER: Can you
tell me the e-mail address again?

MR. BUNCH: Okay. So, again,
the e-mail address is
rfpquestions@dycd.nyc.gov.

UNIDENTIFIED SPEAKER: Can you
repeat the date the questions are due by?

MR. BUNCH: The due date?

UNIDENTIFIED SPEAKER: For the
questions.

MR. BUNCH: The proposal due
date for the questions is January 4, 2016.

UNIDENTIFIED SPEAKER: Thank
you.

MR. BUNCH: And just feel free
to give me a wave or anything like that, I
will be more than happy to repeat.

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Everyone heard that?

(No response.)

MR. BUNCH: Okay.

All right, I just also want to go over our evaluation criteria regarding your proposal submission. Some of the required documents are our Structured Proposal Form, School Linkage Agreement, Proposer's Organizational Chart, Proposal Budget Summary, Doing Business Data Form and resumes for the program director, or job description if not yet identified. And our evaluation criteria, when you submit your proposal and when it's evaluated, is going to be broken down into different points. So it's going to be evaluated by five different points -- criteria, rather, organizational experience. You can receive 25 points, up to 25 points. You also have staffing, where you can receive up to 25 points, program design, up to 45 points, and budget management, 5 points.

I think I said five, but it's

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actually four. Excuse me. So you have four different evaluation criteria.

Did everyone hear that part? Do you want me to go over that? Is everything okay?

(No response.)

MR. BUNCH: All right. I would like to turn this conference over to our panel. If you have any questions, I ask that you hold your questions until the end of the panel presentation.

At this time, we'll have Nina Herman from HHS Accelerator. She'll go over the pre-qualifying and proposal submission.

MS. HERMAN: Hi. I'm Nina Herman and I work at HHS Accelerator in the Mayor's Office of Operations. So we don't have our PowerPoint projected, but you do have it printed out. It was in the packet that was up front, and so you can follow along with me in your packet and I will try and reference the pages as I go.

Accelerator is the system that

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2 you'll be using to submit your proposals.
3 I'm on page two. A little overview of the
4 system, HHS Accelerator was created to
5 streamline and speed up the procurement
6 process. Agencies publish Health and
7 Human Service RFPs through HHS Accelerator
8 and providers submit proposals through
9 Accelerator by the proposal due date and
10 time. Pre-qualified providers approved
11 for relevant services are eligible to
12 propose and can submit once the RFP has
13 been released.

14 If you have questions regarding
15 the use of the system, you can reach out
16 to our help desk. Our e-mail address,
17 which is written on page two, is
18 info@hhsaccelerator.nyc.gov. We cover
19 that help desk 9:00 to 5:00, Monday to
20 Friday, so please feel free to reach out
21 if you do have any questions.

22 Okay, on to page three. Our
23 system, Accelerator, has four modules. We
24 have the document vault, which is a
25 private electronic filing cabinet. We

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have the pre-qualification application, that consists of submitting a business application and at least one service application, and I'll speak of that in a little bit more detail in a moment.

Actually, I'm going to pause. By a show of hands, has -- can you raise your hand if you've been able to access the RFP through the system.

(Whereupon, various attendees raise their hands.)

MS. HERMAN: Great. Okay, excellent. Thank you.

We also have the procurements module, so agencies release procurements through HHS Accelerator, and then we have financials. We have some agencies that participate in financials and manage contracts, budgets, invoices and payments through our system.

I'm on page four. When you first log in you will come to your home page, which will look like this (indicating). At first you will not see

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any numbers here. There will be no tasks at first. This is done on purpose to make sure that the system moves quickly and efficiently. So to call your tasks forward you click on the green refresh button, the top right of every dashboard, and that will call tasks forward. Our system operates by tabs that you'll see at the top of the screen. You can click on the tabs to access different parts of the system as well.

To access the HHS Accelerator application you'll click on the applications tab. That pre-qualification process is required by all providers before they're eligible to propose for funding. It consists of a business application. We ask about corporate identity, tax filings, boards and policies. You'll submit at least one service application and that's establishing a track record of delivering that service to New Yorkers.

Once it's submitted and once you

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2 are approved, then you are ready to
3 compete for funding.

4 UNIDENTIFIED SPEAKER: May I ask
5 a question?

6 MS. HERMAN: Not yet, hold on.

7 I'm going to go to page eight --
8 I just want to go through it.

9 UNIDENTIFIED SPEAKER: That's
10 all right.

11 MS. HERMAN: Once you are
12 pre-qualified you can click on the
13 procurements tab and that will take you to
14 the procurements roadmap. There are a lot
15 of columns here. We have the procurement
16 title, the agency that released the
17 procurement, the procurement status, but
18 what I always like to point out is
19 provider status. That is your
20 organization status in relation to that
21 procurement. If you see "eligible to
22 propose," that means you're eligible to
23 propose for that opportunity. If you see
24 "service app required," that means you'll
25 need to be pre-qualified in an additional

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service and be approved in that service in order to be eligible to propose for that opportunity. Always keep an eye on that provider status column.

Once you have identified the procurement you're looking for, you'll click on the title and that will take you to the procurement summary tab, that's page nine. So here you'll see a description of the procurement as well as important funding amount and dates.

The next tab is the services and providers tab, that is on page ten. Here you'll see a list of services. You'll need to be pre-qualified in at least one in order to be eligible to propose for this opportunity. You'll also see at the bottom there is a list of approved providers. If you are interesting in subcontracting, this may be a good starting place. This is a way that we use our system's data to be helpful.

You can filter approved providers, maybe, by a complimentary

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service that you don't provide and that they do provide. You can click on their name and contact information will come up and you can reach out to them. But just a note, this list does not mean that they have let us know they're interested in collaborating or want to subcontract. It's just a list of approved providers, so keep that in mind.

These first two tabs (indicating), the services and providers tab and procurement summary tab are viewable by all providers even before the RFP is released to help you plan.

The next two tabs I'm going to speak about are only viewable to eligible providers once the RFP has been released. The RFP documents tab -- I'm on page eleven -- that is where the RFP document lives. You can click on the title of the document to read it on your screen or you can print it or save it from there. Any addenda that are released will also be in this tab as well.

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2 Page twelve, the proposal
3 summary tab, this is where you'll come to
4 start your proposal. You'll click "add
5 new proposal" to get started. Once you
6 click that, you'll go to page thirteen.
7 When you click "add new proposal," you'll
8 come to the proposal details page.
9 Everything with a red asterisk is required
10 to be filled out before you can save and
11 move on to the next page, so keep that in
12 mind in terms of the work flow. If you are
13 only ready to fill out half of that page,
14 you won't be able to save that information
15 yet. So come to this page, make sure that
16 you understand what is here and then sit
17 down and fill it out when you're ready and
18 then you can click "save" and it will save
19 your information.

20 The next tab is the
21 proposal documents -- oh, sorry, I missed
22 a few things. Competition pool on the
23 proposal details tab, you'll need to read
24 the RFP for the instructions on which
25 competition pool is appropriate for your

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organization. There's also an add site location at the bottom right. You'll need to enter in an address before you can move on.

Proposal documents tab is the next tab, page fourteen. This is where you'll upload the proposal documents and you'll find instructions on how to complete those documentation in the RFP. Uploading a document is very similar to attaching it to an e-mail. You can go in the actions drop-down and click "upload" and then you'll browse your computer for that document. All documents have to be uploaded here before you'll be able to submit.

And then the next tab is the submit proposal tab. Only level-two users in our system are able to submit proposals on behalf of their organization. When you're ready, you'll check off the boxes at the bottom, you enter in your user name and password and you can click "submit proposal." We recommend submitting

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twenty-four hours in advance of the
deadline.

You will have a few indicators
that you are successfully submitted. The
first is this green bar across your screen
that says that you have successfully
submitted your proposal and you'll receive
a similar e-mail notification with the
same message. And then lastly, you can
always come to this proposal summary tab
and you'll see your status. If it says
"submitted," you know it was submitted,
and if it says "draft," it means it's
still with you, the Agency cannot see it,
it is not submitted.

If you submit before the due
date and time and you want to make any
changes or updates for any reason, you can
do that. A level-two user can come back
to this tab, click on the actions
drop-down and click "retract proposal."
You'll see your status go from "submitted"
back to "draft." You can make any edits
or update any documents, and then it's

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really important to remember to resubmit before the due date and time.

Okay, page seventeen, this is an important page. We have really great resources available on our website, it's nyc.gov/hhsaccelerator. We have guides with step-by-step instructions and screenshots to walk you through various processes in the system. We also have trainings. We have in-person and webinars. That's all available through our website. And then, again, you have our help desk e-mail address if there are any specific questions that are not answered by our website.

Myself, my colleagues, Derrick and Kena are here to answer questions. If you want to wait until the end, it might be a little more time efficient, but feel free to ask any questions you like.

MR. HILTON: I wanted a quick question. How long does the pre-qualification process take?

MS. HERMAN: Okay, we're going

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2 to -- I'm getting the wave. We're going
3 to wait until the end.

4 MR. BUNCH: We're going to have
5 a Q and A session as soon as they finish
6 their presentation.

7 Thank you, Nina.

8 By show of hands, who doesn't
9 have the PowerPoint presentation slides?

10 UNIDENTIFIED SPEAKER: For which
11 one?

12 MR. BUNCH: The COMPASS. It
13 should say "Program Overview."

14 (Whereupon, various attendees
15 raise their hands.)

16 MR. BUNCH: All right, so we're
17 going to hand them out to you. We have
18 more coming on the way, if you could just
19 keep your hands raised, if you don't mind,
20 and we'll keep them coming to you. You
21 don't have to do the hand wave, we'll
22 continue.

23 (Laughter.)

24 MR. BUNCH: Thank you. So, no
25 hand wave.

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At this time, we'll have Michael Dogan from COMPASS. He's going to do the program overview.

MR. DOGAN: All right. Good morning, everyone. Can everyone hear me okay?

UNIDENTIFIED SPEAKER: Yes.

MR. DOGAN: Great. I'm pretty good at projecting, so I'm pretty comfortable that you can hear me, but if you cannot, let me know and I'll make sure that I speak up.

So we'll talk a little bit later on about the types of activities and the skills that we want to build. I should say now that anything that is about adaptability or flexibility or improvisation, right, would be -- given the technological challenges -- are skills that we want to build in young people. As a theater major, I understand those particular skill sets well, and so these would be acceptable under the COMPASS Explore program. Also, building STEM

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skills like technology, computers, math, those things would be acceptable skills you'd want to develop as part of Explore.

What I'd like to do now -- and I'll just kind of show you this brief slide -- is kind of a walk through of COMPASS and describe what COMPASS is and give a little background to you guys about why we're here today in this particular room.

COMPASS is formerly known, or was formerly know, as OST, Out-of-School Time. But when programs in Missoula, Montana call themselves OST, we were left wondering what it is we are uniquely within the field in New York City with an Out-of-School Time. We needed to re-brand and rethink what we did. So last year we thought of ourselves broadly as COMPASS, Comprehensive After School System of New York City, former known as OST.

