

Community Schools RFPs Pre-Proposal Conference
February 2, 2015

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NEW YORK CITY DEPARTMENT OF YOUTH &
COMMUNITY DEVELOPMENT

COMMUNITY SCHOOLS REQUEST FOR PROPOSALS
PRE-PROPOSAL CONFERENCE

Two Lafayette Street
14th Floor Auditorium
New York, New York

Monday, February 2, 2015
2:08 P.M.

MEETING CHAIRED BY:

ZENAIDA MARIE WHITE, Assistant Deputy Agency
Chief Officer

PANEL:

CHRIS CARUSO, DOE

SARAH PETERSON, DYCDS

SCOTT BLOOM, DOHMH

ROBERT FRENZEL-BERRA, DYCD

SUZY MULVIHILL, HHS ACCELERATOR

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PRESENT:

David Lopez, ASPIRA

Marya Baker, Leake and Watts

Dr. Anita Vazquez Batisti, Center for
Educational Partners

John Harris, Community Mediation Services,
Inc.

Sharmeela Medriatta, Grand Windham

Bonnie Kornberg, Grand Windham

Delia Springstubb, Henry Street Settlement

Keith Kinally, Interborough Development and
Consultation Center

Cass Conrad, School Support & Development
City University of New York

Dawyn Kelly, Southeast Bronx Neighborhood
Centers, Inc.

Bret Ratner, Good Shepherd Services

Jennifer Williams, Children's Choice Family
Services

Jackie McKinney, Neighborhood Family Service
Coalition

Ashley Lucano, United Neighborhood & Houses

Rhonda Rosenberg, UFT Community Learning
Schools

Soledad Hiciano, Community Association of
Progressive

Daniella Dimare, NYC Community Learning
Schools Initiative

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MS. WHITE: Good afternoon and welcome. On behalf of the City of New York we welcome you to the Request For Proposals, Pre Proposal Conference For Community Schools.

I am Zenaida Marie White. I'm here from the Agency Chief Contracting Office at DYCD. I'm the assistant deputy agency chief contacting officer, and I am here to present to you the timeline as well as introduce to you our panel.

So to get started, we have some important deadlines for you to make note of. Proposal due date and time for these proposals is February 24th, 2015. They are due by 2:00 p.m. in the HHS Accelerated System. No hard copies of these proposals will be accepted. To go over the HHS Accelerator System and the registration process we have with us today Suzy Mulvihill, and she's going to come up after me and go through that process a little bit more.

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Also please note that no proposals will be accepted after the due date and time as specified in the RFP.

Anticipated Award Announcement;
we anticipate early spring announcements will be made in the HHS Accelerator System. The contract term for these contract awards is scheduled for May 15th, 2015 through June 30th, 2018. If you have any questions after today's pre-proposal conference we invite you to e-mail us at RFPQUESTIONS@DYCD.NYC.GOV. And there is another deadline. All questions must be submitted by February 14th. We want to insure that your questions are received and responded to in a timely manner.

And now I would like to present to you today's panel. You'll be hearing day from Chris Caruso from the Department of Education. We also have here Scott Bloom from the Department of Health and Mental Hygiene. And as I

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2 stated before, we have here Suzy
3 Mulvihill from HHS. And also seated in
4 our panel we have Sara Peterson from
5 the DOE, she'll be assisting with the
6 question and answer period. And also
7 assisting, our very own, DYCD Bob
8 Frenzel-Berra from Planning Program and
9 Research Development.

10 So without further adeu, we'll
11 bring up Suzy Mulvihill from HHS
12 Accelerator. Thank you and please make
13 sure you take notes.

14 MS. MULVIHILL: Thank you. Good
15 afternoon.

16 I'm going to just run us through
17 a brief overview of submitting proposal
18 to HHS Accelerator. To start, the HHS
19 Accelerator was launched to simplify
20 and improve the competitive contract
21 process between the City and service
22 providers, like all of you. On a basic
23 level the way it works, agencies
24 publish Request For Proposals in the
25 system, and then providers who are

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2 pre-qualified with the relevant terms
3 of qualification can log in and submit
4 an proposal and respond. As has been
5 already mentioned, all proposals must
6 be submitted in HHS Accelerator by the
7 proposal due date and time. No paper
8 proposals will be accepted.