What COMPASS is now, COMPASS includes our Option 1 elementary, Monday through Friday, 3 o'clock to 6 o'clock,

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including the services needed for working families. It includes our Option 1 middle school programs, which helps support all middle school students throughout the City of New York. You should know the Mayor has an aggressive agenda to serve every middle school in the City of New York who wants an after-school program. We're proud to be a part of that.

Almost every single middle school in the City has a SONYC, School's Out New York City program. COMPASS also includes a unique pilot this year for programs in District 79 and secure and nonsecure detention facilities. It includes our high school or transition to high school initiative, which is we have a new High RFP that we put out.

And it also includes currently what's called Option 2. Option 2, now about to be called COMPASS Explore, started in 2005. The rationale for creating an Option 2 model at the time in 2005 was the recognition that, outside of

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1
2 the routinized services that working
3 families need Monday through Friday from
4 3 o'clock to 6 o'clock, there was a real
5 need and an appetite for different types
6 of services with unique niches by
7 community-based organizations and unique
8 needs of kids and in unique locations with
9 unique skills that needed to be developed,
10 and there are real skills that CBOs have
11 that are unique to those organizations
12 embedded in those communities by which
13 COMPASS Explore, a smaller program model,
14 a more focused, single-focused program
15 model, could really develop skills in
16 young people.

17 So that value that we started to
18 bring together in 2005, a smaller program
19 model, not a school-aged child care
20 program, is still with us. We valued the
21 work that our programs have been doing in
22 Option 2 since 2005.

23 However, that procurement
24 timeline for 2005, ten years is a long
25 time to maintain the integrity of that

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initial impulse. It seems wise for the City to hit the refresh button and to rethink certain aspects of that. So we'll talk a little bit about the single focus of this, the single purpose nature of this. You should know that, at the time, in 2005, there was a private match component as a part of the option to model. You should see in this RFP there is no mention, witness whatsoever to a private match component. It is not required under this model.

So I wanted to express right in the beginning of what Option 2 is not before getting to what it is. Last year was a bad time for us, we had massive RFPs in really trying to make manifest this middle school initiative, so we needed to wait another year before we rethought with you guys this Option 2 model.

So the program goals -- I'll read them out briefly while we're still circulating the PowerPoint -- goals provide a safe, engaging and supportive

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environment for a kid, foster leadership.
And if you've been with us and
participating with us in other aspects
throughout this year, you know that
developing leadership skills is going to
be critical to COMPASS as we want to build
and foster certain attitudes and skills
about leadership in young people going
forward. We're going to spend some time
thinking about that.

Support the exploration of
interest. This is where I think it's most
material to Explore, support the
exploration of interest, skill-building
projects and creativity. There's a lot of
ways to be able to address that. I want
to read that again because that's, I
think, the core focus and the uniquenesses
of what Explore will bring to bear,
support the exploration of interest,
skill-building projects and creativity,
promote positive relationships with adults
and peers and develop a sense of
community.

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In the 2005, when we made those awards, we had such an amazing variety of programs participating with us, including those in LGBTQ centers even then. So that's always been a part of our family. What we're doing uniquely in here -- and I'll just show you this slide about the options that you have -- is that unique in this RFP, and really for the first time, we're dedicating a discrete pool of resources for LGBTQ youth programming and discrete resources for special needs youth. So they've always participated in our modalities. We've always had a big enough tent to eval them. What we are doing is we are carving out uniquely a discrete amount of funding to ensure that's going to happen. And to really understand those organizations who do that work, who have staff who understand those skills and the needs of these young people is going to be an integral part of those options. So I just wanted to draw that out specifically in the RFP. All three of

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those options have skill building, creativity and an exploration of interest as a part of their core focus.

So the values by which we set up the goals that talked about in the previous slide are those things that we want to do uniquely, also, in all three program modalities.

The slide, the next slide, if you have that, is including the price per participant. I won't spend much time because the RFP kind of draws it out more directly, but you can see the max amount of participants. I will say that in the 2005, we had programs with five or six hundred students requested as a part of that and we've spent lots of time trying to work with corrective action plans figuring out, Why can't you enroll another two to three hundred kids. We are being mindful about where we want to spend our time and to invest it to have been a reliable sense of the amount of young people that can participate, and so we're

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limiting in such a way the RFP.

For special needs we are not defining what that price per participant is. The proposer will need to justify their price per participant given the types of special needs staff required, the ratios required and to justify that in writing to the RFP.

Program design, single focus, project-based learning, flexible program hours -- I'll talk a little more about that in a little bit -- will be a feature of this. Typically, you should know, that in the 2005 RFP required a minimum of four weeks of programming and a total of 160 hours. So that was the current model from 2005. We are requiring fewer hours at 150.

The price is no longer \$600 from DYCD, it is now \$1,000 from DYCD, and there's still a minimum of four weeks required for services, because one of the reasons that we want it is we want to build skills in the young people, right?

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There will be need to be an appropriate amount of time and appropriate dosage by participants in a program in order to build those skills that we want to see in the young people.

Minimum amount of hours for participant is 150 hours. So a goal -- I'll talk about rate of participation in a little bit, but the goal, the recognizable goal, is that each young person in your program receive 150 hours worth of service over the course of the fiscal year. Your programming hours can be flexible in design, but over the course of the fiscal year, your kids will need to -- your goal is to have each kid receive 150 hours worth of service.

Programs may operate in cycles. So I'll describe what that means. If you had a program with one -- let's say you had a program with 50 participants and you wanted to run a cycle of 25 participants, that's fine. You could run a program cycle with 25 participants and each of

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those participants would still need to receive 150 hours. Then you could run another cycle with another group of 25 participants and those participants would also get 150 hours. It is not that each cycle gets 75 hours. I want to distinguish that, because the goal is that, each participant. So that gives programs flexibility and design and understanding of their staff and other resources, how they wanted to work that out and staff that out appropriately over the course of the year, as long as the material goal of skill building for 150 hours for young people is being met. It's not listed like this in the RFP, so this is where it would be helpful on the screen. I'm a theater major, I won't act it out for you --

(Laughter.)

MR. DOGAN: -- but I will draw out for you some of the kind of critical values that we're thinking about in terms of projects for young people and think

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about how they're working with the adults in their programs and exploring their own interests. It is a key value that we have embedded in many of our RFPs, what are the young people interested in? How are they building projects? How are they thinking about community service? All those things we want to foster under this RFP. But goal setting is important and it can't be done without the young people.

Problem solving. What problems do we need to be able to solve? What are the problems that exist in a young person's life? How do they solve them? How are they helped into making that happen?

Active learning. If we think about project learning, it has to be meaningful for them, they have to be engaged hands on. You can't beat that at all, right, that you're, you know, pulling up your sleeves and getting to it. That's a feature in a hallmark of what we like to see here, collaboration. It is really,

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really critical for people to work successfully with each other, be able to get stuff done. This is a core 21st Century skill.

And critical thinking, right?

We can see how these aptitudes build even upon their academic successes, but it's different. It's part of the overall academic framework for young people, but it is a bit different.

Okay. The RFP -- and I'll talk a little bit about staffing ratios. The RFP had an error with respect to staffing ratios, so I want draw that out here now. The RFP, I believe, listed for ages 12 and up as to fifteen, one-to-fifteen. We are -- the ratio for 9 and younger is one-to-ten and the ratio for 10 and older is one-to-fifteen. It is commiserate and exact with the school-aged childcare ratios. It is not that we are requiring these programs to be school-aged childcare licensed. What I'm communicating to you is that the ratios that are evident under

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the school-aged childcare licensing talk a lot about the appropriate safe ratios. It's a formal standard that's across the State. I have no desire to create a higher standard within this framework in our way of thinking about this for a unique program model, with the exception of those programs that serve unique students with disabilities who may have different ratio needs within this. The model for this will meet exactly, in terms of the ratio numbers, what's in the school-aged childcare rights.

Performance metrics I talked a little about earlier. Going onto to the next slide, minimum program operation, 150 hours annually over four weeks. Rate of participation similar to the current Option 2 model, so it should be deeply familiar. We will calculate it in the exact same way. It is 70 percent over the course of a year. One way to think about that is that each young person, if you're enrolling all of your youth, that they

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receive 70 percent of their 150 hours of program would be meeting their rate of participation, their minimum rate of participation. Certainly we would like to see, you know, each kid get 150 hours worth of service, but certainly that's how you should think about the minimum rate of participation.

You should understand in terms of the calculations because we want to -- we will cap out each participant hour at 150. So no one student can get, say, 3,000 hours worth of service over the course of the year, right? We want -- it allows for more people to come and go through the program. We still value having those kids get all of those hours, but a handful of kids will not be accruing the full hours for the entire program. So I want you to understand our thinking about how we will monitor and expect that to happen.

The next chart, we even did the math, kind of drew that out a little bit.

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For us theater majors, sometimes it helps to be able to see, you know, the symbols in there. But I wanted everyone to understand more precisely how that's being done. The ROP is cumulative and it's on the slots, so if a young person moves to Ohio, that slot can be filled.

I'll talk briefly about the addendum that came out in terms of the program, questions that we received in the RFP about the locations and is this an acceptable location. So I'll go back to 2005, talk a little bit about it this way, is that our current Option 2 programs exist in many different types of locations. They exist in standing centers. We have Option 2 programs that are currently within Beacon sites. We have them in juvenile detention facilities. We have them in private religious sites. These are all current locations for Option 2. In all cases, all of these site locations would be acceptable locations for this

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solicitation. So if you're in a juvenile detention center, you can continue to propose for something that's in a juvenile detention facility.

However, I want to carve out what's unique about this. This is not an opportunity to add on an activity, say like karate, to your current COMPASS or Beacon program. It is not about adding an additional program. It is a unique stand-alone program. It can exist where you have a super structure, an administrative and other super structure at that site, to either work with a different cohort of kids or at different times than that program model. It cannot be used to serve the same kids at the same time as your other program. I know that it feels more resource rich and this might allow that, but I want to maintain the uniqueness, but I don't want to preclude a Beacon site or other center that has an infrastructure for being able to use this in a way that fits their community needs.

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I will also say that a participant can participate in COMPASS, in Beacon and Explore, right? What if a young person is participating in a school-aged care COMPASS program Monday through Friday and then goes to a lovely soccer program at Beacon on a Saturday and then does COMPASS Explore program building, say, model rockets out in a park later that afternoon; wouldn't that be awesome? I want to show you the evidence of the way that we think about how it's serving something unique and different. We're not precluding -- it's not only for young people who are not participating otherwise, and so there's a lot of flexibility in design as long as those key points aren't being -- as long as those key points are being addressed.

I'm sure there will be follow up questions. I want to go ahead and turn it back over to Keith at this point in time. So, thank you for your time and consideration.

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MR. BUNCH: Thank you, Michael.

So I'm going to read from the next line,
which is -- I'm going to catch up with you
guys -- important information. Do you
have this one (indicating), important
information?

At DYCD we encourage M/WBE
participation and we recommend the
utilization of certified M/WBEs. I also
want to note that transcript presentation
and attendance rosters will be posted to
the DYCD website for viewing.