9 As you are going through the
10 process, if you have any questions you
11 can e-mail our help desk at
12 INFO@HHSACCELERATOR.NYC.GOV, and one
13 our staff members will help you
14 troubleshoot any issues you're having.

15 So when you log into the system,
16 in order to access the procurement road
17 map where everything is listed you
18 click on the Procurements tab and this
19 screen will display. We have two ways
20 for you to find the procurement that
21 you're looking for quickly. One is
22 through the Filter Items button. If
23 you click that button there are
24 specific criteria that you can select
25 in order to find what you are looking

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2 for quickly. In order to select the
3 agency you can just, from a drop-down,
4 you can select DYCD. The other feature
5 is a Favorites feature where if you
6 click the box next to the blue
7 hyperlink and then save updates to
8 Provider Favorites, you can then click
9 Display Favorites Only, and it will
10 display what you have selected.

11 So when the time comes and you're
12 ready to submit your proposal, you
13 would click the blue hyperlink and it
14 would put you into this section of the
15 system. You'll see there are four tabs
16 across the top, Procurement Summary,
17 where you'll find basic details on the
18 procurement. Services and Providers
19 which will tell you what services are
20 required for the RFP. It will also
21 tell you other providers who are
22 pre-qualified. Then we have RFP
23 documents where you download the RFP
24 and review all the information that you
25 are submitting for your proposal.

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And then, lastly, the Proposal Summary tab which when you click on that you'll see this screen. You'll see you can add a new proposal by clicking the button in the left there, and when you click that it will open you up into the proposal section. So this first tab is the Proposal Details. Anything that has a red asterisks next to it is required information. You would go in, enter all the required information, pay special attention to the competition pool, make sure you're selecting the right pool from the drop-down menu. And lastly you would add the site location which is just where the services are being delivered.

When all that is completed you would click Save and Next, and you will be into this top page, the Proposal Documents page. Here's where you're going to upload all the required documentation that will comprise your proposal. It is vital that you upload

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2 something for every single entry,
3 otherwise you will not be able to
4 submit your proposal.

5 So once you go threw, upload all
6 the documentation, you can click Next,
7 and you will be put into this screen
8 which is our Terms and Conditions, and
9 the proposal submission page. You'll
10 be asked to enter as to Agreed to Terms
11 and Conditions and enter your NYCID and
12 password.

13 And then once you click Submit
14 Proposal you'll get a green message bar
15 across the screen indicating a
16 successful submission. You will then
17 be on this page, and again you will
18 have a status column that will show you
19 what your status is. We do encourage
20 providers to submit proposals in
21 advance of the deadline. If you do
22 that, you will realize there's an issue
23 with the proposal, and you can come
24 back in and retract the proposal. I
25 want to stress that if you do this you

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2 want to do this well in advance of the
3 deadline, because this is only
4 applicable prior to the deadline. But
5 you can retract the proposal, make any
6 changes, and go back in and resubmit it
7 so it ends up back in our court. You
8 can always check your proposal status
9 on this cover page by just looking at
10 that status column in the middle.

11 So that pretty much sums up what
12 you want to do. If you have any
13 questions while you're going through
14 the process, you can also visit our
15 public website where you will have a
16 training and resource guide where you
17 will find guides and videos that will
18 help you walk through the process.

19 MS. WHITE: Thank you, Suzy.

20 And now we're going to hear from
21 Chris Caruso regarding New York City
22 Community Schools.

23 MR. CARUSO: Thanks very much.

24 Good afternoon everyone.

25 My name is Chris Caruso, and on

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behalf of Chancellor Farina, the Department of Education it is my privilege to welcome you to the Community School Pre-Proposal Conference.

Our goal this afternoon is to provide information about Community Schools in New York City. How this solicitation fits in the Mayor's and Chancellor's larger vision for Community Schools, and to answer any questions. Before we begin I want to thank Commissioner Chong and my colleagues at the Department of Youth and Community Development, and HHS Accelerator for helping to execute this RFP. Your expertise in procurement has been instrumental in helping us keep on a tight timeframe.

Let me start by providing some context so that we can understand where and how the Community School strategy comes to be. Community Schools, along with Universal Pre-K and middle school,

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2 after-school are three key components of
3 the Mayor's education agenda. The end
4 goal is to change how the City
5 collectively thinks about the role of
6 schools, particularly in high need
7 neighborhoods. Our public schools can
8 and should serve as hubs of education
9 and community building and service to
10 all local communities. And these
11 Community Schools will serve as
12 innovation labs where all parties,
13 parents, principals, teachers,
14 students, and CBOs will be encouraged
15 to experiment in the broader community,
16 will be encouraged to invest and
17 support the schools.