Onto the next slide. I think I
skipped one. I'm on the Post Award
Requirements slide, this one (indicating).
So we have a public assistance hiring
commitment rider and we also have general
information and regulatory requirements.
I just want to talk briefly about our
responsibility determination. We at DYCD
stress the importance of finding all
awarded vendors responsible through our
responsibility determination. Therefore,
please make sure your VENDEX filings are

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up to date, your charities filings are current and ensure that any outstanding liens or adverse information has been resolved.

You also have a Notice for Proposer Subcontractor Compliance. I just want to go into that briefly. All subcontractors and subcontracts are subjects 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 Information Portal, for short PIP, or P-I-P. Therefore, it is important to identify all subcontractors as soon as possible.

All right, at this time we're going have our question and answer session. So if anyone wishes to speak at this time or needs further clarification, I ask that you line up to this podium. Since we're having technical difficulties and the sound is down, if you could speak a little louder so everyone can hear your

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question, it would be greatly appreciated.
If you have any questions, you can just
come up to the podium and line up, just
state your name and organization.

MR. HILTON: I'm Philip Hilton.
I'm Director of Development for Love
Heals, the Alison Gertz Foundation for
AIDS Education.

My question has to do with
pre-qualification. How long does it take
for the pre-qualification process to take
place for an organization that wishes to
apply the business section and also the
service section?

MS. HERMAN: So that's very
dependent on your readiness to complete
the application. I can tell you that our
average is three to five business days,
but there may be documents that you need
to find or get access to, so it's partly
up to you and, you know...

MR. HILTON: But about a week,
give or take?

MS. HERMAN: Depending on your

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2 readiness.

3 MS. CRIST: And if -- I'm Kena
4 from Accelerator.

5 And if you are eager to have
6 your application go through because you're
7 having difficulty, you know, you can just
8 make sure that you e-mail
9 info@hhsaccelerator.nyc.gov.

10 MS. LINDBERG: Hi. I'm Jane
11 Lindberg from Boys and Girls Harbor.
12 Thank you.

13 I have a couple of questions,
14 but the most important one, based on what
15 I heard today, I understand that 150 hours
16 is what it is expected. Boys and Girls
17 Harbor wants to offer more with the
18 understanding that we would get paid for
19 150 hours. Would a proposal that offered
20 services for the summer for 280 hours or
21 so, would that be acceptable?

22 MR. DOGAN: Sure.

23 So the question is: Would a
24 program that offered more than 150 hours
25 be an acceptable program? And I will have

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a non-qualified yes. That sounds awesome.
I would also say the minimum of four
hours -- of four weeks needs to be met as
well. It's about that through time.

MS. LINDBERG: You bet. We've
got that to be about seven.

I know that you were having
technical difficulties, but because the
proposal submission day is so close, so
close, and we have holiday season, when do
you think we could see the transcript and
the attendance rosters on your website?

MS. CANTELMi: Good morning.
Dana Cantelmi, Agency Chief Contracting
Officer.

We will ask to have this
expedited by the stenographer and we will
try to get the PowerPoint and sign-in
sheets up by early next week and then
we'll post the transcript as soon as we
can.

MS. LINDBERG: Thank you.

And final question, I promise.
I know that these are borough-based

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2 competitions, but Boys and Girls Harbor
3 really wants to recruit kids from all
4 boroughs, is that all right with you?

5 MR. DOGAN: Yes.

6 MS. LINDBERG: Thank you. Done.

7 MS. McCORTE: Good morning. I'm
8 Cheryl McCorte (phonetic) from
9 Brooklyn-Queens-Long Island Area Health
10 Education Centers.

11 My question is, do you accept
12 stipends for the kids as part of the
13 budget? Most of our target population has
14 various responsibilities at home and
15 elsewhere, so that's an incentive for the
16 parents to allow them.

17 MR. DOGAN: The question is
18 about stipends for participants. Our DYCD
19 fiscal manual allows for incentives and
20 stipends for participants in such cases.
21 So it would be a part of the overall
22 program design component, but it's
23 allowable and publicly fine with DYCD.

24 MS. McCORTE: Thank you. So I
25 can look up what the limits are?

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MR. DOGAN: Exactly. Our website, the DYCD Fiscal Manual is on the "Resources for CBOs" button on our public website.

MS. KADREE: Good morning. I'm Shiju, S-H-I-J-U, Kadree from the LGBTQ Community Center, and I have questions around the participant numbers and participant hours and making sure that I understand that requirement.

You said the that the ROP is cumulative, the rate of participation is cumulative, and I'm just trying to clarify. If we had 100 participants, for example, and they each did 105 hours -- that's the minimum that they have to serve, correct?

MR. DOGAN: Right.

MS. KADREE: I'm just trying to understand the cumulative impact then. I just don't -- that part is not clear to me.

MR. DOGAN: If you could be particular about the question, what

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remains a bit mysterious?

So I'll explain cumulative this way, at this end of the year there is a -- it's a fraction. It's a numerator and a denominator. The denominator for 100 would be 150,000. It's the amount of contracted kids times the 150 hours per kid, and that is your denominator for -- all programs that had 100 kids would have the same denominator. And then it would be -- the cumulative portion is that all hours attended by the participants up to a cap of 150 hours on any participant would be accrued. So if all of your kids got 150 hours and you had 100 kids, then you would have a 100 percent rate of participation.

MS. KADREE: But the minimum --
I'm sorry.

MR. DOGAN: Yeah, and if a young person dropped out -- let's say a young person dropped out, so my example about moving to Ohio were true, then another person could fill in those hours. That

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slot doesn't lose those hours. That slot that's hours that are already contributed to the program, they remain with the program. Another young person coming into the program could receive up to 150 hours worth of services, that would count towards the rate of participation. So it's all hours that count towards -- all program hours up to 150 counts towards your numerator.

Nothing like having a theater major address the math questions.

(Laughter.)

MS. KADREE: The second of the third questions is around, it says fully enrolled by the end of the fiscal year, does that mean that the program proposal must demonstrate that up front there are already 100 -- potentially 100 participants available, or by the end of the year the program must show that 100 participants participated?

MR. DOGAN: Correct. So, we're -- I mean, we -- the second part.

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We expect that there's full enrollment over the course of the year. Because there are cycles that can play through, midyear in full enrollment may be meaningless. So we want -- because it's of this year, the number of young people participating is evidence of what the City is paying for -- we want programs to allow that time. We also know that we have some programs that we're expecting full enrollment by October in that fiscal year, because it's important to demonstrate full enrollment earlier.

In this model, given the way that we talked about the flexibility of program hours and design and we know that it may run in cycles, because that, you may need to stagger your staff in those other needs, it would mean you need to ensure full enrollment by the end of the year.

MS. KADREE: And my last question is around not adding new programs. So if you have, I don't know,

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let's say you have a karate program for 13-year-olds after school for two hours, whatever, and it meets all the other qualifications and you wanted, now that you have additional funding, to add coding, just hypothetically, the money that -- if you receive the grant, could not be used to add coding, coding must already be in place as part of the application beforehand?

MR. DOGAN: I think there's information that I don't have on this hypothetical to answer. I would say that if it's a current DYCD-funded program and we're just adding another constituent part, I think that would be problematic. If it's not funded by us or otherwise, then it may be acceptable.

MS. KADREE: Okay.

MR. DOGAN: So I wanted to draw on Beacon the things that I talked about earlier. There's other services. Like, it's not to add a component to another DYCD-funded contract serving the same kids

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at the same point in time.

MS. KADREE: Thank you.

MR. GABRIAN: Hi. Craig
Gabrian, Young Dancers in Repertory, Inc.
My question to you, we're saying for the
cycles, slots.

UNIDENTIFIED SPEAKER: Can't
hear you.

MR. GABRIAN: Sorry. That
didn't make much sense then.

Craig Gabrian, Young Dancers in
Repertory. You had mentioned about
cycles, if we have -- and then slots, I'm
trying to figure that out. If we had,
maybe, three cycles set up and a
participant sign up in each one of those
cycles, is that just one sign up or if
they do 150 hours in three, does that
count as three slots or is that just one
slot? How does that work?

MR. DOGAN: So, I mean, there's
nothing prohibiting any program from
running on three cycles if you had a
program of 50 kids running three cycles

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with that same group of 50 kids, right, and each cycle gets 150 hours. I just need for everybody to know that a young person is not going to contribute more than 150 hours. So it's best to think about a cycle being for a unique cohort of kids, because in that cycle, in the way that I'm thinking about this activity, right, you have multiple cycles doing the exact same thing. It's who you bring in to be able to do that.

Each cycle, because maybe you have a beginning, middle and an end, right, if we're thinking about skill building and project-based and they do something like that, that's what we're contemplating, then most typically a cohort would come in for a period of time during this cycle for 150 hours and then you would have another cohort for another 150 hours doing the exact same thing for the beginning, middle and end.

MR. GABRIAN: But what if that cycle was different? I mean, the same

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focus, but different.

MR. DOGAN: Can you give me an example?

MR. GABRIAN: Yeah. I mean, obviously dance, we're talking about dance. So a group, you know, doing skill building in dance, another cycle that might focus on performing and doing community performance of dance in what they're doing, and it would be those same kids and they may do 150 hours in just that skill-building practice and all, but they may do another 150 hours that's more focused in rehearsal and performance of those pieces. Would that count one or would that count...

MR. DOGAN: I think that sounds like it would -- any of those hours would count.

MR. GABRIAN: Okay.

MR. DOGAN: Up to 150 hours per young person. It may just be one program model where a kid cycles through different types of activities along the way, right,

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building up to a culminating event and to a process. The multi-disciplinary pieces of, like, say a performance, where you may learn sound technology or technical skills and have your dancers learn those things as well as part of your overall performing arts repertory, right?

And so, it's really a program design feature as, like, what you want to get done with that, what... you want to get done with that. As long as a program operates minimally for 150 hours over the course of the year, you can choose to get there through cycles or not through cycles. You can have different sets of activity types that meet the overall program goal. So it's not about one type of thing. It's not just about, say, karate, right? It could have a multidisciplinary approach to any one of these things which may involve research as a part of that constituency.

So as long as -- we're essentially just carving out the minimum

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pieces, constituent pieces, and how you make sense of this for your program design will be up to you.

MR. FRENZEL-BERRA: I just wanted to add, if you intend participants to continue after the first cycle to the second one and each of them offers 150 hours, in essence your design as a program offering 300 hours for participants, and that's allowable, but you can only count one participant 150 hours for the rate of participation. So it's fine to go beyond that, but any one participant can only count 150 of their hours toward, or you can only count 150 hours of one individual's participation towards their rate of participation.

MR. DOGAN: We're not limiting program hours to 150 hours. A program could have program design for 300 hours, in which case the kids are more likely to beat their rate of participation, therefore you're meeting your goals. So all of that could be true.

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2 MR. GABRIAN: Right. I don't
3 know. I'm still a -- it still makes me a
4 little confused.