18 The Department of Education has
19 created a new office called the Office
20 of Community Schools, that will help
21 coordinate the work. And our mission
22 will be three-fold. One, to integrate
23 academics with health and mental health
24 services, expanding learning
25 opportunity and development and family

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2 community support. Two, to serve as a
3 hub where parents can come together and
4 coordinate and integrate the range of
5 support based on the needs of
6 individual students and the assets of
7 the community. And, three, mobilize
8 the full spectrum of resources to meet
9 those needs and advance the school's
10 academic mission.

11 Our goal in the next four years
12 is to have 100 fully developed
13 Community Schools and we're well on our
14 way through the combination of this
15 procurement and the AIDP Community
16 School procurement that was released
17 earlier this year.

18 Can I have a show of hands how
19 many folks here have AIDP Community
20 Schools contract? A couple. Terrific.

21 This will be a collective effort
22 that includes the thinking, resources,
23 and support of a number of different
24 New York City agencies. The Children's
25 Cabinet, which Deputy Mayor Buery

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2 convenes, has provided critical
3 feedback and commitment to harness the
4 full efforts to make this initiative a
5 success.

6 So to start, about nine months
7 ago the City announced two efforts to
8 transform a total of 128 schools into
9 Community Schools. 45 of the 128
10 schools are funded through the
11 Attendance and Improvement and Drop Out
12 Program, or AIDP, and already they
13 selected a lead CBO partner and
14 implemented some programs. And 94 of
15 the schools are supported through DOE
16 School Renewal Program which targets
17 historically low performing schools.
18 And of those 94 we have 11 that already
19 have the AIDP funding, so that leaves a
20 total of 83 that will be included in
21 this RFP to receive funds through this
22 solicitation.

23 A crucial element of the
24 Community Schools that are included in
25 the solicitation, is the connection to

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2 the Renewal Schools effort at DOE. The
3 94 schools that are part of the renewal
4 program met the following criteria:

5 They are performing at the bottom
6 5 percent of lowest performing schools
7 statewide, and the bottom 10 percent of
8 showing progress. They've demonstrated
9 low academic achievement for each of
10 the three prior academic years.

11 Elementary and middle schools that are
12 at the bottom quarter in math and ELA
13 scores; Community Schools and high
14 schools in the bottom quarter in
15 four-year graduation rate. They've all
16 shown limited capacity for improvement,
17 and most recent quality reviews have
18 scored underdeveloped, developing, or
19 proficient.

20 In short, these are school
21 communities that have been struggling.
22 And we intend to infuse partnerships
23 and resources, a new way of thinking in
24 order to help them improve and fully
25 deliver on the promise of public

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2 education.

3 The DOE Office of Community
4 Schools will be working side by side
5 with the Renewal Schools Office to
6 support the schools, and the nonprofit
7 partners, adopt a whole school approach
8 where community partners pair with
9 principals and school leadership teams
10 to offer programing that personalize
11 learning for all students.

12 Let me be clear. This
13 integration is essential. We are not
14 merely adding on to the school day,
15 we're not operating in silos, and as
16 much as possible we're not duplicating
17 efforts. Successful Community Schools
18 application is effective, it is
19 efficient and it promotes equity. So
20 if a school is struggling to fulfill
21 its arts requirement, the community
22 partner and the school leadership team
23 can come together to infuse additional
24 arts programing through a longer school
25 day. The academic programing is

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important. Classroom learning can help students catch up and even get ahead. And mental health services can balance a school-wide positive behavior system.

Let's get into some of the details of the RFP that I hope you all have with you. So this RFP is offering an opportunity, as I said, for CBOs, nonprofit organizations, or for profit organizations, to be the Lead Partner in one of the 83 Community Schools listed in the RFP.

The average award across all 83 is anticipated to be about \$425,000. And, of course, that will fluctuate given the school size and the grade configuration.