5 MS. RAMSAYWAK: I think the
6 question is that we're looking at in terms
7 of you're saying there's seven -- a
8 maximum 75 kids, so if we have three
9 cycles, that's not -- we don't get 225
10 slots if we do 75 kids in each cycle.

11 MS. CANTELMY: Excuse me.
12 Sorry. Can you just state your name for
13 the record?

14 MS. RAMSAYWAK: Sylvia Ramsaywak
15 with Serious Fun.

16 I think we're looking at it from
17 how many children we can get funded. So
18 if we used your example of 25 kids going
19 through three cycles of 25 -- those are
20 different children for a total of 75
21 children; is that right? Or are you
22 saying we could do 75 children three
23 times, which would be a different cost for
24 us, but I don't think that we would be
25 awarded --

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MR. DOGAN: No. If there's a contract for 75 kids, these are 75 unique kids.

MR. GABRIAN: Seventy-five unique kids, okay.

MR. DOGAN: So I would not expect to see Mike Dogan times three. In terms of cycles, right, you give 75 unique kids, so the proposer should expect to say here's how many kids, unique individuals, I would expect to serve over the course of the year. However -- and they will, each of those young people will get 150 hours worth of service. It's not that we'll do -- in this case we'll do 75 at 150 hours a piece. We need to think about the breadth and reach of our programming in serving more kids.

I get the idea of going deeper, going smaller. I get that, but now that I'm a bit more clear on what the question is, you need to serve that exact amount of kids over the course of the year.

MR. GABRIAN: So it's not slots,

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it's children, individual children. If you propose, you propose 60, that means 60 children, you can't go over.

MR. DOGAN: You can over-enroll. We're telling you what we're -- we will allow for people to over-enroll, right? So if you have more kids participating, there's no -- we're not saying you can't do them. And if a kid gets 151 hours, we don't want people to kick them out of the program. That's the question that I got here before, like, now that they served their time, can they still stay? Well, I mean, that's, you know --

MR. GABRIAN: We want them to continue, that's the whole --

MR. DOGAN: Yeah.

MR. GABRIAN: Thank you.

MR. ZELENOV: Hello, my name is Serge. I'm from Evolution Enrichment Center.

I just had a question. So I understand the cycle is 20 days, which works out to be a month. So we can run

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2 twelve cycles?

3 MR. DOGAN: I will trust your
4 math on that.

5 MR. ZELENOV: Okay, so then
6 twelve cycles.

7 And it's \$1,000 per child per
8 cycle, right? Do I understand that right?

9 MR. DOGAN: \$1,000 per child
10 how, for one cycle?

11 MR. ZELENOV: For a year.

12 MS. RAMSAYWAK: I think that's
13 the -- it's if we were doing cycles.

14 UNIDENTIFIED SPEAKER: It's a
15 minimum of four weeks.

16 MS. RAMSAYWAK: No, it's not how
17 long it is, it's how many kids do we have.

18 MR. ZELENOV: And the funding.
19 If it's, like, twelve cycles, I'm
20 running --

21 MR. DOGAN: If you propose for
22 25 kids you get 25 times 5,000. Not by
23 cycles, you don't multiply it by cycles.
24 You can't multiply it by another set of
25 cycles and get, like, more kids. That

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means that you're going to be serving,
like, this times twelve groups of kids.

MR. ZELENOV: Exactly, that's
the question.

MR. DOGAN: No.

MR. ZELENOV: So no?

MR. DOGAN: No. You should
think about the budget amount is, most
typically, one could be 75 kids, right,
times \$1,000. That's the most typical
program size. It's not that times the
amount of cycles you can go through, which
could lead a program site to get, say, a
thousand kids, which from our experience
has been complicated to making it
manifest.

So you should propose for the
amount of the sum of all the kids you can
serve over the year, up to 75, and go that
way.

MR. ZELENOV: Understood.

MR. FRENZEL-BERRA: That 75 is a
maximum.

MR. ZELENOV: Understood.

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And second separate question:

As far as subcontractors, what kind of service subcontractors can provide? For example, if they have administrative people do background checks, is there any limit what subcontractors can provide?

MR. DOGAN: I think we've carved out 30 percent.

MR. ZELENOV: Thirty percent?

MR. DOGAN: Thirty percent.

MR. ZELENOV: But is there any limit what kind of service?

MR. DOGAN: Subcontractors are designed for program-related services. So that's different than, say, administrative services for payroll and other things. So the limitations within subcontractors are with, one, as Accelerator-qualified, with respect to them being qualified and otherwise up to the 30 percent amount they have to be program-related in scope, and I think that should be the limits. Then the CBO will need to ensure through formal background check and processes the

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integrity of all of their employees,
subcontractor or not.

MR. ZELENOV: Okay.

And so, what I'm understanding,
if I'm renting from a school already, I'm
renting their space and they're providing
me janitor service, some accounting
services, some receptionist services, can
I pay them from using these funds? You
know, they're providing a service to me to
run the program.

MR. DOGAN: Sure. There are
legitimate businesses expenses that are
always part of our program model. I would
encourage, as I mentioned earlier, for
programs to take a look at the DYCD fiscal
manual to get a better sense of the
limitations that are formally in place
with respect to that. I'll talk about it
now because this is one of the questions
that came through to RFP questions about
programs in public schools and the nature
of the extended use permits or "opening
fees."

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Public schools in -- the DOE will cover extended use fees in public schools up until 6:00 p.m. It will not do that for Saturdays or past 6:00 p.m. Our agreements with the DOE have allowed for extended use permits as in-kind. It doesn't come out -- I'll say this, it doesn't come out of the school's budgets, right? So if you're speaking with the principals, I don't want them to feel put out by that. It's the DOE larger will pay in-kind up until 6:00 p.m., but not past 6:00 p.m. and not on Saturday.

MS. DEGNEMARK: So you're saying you don't have to add those costs into your budget?

MR. DOGAN: If you're in a public school and your program is in a public school, it will be an in-kind cost and you can consider it such for the nature of this proposal.

MS. CANTELM: Can you please state your name and organization, because this is being transcribed.

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2 MS. DEGNEMARK: My name is Simmi
3 Degnemark and I'm with Serious Fun.

4 MS. CANTELMY: Thank you.

5 MR. DOGAN: We recognize that
6 in-kind doesn't happen in all places and
7 the proposer's budget should reflect how
8 they intend to make this program work
9 including such other costs.

10 MR. ZELENOV: So last question.
11 If my program is 300 hours, can I solicit
12 donations through nonprofit for those 150
13 hours and combine the program? So 150
14 will cover the first 150 hours and 150
15 will -- the parents decide that they
16 want --

17 UNIDENTIFIED SPEAKER: Can you
18 speak louder?

19 MR. ZELENOV: If my program is
20 300 hours, can I solicit a donation to
21 nonprofit for second set of 150 hours for
22 participants and they will go towards --
23 100 percent will go towards the program?

24 MR. DOGAN: So the question is
25 about if you wanted wanted to serve

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more --

MR. ZELENOV: More hours.

MR. DOGAN: -- and you wanted to have in-kind resources brought to bear through fundraising or other mechanisms that would allow support for a broader program scope. Is that the question?

MR. ZELENOV: So, basically, 150 is one month, let's say, so summer program is two months.

MR. DOGAN: As long as they're -- there clearly cannot be any -- these are free programs. Families should not expect any kind of payment, fundraising commiserate with their participation in any of these programs. The in-kind would have to be absolutely outside of those mechanisms in discreet fundraising to support services.

MR. ZELENOV: Understood.

Thank you very much.

MR. FRENZEL-BERRA: Any programming that's offering more hours than required, it should be clear in their

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proposal how they're covering those extra hours in terms of budget and expenses so that it makes sense.

MR. ZELENOV: Okay. Understood. Thank you very much.

MS. RAMSAYWAK: Hi. I'm Sylvia Ramsaywak from Serious Fun After School, also a theater major, so I'm sorry that my math is not great.

(Laughter.)

MS. RAMSAYWAK: So just to clarify, those 75 spots, for example, if you were going to cycle in, say, three cycles, it would be 25 in the first cycle, and those are specific, unique individuals, a new 25 if they get their 150 hours and then a new 25 so that, throughout the year, each of those cohorts will get 150 for a total of 75? Is my math right?

MR. DOGAN: (Indicating). Yes. I raised my thumb, but I don't think that helps the stenographer, so I'm going to say yes.

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MS. RAMSAYWAK: And I recognized that.

So my question has to follow on to the previous question. We currently operate in a public school. As a school-aged childcare we are not funded by DYCD, we're funded by family contributions. So we're in a school -- we're in some schools that have a DYCD program and we service other families besides the DYCD program, those that can afford -- because our classes are part time and people can come for varying times during the school year.

So my question would sort of follow on, if we were to apply to offer, you know, some fantastic coding class that would happen as a club each day after school, say from 3:00 to 4:00, would we be allowed under our separate -- because we would still have our other childcare that would be running at the same time, could we have a wraparound program for when that club ends that, if family so choose, they

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2 could stay and pay a fee?

3 So if there's a club from 4:00
4 to 4:30 that is funded by this program
5 that would do some very special class and
6 then our childcare, we could provide the
7 option, if people would like it, to stay
8 from 4:30 to 6:00 as part of our
9 childcare. Would that be frowned on or is
10 that allowable?

11 MR. DOGAN: I think I'm
12 struggling to picture that schedule,
13 honestly, and to figure out how to work
14 it. It's a school-aged childcare program
15 and they're being pulled out to
16 participate in something different, I
17 think that's --

18 MS. RAMSAYWAK: No, different
19 cohorts. I'm sorry. We would target this
20 because ours currently is fee-based, so I
21 see this as a chance to offer classes at
22 no charge to people who need it, these
23 particular classes. So we would have our
24 regular fee-based childcare that goes from
25 3:00 to 6:00, we could offer throughout

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2 the year for an hour after school a
3 different kind of -- to the cohort of 75
4 or cycles of 25, and then after that club
5 finishes, for those that need the extra
6 childcare that are not able to go home,
7 say, at say 4:00 or 4:30, can we offer --
8 it's not required of anyone, they could
9 still go for --

10 MR. DOGAN: What's sticking in
11 my mind is that there's a fee-based
12 school-aged childcare program for which we
13 liken on this activity. I'm struggling
14 to --

15 MS. RAMSAYWAK: No, for a new
16 cohort.

17 MR. DOGAN: So I think the
18 nature of this --

19 UNIDENTIFIED SPEAKER: She's
20 trying to offer a free program from 4:00
21 for 25 people a cycle, but if people can't
22 pick up their kids at 4 o'clock, is she
23 allowed to charge them?

24 MR. BUNCH: I'm sorry. Can you
25 please state your name and organization?

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MS. CANTELMY: Excuse me, sorry.

I just want to make sure that we're getting the information that everyone needs and we're being mindful to the people that are standing here on line to have their questions asked. If you have to clarify something or if you have another question, please make sure to stand on the line and we will make sure that you get the answer you need.

Thank you.

UNIDENTIFIED SPEAKER: I work for the same organization, I was just trying to clarify. Sorry about that.

MS. RAMSAYWAK: Yeah, so it's a different cohort. We have people who need childcare. There's no DYCD program offered in our school, in seven of our schools, because they were not -- they didn't qualify for -- they were not picked as sites to have a DYCD program. So these are elementary schools where we go in and it's for \$17 a day.

MR. DOGAN: Kids who are paying

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fees to participate in an after-school program would also be participating in this, is that --

MS. RAMSAYWAK: No.

MR. DOGAN: They're not. So this would be -- you want to put them --

MS. RAMSAYWAK: To use our current structure.

MR. DOGAN: This is a unique program for kids who are not paying fees for child care?

MS. RAMSAYWAK: Exactly.

MR. DOGAN: Yes, that's fine.

MS. RAMSAYWAK: The only question I ask is if we could offer that service to parents if it's just an hour? So if we're offering it five hours a week, say, every day after school a different kind of class, we can offer a wraparound program to that cohort -- not to our other cohort -- to say, If you need to stay and you want to, you can register for this, but it's not a requirement of the course.

MR. FRENZEL-BERRA: What she

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said, after the free programming from DYCD that's a different cohort, if they want to stay longer they have the option of paying a fee for childcare --

MS. RAMSAYWAK: Yes.

MR. FRENZEL-BERRA: -- or leaving?

MS. RAMSAYWAK: Yes.

MR. FRENZEL-BERRA: Technically it's possible, but you don't want to use, you know...

MS. RAMSAYWAK: No, it wouldn't be the same children.

MR. FRENZEL-BERRA: I don't know. It's a...

MS. RAMSAYWAK: There is no program offered in our schools anyway, we're the only one and -- but, okay, that was a first question.

And I just wanted to confirm, when you say opening cost for the school I know that means space, but will the DOE cover the cost of the security guard? Because are the only --

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2 MR. DOGAN: Yes.

3 MS. RAMSAYWAK: Those are the
4 only costs.

5 MR. DOGAN: Absolutely. I put
6 it in parentheses, "opening fees," because
7 that's kind of just this generic
8 threshold, but it's really extended use
9 permit and extended use permit covers both
10 the space at that time and the security.
11 You can request security through that
12 space request, so it covers both of those
13 during that time.

14 MS. RAMSAYWAK: And this is my
15 last question. Thank you for all the
16 time. And we could use this, another idea
17 that we had is you could offer it as a
18 summer camp that would go from, maybe,
19 8:00 to noon for the six to eight weeks of
20 the summer offering a class. And then
21 with the same -- our same idea is that we
22 could have an afternoon fee-based program
23 for those parents that might need the
24 afternoon. We could use the same license,
25 but we would have to include the opening

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cost in that.

MR. DOGAN: I'm perplexed by the connections between fee-based and the integration -- the connection of our program model, which is necessarily free, in the same sentences within the fee-based component are making me anxious. So I would not -- I would be reluctant to move forward with approval here or otherwise with a program model that happened over the course of eight to ten hours during a day of which half was funded by the City and half which was fee-based.

MS. RAMSAYWAK: Oh.

MR. DOGAN: It could be I need to, given the nature of the question -- and it's not about your intentions.

MS. RAMSAYWAK: I understand.

MR. DOGAN: I need to articulate what our carve-outs are with respect to people in certain positions, how to figure this out. It cannot be -- because I've experienced this question in different kinds of capacities before given that

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there may be larger needs from agencies outside of the money that we're giving people for X-product.

So it's not an unrealistic question, I just want to ensure -- and the nature of your question is to see if this would be acceptable. It would be challenging for us to see the same kids have a few days, participate in a longer day in the same program with the same administration, as such, if fee-based were part of it and free for part.

So I'm just -- I don't know if that answered your question, I just felt compelled to say that.

MS. RAMSAYWAK: Sure.

MR. DOGAN: But, yes, if the question were about summer, that would be fine, right? There's a lot you can do with a minimum of four weeks and from 8:00 to 12:00. I would imagine that if that math worked out, that would be fine.

MS. RAMSAYWAK: Okay.

MR. DOGAN: And we've had

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similar programs who've done that. So that would work out.

MS. RAMSAYWAK: So it doesn't matter to you if it's offered, like, once a week over the school year or congested all up in the summer as long as it's offered for 150 hours.

MR. DOGAN: It's a program design question. I would say this and -- or let's think about it in aquatics. If you're a student learning to swim, if you swim once every four weeks you may not be building the skills that you need to do. So once every week may be perfectly reasonable given X, Y and Z, but less reasonable for something else. That's why it's really a program design issue.

Again, so 150 hours over the full course of the year.

MS. RAMSAYWAK: And you will not cover the -- the building costs are not covered in the summer. That's a pretty high fee, so that's something we have to build into our budget?

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MR. DOGAN: It can be covered during the summertime up until 6:00 p.m.

MS. RAMSAYWAK: Oh, it can. That would be awesome.

Okay, thank you.

MR. DOGAN: Opening fees can be covered. If the summer is a constituent part of this, the DOE will cover during the times when schools are open up until 6:00 p.m.

MS. RAMSAYWAK: Oh, so only during the summer school session?

MR. DOGAN: No, up until 6:00 p.m. Summer schools ends earlier.

MS. RAMSAYWAK: And then only the weeks of summer school. There's only six weeks of summer school and eight weeks of summer.

MR. DOGAN: All right, so more typically DYCD begins our funded summer programs on the day when summer camp starts. DOE runs it for five weeks. We have a model which goes until seven weeks, but not eight weeks or more. So it would

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be likely limited for this model up until the seven weeks commiserate with our other models. So seven weeks from the time that summer school typically begins.

MR. BUNCH: Before we have our next question, I'm aware of the fact that we have people standing here. I know many of you have many questions. We want to get to every question, but since we have people standing, if you could just ask two questions. If you have any more, you can just get to the back so other people can ask their questions. We greatly appreciate it.

MS. WISOTSKY: Martine Wisotsky, Cypress Hills Local Development Corporation.

This is about the program goals. I understand generally that there's flexibility, but is there anything that would preclude doing career exploration and academic assistance -- application assistance for eighth-graders with the high school entrance exam?

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2 MR. DOGAN: Nothing that would
3 preclude academic enhancement and career
4 exploration.

5 MS. WISOTSKY: Okay. Thank you.

6 MR. DOGAN: Or financial
7 literacy or -- there's lots of
8 opportunities.

9 MS. RAMAKRISHNAN: I'm Siva
10 Ramakrishnan from the New York Public
11 Library.

12 Two questions. First, we
13 currently have twenty OST programs at
14 twenty different library sites across our
15 system; they don't receive any DYCD
16 funding. Are we eligible to receive
17 funding through this RFP?

18 MS. CANTELMY: You're eligible
19 to apply. It's an open competition as
20 long as you're pre-qualified in
21 Accelerator.

22 MS. TAN: Hi. I'm Ali Tan and
23 I'm with Siva.

24 So I think the question is, we
25 have -- it's about the addendum. We have

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existing after-school programs at sites.
Would funding through COMPASS Explore be
able to help us support existing programs
or do they have to be new programs?
Because the --

MR. DOGAN: It can help support
existing programs.

MS. TAN: Excellent. Thank you.

MR. DOGAN: But it's broad,
right? It's true. It's not true just for
the public library.

MS. TAN: Right.

MR. BUNCH: I'm sorry. Before
we continue, if you have any questions --
again, these people have been very patient
with waiting -- even from the same
organization, if you can please get in
line as well. They've been very patient.

Thank you.

MS. RAMAKRISHNAN: One more
question. I just want to clarify the 75
participant max. So if we have a program
that has three cycles and typically we
serve 45 kids each cycle, some kids choose

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to stay cycle-to-cycle and some kids
leave. If we exceed 75 over the course of
the year, are we not able to get funding
for those kids?

MR. DOGAN: If I understand the
question --

MS.RAMAKRISHNAN: Yeah.

MR. DOGAN: -- a program that
has a contract with us for 75 kids will
only -- even if they served 150 kids,
would only be paid for 75 times the one
thousand.

MS.RAMAKRISHNAN: Okay.

MR. DOGAN: I want to point that
out so you have a reliability in what to
expect in terms of preparing your budget.

MS.RAMAKRISHNAN: Okay. Thank
you.

MS. MATLOFF-NIEVES: Susan
Matloff-Nieves, Lincoln Square
Neighborhood Center.

The nature of existence, we have
an existing after-school program funded by
a foundation. The foundation funding ends

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at the end of this fiscal year. Could we apply for that program to be funded by DYCD next year?

MR. DOGAN: Yes.

MS. MATLOFF-NIEVES: Thank you.

Second question: If we were to do a summer component for teens who were enrolled in another agency's SYEP program, would that be considered duplication? Would that be an eligible program model?

MR. DOGAN: Say that again.

MS. MATLOFF-NIEVES: Okay. If we're thinking about a summer service model, you know, urban gardening, we're going to teach urban gardening, but we would like to do it with 14- and 15-year-olds who are enrolled in another agency's SYEP program, because we're not an SYEP provider, we wanted to take a cohort of young people. What our staff would be doing is teaching urban gardening on our, you know, whatever, would that be eligible, that kind of model? Because, the kids are funded through SYEP, but the

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staff would be funded by the Explore program.

MR. DOGAN: I think that, if it's outside of the scope of the SYEP hours --

MS. MATLOFF-NIEVES: Okay.

MR. DOGAN: -- right, in the way that we were talking about.

MS. MATLOFF-NIEVES: So it would be different hours.

MR. DOGAN: It would be different hours. If it's outside of the scope of those other services, we're not having a student being paid for by multiple funding for the same thing at the same time. If it's unique, distinct and different, then we would -- it sounds like a great opportunity.

MS. MATLOFF-NIEVES: Okay, great. Thank you.

MR. DOGAN: Wait, hold it.

MR. MARGOLIS: Zachary Margolis with the New York Public Library.

We had a few questions about the

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rate of participation calculation --
although you guys took a lot of them
already, thank you -- one left for us was
about how you defined enrolled, an
enrolled participant. So we're wondering
who counts towards that calculation at the
end of the year, if there's a minimum
number of sessions that need to be
attended to count as enrolled?

MR. DOGAN: There is no minimum
amount of hours for a young person to
count as being enrolled.

MR. MARGOLIS: Okay.

MR. DOGAN: I would encourage --
recruitment and retention is time
consuming. I would encourage -- it's
easiest and best to encourage on routine
participation for young people that traffic
and challenges with continually [sic]
recruiting kids is a perplexing challenge.
Those hours would count, but it may be
more complicated. It's more of an
administrative issue than an RFP issue.

MR. MARGOLIS: And then another

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question that we brought up. We have one of our models, it's a little more complicated. I think this is mostly for us to kind of think about how we might adjust the model question, but I thought I'd throw it out there, see your thoughts. We have a program where you have two sets of participants, we have high-schoolers and also first- and second-graders that participate in the same program.

Throughout three cycles across the year we have our set of teens, but the learners in this program, the first- and second-graders, come for a shorter period of time. We're thinking about how the SF currently does -- first- and second-graders wouldn't be meeting the 150 hours -- so how to structure a model where these two different sets of kids.