We have organizational experience expectations for any of the lead CBOs that include having five years of successful experience working in schools to support vulnerable youth families and community. And this can take on a number of different

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2 capacities, as you can see on the
3 slide. The Lead Partner must also have
4 five years of successful experience in
5 securing resources for this work; that
6 can be philanthropic resources,
7 foundation, or public resources through
8 government contracts. That's a really
9 important aspect of this work. We're
10 looking for a coordination function,
11 that's what this RFP talks a lot about.
12 And the expectation is that the school
13 and the coordinating entity will come
14 together and identify additional
15 recourses from many of the direct
16 services. Some of those resources
17 might be already in place. For
18 instance, you might have a Beacon
19 Program or Compass or SONYC Program.
20 You might already have a school-based
21 health clinic to fund the mental health
22 work. But the overall approach is to
23 fill-in some of those gaps and really
24 have a team that's adept in going out
25 and finding out additional resources.

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There are four core elements to Community Schools. One is coordination. Two is parent and community engagement. Three is expanded learning and enrichment. And four is mental health services.

We'll take a couple of minutes to go through each of these in a little bit more detail and then, of course, we're happy to answer any questions.

As far as the backbone coordination support that's being expected, the CBO partner in collaboration of the principal and school leadership team is going to hire a Community School coordinator. This is a really important job, preferably with a master's degree. And they are going to be kind of working side by side with the principal to help coordinate a lot of the efforts in the school. They're going to oversee a strategy to insure that in-school and after-school activities are personalized

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2 and that they are aligned. It is
3 preferable, and we're working with the
4 school principal to insure that these
5 folks are on the school leadership
6 teams, and they're going to help share,
7 review and analyze data to ensure that
8 program elements are making anticipated
9 impacts. So this is really a single
10 level person that's going to be
11 embedded in the school. It is going to
12 be the formal connection between the
13 nonprofit organization and the school
14 community.

15 We're looking for transformative
16 parent engagement. We want to involve
17 parents and communities in
18 decision-making. We want to support
19 parents build their capacity so that
20 they can get -- provide a buy-in and
21 help build trust in the schools. We're
22 really talking about fundamental change
23 here on how these schools are organized
24 and how they function. And it is going
25 to require the buy-in not only of

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2 families and parents but of students,
3 school faculty and community members.
4 And so engaging parents to help them
5 shift their expectation around what a
6 school can be is a critical component
7 of that.

8 All of the schools will offer
9 expanded learning opportunities for
10 their students. In the RFP it
11 references 12 and half hours per week
12 during the 36 weeks the schools are in
13 session for elementary and middle
14 school students. There's an important
15 part of this, that's five instructional
16 hours a week that all Renewal Schools
17 are scheduled to offer. And so five of
18 the 12 and half will be instructional.
19 They will be often teacher lead, and
20 the principal will be helping implement
21 those and targeting which students will
22 most benefit from that. The idea here
23 though is that won't sit in a silo
24 against the 7 and half "community
25 school hours." We really want to see

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2 integration in making sure that we're
3 sharing staff resources and that we
4 have an aligned vision on what our
5 expanded learning activities look like.

6 It is also very important that
7 the expanded learning activities be
8 balanced. We don't want this focused
9 solely on academics. We want to have a
10 balance of arts enrichment and physical
11 educational opportunities as well.

12 Scott Bloom is going to give us a
13 little bit of an overview of some of
14 the mental health expectation.

15 MR. BLOOM: Thanks, Chris. My
16 name is Scott Bloom, I'm the director
17 of school mental health services for
18 the DOE.

19 What we'll be doing is we'll be
20 assisting the CBOs and the lead
21 partners in assessing the need for
22 mental health services. Each school
23 will have a school-wide mental health
24 assessment, that's in a sense looking
25 at resource mapping, what services they

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may already have, what they don't have, how to better leverage what's available to them.

And then we'll look at the various kinds of possible intervention. These are universal, which means that all schools would have them; selective interventions, which really looks at students who are at risk for failing, dropping out, suicide ideation, abuse and neglect. And then finally indicated services. And these services are really targeted interventions which include wraparound services, and also individual treatment. So we'll be looking at that.

We will have a group of school mental health managers that will assist the CBOs in subcontracting with qualified mental health providers in the community. And we'll be working with those schools to obtain approved licensing with the State Office of Mental Health, if needed, that they are

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2 going to be creating on-site school
3 mental health clinics. And then
4 throughout the course of the Renewal
5 Schools, really providing ongoing
6 technical assistance to the school'
7 program development and use of
8 priorities of the mental health
9 services in general.

10 We'll be working with the New
11 York City Department of Health and
12 Mental Hygiene to look at the quality
13 of the programs, to do evaluations, and
14 quality and effectiveness of the
15 programs. So we'll be working closely
16 with the DOHMH and also the New York
17 State Office of Mental Health.

18 MR. CARUSO: Thanks, Scott.

19 The last piece here is around key
20 staffing. As I mentioned, each program
21 will be expected to have a Community
22 School coordinator, and that's an
23 essential element in every proposal.
24 And we should talk about how you're
25 going to recruit that person, what type

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2 of expectation and support that key
3 staff person will have. In addition,
4 we'll entertain to pay staffing needs
5 including learning director, education
6 specialists and mental health
7 professionals.

8 However, we also recognize in
9 many cases some of the folks fulfilling
10 these responsibilities already exist in
11 these 83 schools. For instance, if you
12 have an existing Compass or SONYC
13 program funded through AIDP, you won't
14 need an expanded learning director,
15 because you already have a Compass
16 director that's fulfilling that role.
17 The same might go for an educational
18 specialist where perhaps there is a key
19 education liaison in the school or
20 instructional coach that's on the
21 principal's keep that's supporting some
22 of the wraparound efforts already. In
23 that case you might want to highlight
24 that and show this person is already in
25 place. As Scott just mentioned, some

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2 of the schools already have existing a
3 school-based mental health clinic and
4 have mental health professionals
5 on board. But we want you to have the
6 opportunity to illustrate that even if
7 you're not requesting funding through
8 this procurement to support those
9 folks.

10 So I am really pleased that there
11 are folks in the room on this snowy day
12 that have come out to do this work with
13 us. It is really an exciting time for
14 communities and schools to come
15 together through this initiative. The
16 work that we're embarking on is not
17 easy. It will require transformational
18 change and mindset which is precisely
19 the goal. Community Schools are
20 intended to change the student
21 experience and strengthen community
22 connections. The schools, both of
23 which will require a significant shift
24 in school culture. And together I know
25 that we can do this.

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In closing, I want to say we're here today to listen and to do our best to answer any questions that you may have. Know that we value your feedback and we look forward to your questions and working together. Thank you.

MS. WHITE: Thank you, Chris.

So now is the time you've all been waiting for to ask questions or even for clarifications that maybe needed. So what we're going to ask is that you come to the podium, I'm going to face the mike this way, you can line up. When you come on line to ask your question please state your name and organization. Also if your question is from a specific page or section of the RFP, if you can include that in your question. Our panel here is ready, excited and waiting to answer your questions. So come, don't be shy.

MR. KELLY: Good afternoon, Damyn Kelly, South East Bronx Neighborhood Center.

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I've a few questions. Well, about three questions, I guess. The first question, for the mental health component, we have been talking to one of the local universities to provide that service, and now I'm understanding from your presentation that the Office of Mental Health and Hygiene will do the assessment first to determine a need for that service. So within the proposal, do we talk about a potential linkage with the university to provide the mental health counseling services?

MR. FRENZEL-BERRA: So I understand your question, the school does not currently have a mental health program?

MR. KELLY: That's correct. We were talking to go to a university graduate program in psychology and social works to provide those services within our proposed program.

MR. FRENZEL-BERRA: If they meet the qualifications stated in the RFP,

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2 then they can be included in the
3 proposal as a preferred subcontractor
4 that you anticipate.

5 MR. BLOOM: But there is no
6 guarantee that that university will be
7 finally selected.

8 MR, KELLY: I see.

9 SPEAKER: Who is going to make
10 the final selection? You?

11 MR. BLOOM: Maybe if I talk a
12 little more about the process it will
13 come a little clearer. Each school
14 will be getting a school-wide mental
15 health assessment. If they already
16 have services, we need to know, make
17 sure that those services are working,
18 or maybe they need an enhancement of
19 services. Or maybe there is a gap
20 where there is no push-in to help with
21 behavioral health, and it is just a
22 clinic that's seeing students for
23 treatment, but teachers need help in
24 the classrooms. We make that
25 assessment and then we will go back to

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2 the school and talk to them and do more
3 of a focus group with them and
4 determine what services that really
5 would be beneficial to the school, and
6 then make some suggestions in terms of
7 providers. Hopefully that they are
8 geographically located and they are
9 again appropriate. If it is a needs in
10 Article 31, then they need to be
11 licensed by the State Office of Mental
12 Health, et cetera. Even if the school
13 says to us, we have somebody we would
14 like you to look at, we would be happy
15 the discuss that.