So, like if, I guess, for example, if we had -- if our teams were meeting 150 hours that's good, but we have these additional children that aren't. Is that an issue? If I'm asking the question

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2 right, Ali, I give you permission --

3 MS. TAN: How would the budget
4 be structured?

5 MR. MARGOLIS: Yeah, how would
6 the budget be structured? Or how would
7 you recommend the budget be structured?

8 MR. DOGAN: I would probably not
9 make any recommendations about how to
10 structure the budget. But I think you'd
11 need to reflect upon a core constituent
12 participant pool where a design feature is
13 that they don't get 150 hours if that were
14 the case. I think that would represent
15 challenges.

16 MR. MARGOLIS: Thanks.

17 MS. FITZGERALD: Hi. My name is
18 Molly Fitzgerald. I'm from Rocking the
19 Boat.

20 So I have a much better
21 understanding of the cycles and max number
22 of participants, but would it or would it
23 not be acceptable to submit separate
24 proposals for different seasons of the
25 programming? Is that acceptable or not

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under the structure of the RFP?

MR. DOGAN: The locations,
separate locations should be --

MS. FITZGERALD: It's all the
same location.

MR. DOGAN: I just want to draw
that one out. Separate locations should
be separate proposals. Separate locations
should be separate proposals. I'll leave
that as a program design. There's nothing
that we have listed about seasonal, nor do
I expect -- we believe that the cycles can
kind of, the way that we've drafted it,
can addresses that need.

If you wanted to -- it's hard
for me to just say what's materially
different in these two things that happen
seasonally to know more specifically
whether it merits something.

MS. FITZGERALD: Okay.

MR. DOGAN: I have a rich
imagination. I can imagine something
taking place, building boats in a building
over here (indicating) and then being out

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on the water over there (indicating) doing something completely different, maybe a different cohort of kids doing something a little bit different. It's a little bit more complicated for me.

MS. FITZGERALD: Okay. But really, the 75 max is like per organization per year; is that correct or not necessarily?

MR. DOGAN: Yeah, you could submit multiple proposals for multiple locations.

MS. FITZGERALD: Right. Okay. No, we are just one organization at this point.

MR. FRENZEL-BERRA: Multiple proposals for serving 75 participants at three different times of the year, so you were thinking of three proposals to cover that program --

MS. FITZGERALD: Is that acceptable or no?

And then the second question is, can you speak a little bit about linkages?

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We looked at the form, it looks like you either say yes or no and then the second page gets filled out by a school if you are school-based. We are not school-based, but we have lots of partners. Would we just describe the linkages but just say no on the form? Is that how that works?

MR. DOGAN: Yes.

MS. FITZGERALD: Okay. Thank you.

MR. DOGAN: It is -- the linkages, most simply, is the narrative feature. It's your design feature. For programs of the school, we found value coordinated formally with a formal linkage form.

MS. FITZGERALD: Okay.

And then for any additional questions, just e-mail, there's no specific point person if we have questions that are only for our program?

MR. DOGAN: I am sure that I will get the questions.

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MS. FITZGERALD: Thank you.

MS. REYES: Hi. My name is Ana Reyes. I'm with I Challenge Myself, and we bring bicycling and fitness programs into New York City high schools. We are not funded at all by DYCD or the City. Right now we have a three-year U.S. Department of Ed grant, which is on -- we're on our second year, so it's the federal grant we have.

So my question is, in terms of the special needs students, if we have students that are combined, we have some special needs students combined with, you know, our mainstream students, would we be applying for the general one or is the -- yeah, I guess. Is that the one we should be applying for? Because, is the special needs category all, you know, 100 percent of those students are special needs?

MR. DOGAN: The special needs category was designed to -- the program design is uniquely about their special needs.

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MS. REYES: Okay.

MR. DOGAN: It's not to say that there may not be a young person that doesn't, but it's designed to encounter their special, unique needs with staffing profile that can match those needs. It's not to say that other programs who are not in that may not encounter youth with special needs.

MS. REYES: Okay.

And then we're also a hybrid, so some of the programming takes place during the school day, we're school-based, and then some of it happens on Saturdays Out-of-School Time and that's what we pay. So anything that happens during the school day, the teachers run it all so it's, like, they get paid for that, you know, with the school, and then we pay for anything out of the school time and the bikes and the equipment. So if we apply for this, we would be applying for funding basically to cover the Out-of-school Time. Is that acceptable if you have -- our

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model is a hybrid. You get it's a hybrid, it's not strictly after school, it just happens. Some of the activities happen after school and then some of them happen during school.

MR. DOGAN: So if I understand, the question is the expense is allowable for programming that happens also during the school day?

MS. REYES: No, just for the out of school. Basically, the funding that we have is all out-of-school funding.

MR. DOGAN: Yeah, this is -- well, we understand integration and the hybrid-ness. You know, the activities and the budget should support Out-of-school Time programming, but we recognize that people have material connections that also exist during the day and teachers sometimes will work it in the after-school program. It is not required even in our school-based programs.

That question about an in-kind contribution by the DOE in these cases,

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2 that is true, it is no in-kind
3 contribution required.

4 MS. REYES: Okay.

5 And then in terms of the budget,
6 so like I said, we have also a summer
7 program, and that's easy, but our budget,
8 if we're going to put it in, like, figure
9 one, it would be for, really, one program
10 because we have funding for next year for
11 this program, so can the budget be
12 different for different years?

13 MR. DOGAN: The budget amount
14 cannot be different from year to year.

15 MS. REYES: It has to stay the
16 same? I mean, can we request different,
17 you know, amounts every year as long as
18 it's within the guidelines?

19 MR. DOGAN: I would encourage
20 programs to predict where they want to be.
21 It is less likely that more money would
22 come through. For instance, we shouldn't
23 count on more money coming through to
24 serve more kids.

25 MS. REYES: No, what I'm saying

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is it's going to be a lot lower in year one. Our ask is going to be a lot lower in year one than in year two.

MR. DOGAN: I'll leave --

MS. REYES: But we know what it is?

MR. DOGAN: Yeah.

MS. REYES: Okay.

MS. PRABHAKAR: Hello. Nanda Prabhakar from New York City Mission Society.

I just have a question about the years of experience providing the particular service we're applying for. So, Mission Society has years and years of experience doing after-school programming. We are looking for funding for a music program and we are in our second year of the music program. When we're discussing our years of experience in this area, are we talking about music experience or after-school experience, youth development experience or something else?

MR. DOGAN: That sounds great,

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2 yes.

3 MS. FITZGERALD: Okay, all of
4 those things?

5 MR. DOGAN: Yes.

6 MS. PRABHAKAR: Great. Thank
7 you so much.

8 MR. SANTIAGO: Tony Santiago,
9 Kips Bay Boys and Girls Club.

10 The program that we want to
11 submit is our performing arts program and
12 it's been going for many years, always
13 supported by our own general support
14 funding, never by OST or COMPASS or SONYC.
15 Can we -- is there a way to move part of
16 that program and apply it to this?

17 MR. DOGAN: Yes.

18 MR. SANTIAGO: Great.

19 On the issue of separate
20 locations, dance program is primarily at
21 one location, there's a chorus activity
22 that's primarily at another location,
23 though they do move back and forth. I'm
24 hoping that's just one application, not
25 two. Can you help me there?

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2 MR. DOGAN: So, this one
3 integrated program model, right?

4 MR. SANTIAGO: Yes.

5 MR. DOGAN: It's a performing
6 arts program.

7 MR. SANTIAGO: It's a performing
8 arts program.

9 MR. DOGAN: It includes both
10 theater and dance and both of these events
11 happen in two different locations?

12 MR. SANTIAGO: Yes.

13 MR. FRENZEL-BERRA: Program
14 design issue, it depends on how you set it
15 up. Are the participants different?

16 MR. SANTIAGO: Yes.

17 MR. FRENZEL-BERRA: Are there 75
18 at each location?

19 MR. SANTIAGO: No, total though
20 makes 75.

21 MR. FRENZEL-BERRA: Total of it
22 makes 75. So they spend part of their
23 time in one location and part of their
24 time in another.

25 MR. SANTIAGO: Yeah, the dance

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kids are primarily at one location.

MR. FRENZEL-BERRA: So half the kids are dance kids and there are --

MR. SANTIAGO: And roughly half are chorus.

MR. FRENZEL-BERRA: And half the participants will be in the other location?

MR. SANTIAGO: Yeah, but they move back and forth. The chorus can perform in the dance site and vice versa.

MR. DOGAN: I would say that's program design.

MR. FRENZEL-BERRA: Yeah, it's a program design issue, but it sounds like one program with components at a couple of sites rather than two programs, which would --

MR. SANTIAGO: Right.

One more quick question. When they do public service performances, which they do, and obviously that would be good to talk about, they also will perform at our own fundraisers. Should we talk less

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about that activity that they'll be involved in, minimize that?

MR. DOGAN: I would reveal to us what you think would be important.

MR. JACKSON: Lamont Jackson, Kingsbridge Heights Community Center.

So I had a question around the fee-based program. We're running a fee-based program Monday through Thursday and my concern is that we may have some families or children who want to participate in the Explore program on Fridays, which will consist of different staff or different programs or data, and would that be frowned upon in terms of, you know, percentage of students who were actually in our fee-based who would register or enroll in two-hour, you know, stand-alone program?

MR. DOGAN: I would say to you -- the question is about some aspect of a site where there are some fee-based pieces happening Monday through Thursday and then there's the desire for other

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programming that happens on this other day. I think that your request would need to describe concretely how that is separate and different and that participation is not incumbent upon payment from any, kind of, past due for their participation otherwise in this other program. I think you will need to draw a lot of bright lines in your program model to distinguish its separateness.

MR. JACKSON: All right.

And the second question -- what was the response? I'm sorry.

MR. FRENZEL-BERRA: That the free component could not only be open to those who are paying the fee --

MR. JACKSON: Oh, absolutely, yeah.

MR. FRENZEL-BERRA: -- for the program, it has to be open.

MR. JACKSON: To the private community, got it.

So the second is, we're thinking of partnering with a school-based program

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and I'm sort of having concerns about the principal maybe only wanting to have her students at the school participate in the program, and I just wanted to get some feedback on that, because it's always been our philosophy when we run school-based programs that we open up to the larger community and not just, you know, one local school. So there is a requirement in terms of percentage that the program would have to service, you know, the broader community?

MR. DOGAN: There is no requirement that a certain percentage come either from the school or from the larger community or the slots be reserved for outside of that. It is quite a discussion to have with that principal.

MR. JACKSON: Thank you.

MS. GOFF: Hi. My name is Katie Goff from University Settlement and The Door, affiliate organizations.

So my first questions is to clarify, in grades K through 12 we have a

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lot of students who are District 79 enrolled high school equivalency, but they are up to age 24. Does that still qualify them as grades K through 12?

MR. DOGAN: Twenty-four?

MS. GOFF: Yeah. They're enrolled in high school equivalency. They're technically -- they're District 79 students, but they are beyond -- they're over age 18.

MR. DOGAN: Yeah, I think -- we've placed a premium on the grades.

MS. GOFF: Okay.

MR. DOGAN: And so, a similar question came up during High and our point was, if they're enrolled, we understand the kids may be over age and under-credited. We like serving such young people, so we're not -- and then transfer schools or there's multiple avenues for being able to do that, so I think it's mostly we're placing a premium on the grades.

MS. GOFF: Great. Wonderful.

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And then my second question is that, in Addendum One we talk about COMPASS, SONYC and Beacon locations. We have DYCD-funded cornerstone locations. If we were to offer a program that is specifically targeting an under-served part of that, or high school students, which totaling the COMPASS Explore program, it's located in the cornerstone site. Is that considered conflicting or no?

MR. DOGAN: As long as the same -- that site's similar to the way that we addressed Beacon, COMPASS and SONYC sites, as long as the same material goals are not being met with the unacceptable site.

MS. GOFF: Okay.

MR. DOGAN: And so even other non-cornerstone NYCHA community centers sites are eligible sites as well. But in this case, as long as the material goals we talked about are met, that would be fine.

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2 MS. GOFF: Great. Thanks.

3 MR. SOTO: JC Soto, Kingsbridge
4 Heights Community Center.

5 This is regarding more special
6 needs. So we have a special needs program
7 that provides respite service to
8 participants using funding from OPWDD. I
9 wanted to know, we can use COMPASS Explore
10 funding to provide enhancement to our
11 respite services to our participants, art
12 therapy, music therapy, trips, et cetera?

13 MR. DOGAN: Repeat the question.

14 MR. SOTO: Okay. So we have a
15 special needs program that provides
16 respite services to participants using
17 funding sources from OPWDD and we wanted
18 to know if we can use COMPASS Explore
19 funding to provide enhancement and
20 therapeutic services to our participants,
21 such as art therapy, music therapy, et
22 cetera.

23 MR. DOGAN: Yeah. I mean, so
24 we'll answer as long as your -- this
25 program model that you will propose to us

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2 meets our in goal and design models and
3 expectations. Your other funding as such
4 to support that, that would be fine.

5 MR. SOTO: Okay.

6 And then the second question is:
7 With the grant set aside for the special
8 needs, is it one for the entire New York
9 City or one per borough? So, meaning five
10 will be included if, you know, five
11 boroughs choose to apply?

12 MR. DOGAN: Is the question one
13 proposal for five boroughs?

14 MR. SOTO: No. Essentially, we
15 are a program located in the Bronx. Are
16 we competing with all of New York City or
17 just all of the Bronx for that particular?

18 MR. DOGAN: It's borough
19 competitions.

20 MR. FRENZEL-BERRA: No, for the
21 special needs --

22 MR. SOTO: Special needs.

23 MR. FRENZEL-BERRA: -- all of
24 New York City.

25 MR. SOTO: So it's all of New

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2 York City.

3 MR. DOGAN: Correct.

4 MR. FRENZEL-BERRA: Yeah, that
5 would be correct.

6 MR. SOTO: All right. Thank
7 you.

8 MS. WISE: Hi. I'm Kelsey Wise
9 from the Arab American Family Support
10 Center.

11 I have a question regarding
12 staffing and SONYC programs. We have a
13 SONYC program and we were wondering if a
14 part-time staff member -- a SONYC
15 part-time staff member could be paid or
16 could be used for our Explore program if
17 it's separate hours, if they're working
18 separate hours? Is that allowable?

19 MR. DOGAN: Yes, a person
20 working part-time hours under another
21 SONYC program could also work part-time
22 separate hours for this program.

23 MS. WISE: Okay, but a full-time
24 SONYC manager could not be allowed to
25 manage our Explore program; is that

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2 correct?

3 MR. DOGAN: Correct.

4 MS. WISE: Okay, that covers it.

5 Thank you.

6 MS. TAN: Hello. I'm Ali Tan

7 from the New York Public Library.

8 I have a question about a
9 program that serves two different levels
10 of kids, so teens and elementary school
11 students. Are we able to propose for
12 funding for just one level of a program
13 that is inclusive of those two if only one
14 level meets the 150-hour threshold?

15 MR. DOGAN: So if I understand,
16 in following up on a similar question
17 (indicating), you have -- a program could
18 have a design model that offers, you know,
19 not a specific year, but just that mentors
20 young people, right?

21 MS. TAN: Yeah.

22 MR. DOGAN: And so there's mixed
23 age group. And in this model could one
24 focus exclusively on the mentors?

25 MS. TAN: Right, exactly.

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2 MR. DOGAN: Yes.

3 MS. TAN: Okay, great.

4 And then the second is, if our
5 full budget for these programs include
6 private funding, in-kind support, et
7 cetera, where do you want to see the full
8 budget, or do you want to see the full
9 budget, or is it just kind of a narrative
10 point that is in the budget narrative?
11 Because otherwise you'd say, Oh, my gosh,
12 how do you do all this on \$75,000?

13 MR. DOGAN: I would say describe
14 that in your proposal.

15 MS. TAN: Okay, great.

16 Thank you.

17 MR. DOGAN: Describe what we're
18 paying for as well; what should we expect
19 to see.

20 MS. MATLOFF-NIEVES: Susan
21 Matloff-Nieves, Lincoln Square
22 Neighborhood Center.

23 COMPASS is usually after-school
24 hours. If we wanted to do an evening
25 program for high school students,

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especially given split shifts, is an evening program acceptable?

MR. DOGAN: An evening program is acceptable.

MS. MATLOFF-NIEVES: Great.

Thank you.

MR. DOGAN: And Saturday programs are acceptable and Sunday programs are acceptable.

MS. MATLOFF-NIEVES: Great.

Thank you.

MR. DOGAN: The DOE will not be paying for programming on Sundays in public schools, just to let you know.

MR. GABRIAN: Hi. Craig Gabriel, Young Dancers in Repertory.

The number 75 has always been talked about. Will a program of a lesser number still have the same weight as a program as long as it's very focused in quality?

MR. DOGAN: Yeah. So we are not -- if I understand the question here correctly, is DYCD placing a premium on

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2 the 75, and I'm to let you know that it is
3 the maximum. It is not that we are
4 placing a premium on that number. There
5 may be smart, wise prescriptive models
6 that only serve 15 youth, right? That's
7 what that organization wants to get done.
8 Understand your potential pool, what you
9 want to get done, and acknowledge that
10 figure in your proposal.

11 MR. GABRIAN: Okay. So if a
12 smaller program -- someone just asked
13 about program director, is that -- usually
14 it's programs 90 or more needs a separate
15 program director, correct?

16 MR. DOGAN: A full-time program
17 dedicated director.

18 MR. GABRIAN: Dedicated, right.

19 MR. DOGAN: We are not requiring
20 any dedicated full-time program director
21 for a program with only 150 hours worth,
22 yes.

23 MR. GABRIAN: Thank you.

24 MR. DOGAN: A program must have
25 adequate supervision.

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MS. LINDBERG: Hello. It's Jane Lindberg, again, from Boys and Girls Harbor.

I noticed in this RFP I didn't hear the words activity specialists, counselors, or group leaders. When I write my proposal, would it confuse the reader if I use that terminology or is there a reason that we're not using that terminology for this particular program?

MR. DOGAN: I don't know whether it would or not confuse the reader as such, but I would use -- it's up to the proposer to clarify to any reader as such to what that means to their program model.

MS. LINDBERG: Okay.

MR. DOGAN: We flexibly thought about what this would need given the uniquenesses of our Option 2 programs in the past and their staffing language is less likely to fit under school-aged childcare program, but it may have group leaders. That may be the appropriate way to describe the staff as such.

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2 MS. LINDBERG: Beautiful, thank
3 you.

4 And one more thing. When I was
5 going through the application, I think I
6 found two glitches. One was on page one,
7 school-level served data, I don't believe
8 anything can be entered. There's no
9 little field for that. And on page two,
10 outcome number 3, that role is duplicated
11 under program two name. Just saying.

12 So would you like me to show it
13 to you? I have it right here.

14 MR. FRENZEL-BERRA: Well, it's
15 page -- of the RFP or the structured
16 proposal?

17 MS. LINDBERG: Of the structured
18 proposal.

19 MR. FRENZEL-BERRA: Okay.

20 MS. LINDBERG: Here you go
21 (handing). See that? Right there, sir
22 (indicating).

23 MR. FRENZEL-BERRA: Oh, I see.

24 MS. LINDBERG: And also, now, it
25 might be my computer, but there's no field

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2 here for me to put anything in
3 (indicating).

4 MR. FRENZEL-BERRA: Okay, we'll
5 check that.

6 MS. LINDBERG: Thank you, sir.
7 Thank you very much.

8 MS. LIEBERMAN: Michelle
9 Lieberman, West End Temple.

10 How many awards will be given
11 out come the spring?

12 MR. DOGAN: We anticipate
13 twenty-six contracts.

14 MS. LIEBERMAN: That's for all
15 five boroughs, twenty-six?

16 MR. DOGAN: Minimum for Service
17 Option 1 and one contract for Service
18 Option 2 and one contract for Service
19 Option 3.

20 MS. LIEBERMAN: So one for
21 Service Option 2, one for Service Option
22 3, okay.

23 And based on your data, what are
24 the odds of winning this competition per
25 borough and per citywide?

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2 MR. DOGAN: It's impossible.

3 MS. LIEBERMAN: I mean, so how
4 many?

5 MR. DOGAN: I can't answer that,
6 I really can't.

7 MS. LIEBERMAN: Okay.

8 MS. B. STEIN: Hi. My name is
9 Bonnie Stein. I'm from Seven Loaves, Inc,
10 which is a nonprofit organization.

11 We run a bunch of different
12 programs, but the one that we're thinking
13 of for this -- and I would like to find
14 out if this is actually valid -- we run an
15 after-school dance program on the Lower
16 East Side. We have a ten-year lease on
17 the ground floor studio that we've had for
18 five years. We're extending it for
19 another five. We have roughly 85 kids
20 that come after school between 3:00 and
21 7:30, and on Saturdays. Seventy percent
22 of them are on scholarship, which we just
23 try to make due, the others pay tuition.
24 So is this a valid program? Is this a
25 program that -- to me it sounds

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2 appropriate, but I just want to make sure
3 before we write up all this stuff.

4 We have some school linkages,
5 but we -- they're sort of more loose. The
6 kids come in from kindergarten from three
7 schools around in the mornings when we
8 don't have the after-school program, but
9 that's not -- and we don't charge and
10 that's a free program that is not totally
11 consistent. It's, you know, like, three
12 times a year. But otherwise, the program
13 runs September to June and two weeks in
14 the summer.

15 MR. DOGAN: Given what we talked
16 about here, if --

17 MS. B. STEIN: I know. I came
18 in late, I'm so sorry.

19 MR. DOGAN: If it sounds like it
20 fits with those parameters that we carved
21 out, I would -- there's no reason not to
22 propose that.

23 MS. B. STEIN: Because in the
24 past you've always -- it's been different
25 with a school linkage. You've always had

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2 to sort of have --

3 MR. FRENZEL-BERRA: It is
4 different now.

5 MS. B. STEIN: I mean before
6 COMPASS with DYCD. I had several calls
7 from DYCD and we were never able to apply.
8 So this is different, being a
9 community-based organization, we can apply
10 on our own.

11 MR. FRENZEL-BERRA: With a
12 center-based site.

13 MS. B. STEIN: With a
14 center-based site.

15 MR. FRENZEL-BERRA: Yes.

16 MS. B. STEIN: Okay, great.

17 And so then school linkage
18 agreement, you just don't do that because
19 we don't have --

20 MR. FRENZEL-BERRA: You don't
21 need it if you are a center-based site.

22 MS. B. STEIN: And then in terms
23 of budgeting, when you say \$1,000, is that
24 \$1,000 per students or how do you --

25 MR. FRENZEL-BERRA: Yes.

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MS. B. STEIN: Okay, great.

Thank you very much.

MR. CHANG: Jonathan Chang with
Asian Americans for Equality.

So we're currently funded by
DYCD for our parent program and we track
the students in the parent program to see,
like, how the child is attending school
and stuff, so they're kind of a part of
the parent program as well. The questions
regarding the addendum about adding on a
component to other DYCD-funded programs,
if the children of the parent program are
enrolled and we have, like, a social
worker doing progress notes and adds on,
like, a -- I don't know if it's a
component, but the progress notes would be
based on the student's performance in this
COMPASS Explore program. Would that be an
issue?

MR. DOGAN: I'm sorry, I
don't -- is the question about --

MR. CHANG: It's regarding the
addendums.

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MR. DOGAN: No. No, I don't mean I don't understand your program. Describe your program model again. What are you proposing to do? Is it that kids of the parents who are in the parent program, can they participate if notes are being taken in the parent program?

MR. FRENZEL-BERRA: Are you proposing asking if the children in the parent program can be the Explore participants in your proposed program?

MR. CHANG: Yes, but -- yes, and because that they were --

MR. DOGAN: As long as they're not being paid for two different contracts doing the same thing, right?

MR. CHANG: Okay.

MR. DOGAN: What is the program model in here? What are you trying to propose for?

MR. CHANG: We're not completely sure yet, but we want to just make sure that there's no, like, conflict between parents and youth.

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2 MR. DOGAN: No.

3 MR. CHANG: Okay, thanks.

4 MS. D. STEIN: My name is Devon.

5 I'm from CIANA, Center for the Integration
6 of New Americans.

7 We're currently a non-funded
8 program for elementary students for
9 tutoring. This is, like, program focus
10 related.

11 UNIDENTIFIED SPEAKER: We can't
12 hear you.

13 MS. D. STEIN: Program focus
14 related question. So we currently run a
15 program for -- unfunded for after school
16 for elementary students. We'd like to
17 focus further on literacy and ESL. As far
18 as program focus, does that directly fall
19 under other and is that a kind of program
20 you'd be willing to support? I guess, of
21 course it matters about what our proposal
22 is and what it entails, but I'm just
23 wondering if it's too rig -- it's not too
24 rigorous for, like, the purpose.

25 MR. DOGAN: No.

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MS. D. STEIN: Okay.

MR. DOGAN: I think we've carved out specific goals and intentionality about the exploration of interests, skill building, project-based learning, collaboration and there are multiple avenues for being able to do that.

MS. D. STEIN: Okay, thank you.

MS. FITZGERALD: Molly Fitzgerald from Rocking the Boat.

So last question. Page two, the chart on question three about outcomes or achievement in past projects, is that totally up to the discretion of the proposer what those quantitative outcomes are? Like, it can be very specific to our program, like progress towards boats being built? Yeah? No?

MR. DOGAN: Even better.

MS. FITZGERALD: Okay, great.

And then question five about resources provided by organization's headquarters, we're one site. We are headquarters, so do we just say

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everything? Is it everything, we provide everything? Like, how does -- we just didn't really understand that question in the context of our organization.

Question five on page three.

MR. FRENZEL-BERRA: It's really thinking about your particular proposed program as one entity and then how the larger organization may be supporting that particular program, what way is it -- in addition to our funding support. It could be in various forms. It could be providing in-kind resources. It could be providing coaching. It could be -- it depends.

MS. FITZGERALD: So, like, outside of staff -- because staff is asked about in other questions, or --

MR. FRENZEL-BERRA: Well, if the larger organization is dedicating extra staff than those paid for through the program by DYCD, then, yes, that would be a form of support.

MS. FITZGERALD: Okay.

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2 All right, thank you.

3 MS. LITTLE: Hello. I'm Sharon
4 Little, Bronx Council on the Arts. Hi.

5 We currently have six contracts,
6 so do we fill out six applications?

7 MR. DOGAN: Yes.

8 MS. LITTLE: Yes?

9 Okay. That's all I wanted to
10 know. Thank you.

11 MR. BUNCH: Any more questions?

12 Any questions?

13 MR. ZELENOV: Serge from
14 Evolution Enrichment Center.

15 Opening costs you said, it's
16 going to be separate from the contract,
17 right? You said it covers opening cost,
18 right?

19 MR. DOGAN: Being separate from
20 the contract, I don't -- help me
21 understand.

22 MR. ZELENOV: Meaning that 75
23 kids, 1,000 each, and it's on top of that
24 is opening costs, right? Or it's included
25 in with that?

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MR. DOGAN: It's opening costs -- if you're talking about my comments about the Department of Education, the extended use fees, it's an in-kind resource. So it's -- is that your question?

MR. ZELENOV: No, no, no. I thought there was, like, funds for starting it up.

MR. DOGAN: Funds for starting it up?

MR. BUNCH: Start up or advance.

MR. ZELENOV: That's what I thought opening costs were.

MR. DOGAN: No. Openings fees are for programs working in New York City public schools. People say "opening fees," like, to open up the program, to pay for that or that kind of thing. It is not an advance, if I understand, on the contract.

The City has a procurement process and a timeline by which contracts are registered and then advances are given

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typically two months of the contract value
once the contract is registered.

MR. ZELENOV: Understood.

Thank you.

MR. BUNCH: Another question?

MS. MARTINEZ: I'm Marina
Martinez from Sesame Sprout. I just want
to know if we are -- this is only for
not-for-profits, this is not --
for-profit, they cannot apply for this
grant?

MR. DOGAN: Correct. The RFP
states that for qualified nonprofits only.

MS. MARTINEZ: Only?

MR. DOGAN: Correct.

MS. MARTINEZ: If it's
for-profit, we can't apply.

MR. DOGAN: Correct.

MS. MARTINEZ: Even though if
the students that we serve, they are
low-income and we have, like, a rate, a
really small rate per month, we're not
going to qualify for this grant?

MR. DOGAN: Correct, not for the

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2 prime contract. There is -- for-profits
3 can be subcontractors.

4 MS. MARTINEZ: For-profits can
5 be subcontractors. Oh.

6 MR. DOGAN: The proposer must be
7 a qualified not-for-profit organization.

8 MS. MARTINEZ: I don't
9 understand. Tell me again.

10 MR. DOGAN: Only not-for-profits
11 can apply, but a not-for-profit can hire a
12 for-profit consultant, like an individual
13 or a for-profit subcontractor, to do work
14 with them.

15 MS. MARTINEZ: As a partnership?

16 MR. DOGAN: Yes.

17 MS. MARTINEZ: Okay. But we are
18 not -- directly we cannot apply as a
19 contractor?

20 MR. DOGAN: Correct.

21 MS. MARTINEZ: Thank you so
22 much.

23 MR. SCHWARTZ: Joel Schwartz,
24 Tiferes Bnos School. Academic enrichment
25 activities is acceptable? I just wanted

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2 to make sure.

3 MR. DOGAN: Yes.

4 MR. SCHWARTZ: For educational
5 purposes.

6 MR. DOGAN: Yes. We are not
7 precluding academic enrichment activities.
8 They're --

9 UNIDENTIFIED SPEAKER: Say that
10 again, please.

11 MR. DOGAN: We are not
12 precluding academic enrichment.

13 MR. SCHWARTZ: Like tutoring and
14 home work help and things of that nature.

15 MR. DOGAN: We are not
16 precluding homework help or tutoring.

17 But I would encourage -- let me
18 just, again, the material goals about
19 COMPASS Explore are more project-based
20 than skill building. I think your
21 proposals should meet what the goals are
22 within what we want to get done and
23 achieved. One could question whether a
24 daily homework help club would suit those
25 outcomes in theory because it's not

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building upon knowledge towards group,
peer bonding, support, other things. I'm
not saying that that's not acceptable.
I'm just saying it's more challenging to
contemplate.

It's not academic about
enrichment, because there's plenty of
avenues. There are multiple ways to do
that. It's a program design piece about
how you intend to meet the goals of the
COMPASS Explore RFP.

MS. B. STEIN: I have one more
question about the ratio.

MR. BUNCH: Can you state --

MS. B. STEIN: I'm sorry.

The ratio of kids to -- like,
for example, we have a dance class.
There's twenty kids, maybe ten of them are
on scholarships. Does that fill the
one-to-ten ratio or does it have to be a
class of ten?

You know what I mean? I'm
not -- I'm doing an example.

MR. DOGAN: Ratio is for, if you

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have a group of kids, 9 and under should be one-to-ten, one adult for every ten young people.

MS. B. STEIN: Okay.

MR. DOGAN: And for youth ages 10 and above, right, it should be one-to-fifteen. You should appreciate or acknowledge that you may have a group size that straddles like 9- and 10-year-olds, right? It should be meet the youngest ratio.

MS. B. STEIN: Okay.

MR. DOGAN: Again, we're placing similar value to like-school-aged childcare and their regs are very similar, right? If you have a mixed group with first-graders and fifth-graders doing something, the ratios should be supported for the youngest participants in that group.

MR. BUNCH: All right, so if there's anymore questions, feel free to e-mail questions to rfpquestions@dycd.nyc.gov. Again, that

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2 e-mail is rfpquestions@dycd.nyc.gov.

3 Just a few minor things, please
4 remember the due date is January 12, 2016
5 and it's due in the HHS Accelerator
6 System. Also, please be reminded that one
7 addendum has been released. Any
8 additional addenda to this RFP will be
9 released in the HHS Accelerator System.

10 We want to, again, apologize for
11 the technical difficulties we've had
12 today. Thank you for staying overtime and
13 I hope this session was helpful and I hope
14 all your questions were answered today.

15 Thank you. Happy Friday.

16 (Time noted: 12:08 p.m.)
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C E R T I F I C A T E

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

I, Therese L. Sturges, a Shorthand Reporter and Notary Public within and for the State of New York, do hereby certify:

I reported the proceedings in the within-entitled matter and that the within transcript is a true record of such proceedings.

I further certify that I am not related to any of the parties to this action by blood or marriage; and that I am in no way interested in the outcome of this matter.

IN WITNESS WHEREOF, I have hereunto set my hand this 21st of December, 2015.

THERESE L. STURGES

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