16 MR. KELLY: And then the second
17 question was the 7.5 hours, can we go
18 beyond that time?

19 MR. CARUSO: Yes.

20 MR. KELLY: And then the third
21 question -- thank you. I don't see it
22 in my notes.

23 MR. RATNER: Good Shepherd
24 Services. So if I understand the
25 procurement process correctly, we

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2 submit it, and then it gets reviewed by
3 the panel, and then based on whoever
4 scores the highest they go in front of
5 the school and the school leadership to
6 get interviewed by that school. So
7 what if during the interview process
8 the school goes through, interviews all
9 the CBOs, and doesn't find like a good
10 match, is there a way to go back to
11 those who applied? What's the process
12 in that?

13 MR. CARUSO: So we will forward a
14 select number of proposals to school
15 teams to interview. It won't just be
16 the top ranking it will be several of
17 the top ones. It is our anticipation
18 that from among that group the
19 principal will have a variety wide
20 enough source of applicants and one
21 will meet their expectation. And if it
22 doesn't, we'll have to work that out.
23 But it is our expectation that from
24 that pool we'll have a good match.

25 MR. RATNER: Second question, if

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one of the schools is co-located with a bunch of other schools at the building, let's say, the campus I would say, the hope is to serve as many kids from the additional schools. Is that the expectation or am I wrong or what?

MR. CARUSO: It is up to you and the school principal to determine the breadth of the footprint. So there is a clause in the RFP that says if there are more than one Renewal School co-located in the same building they can get in it together and select one partner together. If that's not the case, if there is a Renewal School and other schools that are not Renewal, I think it is really up to the principal and the CBO to determine whether they want to expand beyond that targeted school, or really interested in the students in the Renewal Schools. Those are the students that have been struggling the most, and we want to make sure we have strategies that are

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2 addressing their needs.

3 MR. RATNER: One other quick real
4 technical question. The deadline for
5 questions is February 14th, which is
6 Saturday, I just wanted to verify that
7 was delivered.

8 MR. CARUSO: Happy Valentine Day.

9 MS. DIMARE: Daniella Dimare, New
10 York City Community Learning Schools
11 Initiative with the UFT. I have five
12 questions. The first is -- forgive me
13 if this is stated -- I had somebody
14 else download this. We were looking
15 for the planning and assessment task
16 timeline that apparently was a
17 referenced as an attachment twice. We
18 couldn't find it anywhere.

19 MR. FRENZEL-BERRA: We don't
20 provide a format for the timeline, so
21 it is up to you.

22 MS. DIMARE: Cool. Next two
23 questions are around the teachers. So
24 with the five instructional hours
25 additional a week, what's the

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2 communication going to be with the
3 teachers, how does that affect their
4 contracts?

5 MR. CARUSO: That's outside the
6 scope of the Community Schools RFP and
7 part of the Renewal Schools Program.
8 Each superintendent and school team are
9 putting together an assessment right
10 now and they're coming up with renewal
11 plans that will address the more
12 pedagogical elements of the school
13 renewal.

14 MS. DIMARE: Communication goes
15 to teachers separately?

16 MR. CARUSO: That's right. The
17 various organizations that are applying
18 for this, they don't have to get
19 involved with that.

20 MS. DIMARE: Can we put in a plan
21 for professional development for the
22 school?

23 MR. CARUSO: Yes.

24 MS. DIMARE: That would be
25 probably looked upon favorably,

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2 although it has been noted as a
3 priority.

4 MS. PETERSON: It is in the RFP
5 actually.

6 MS. DIMARE: It said that the
7 first four months will be around the
8 planning, and that some services -- we
9 can do summer programing.

10 MS. PETERSON: Once your contract
11 is registered. But you do need to do
12 the needs assessment first to determine
13 if the allocation does need to support
14 after-school as the priority. And if
15 there is after-school in place and the
16 SLT principal COB partner determine
17 there is a greater need for summer
18 programing, then it would make sense to
19 propose the funds for that.

20 MS. DIMARE: Hopefully they can
21 get this in time.

22 MS. BAKER: I'm Marya Baker, at
23 Leake and Watts.

24 How do you show interest in
25 multiple schools? It doesn't seem like

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2 we have --

3 MR. CARUSO: Thank you for
4 raising that. So each school that's
5 listed is actually a separate
6 competition and requires a separate
7 proposal. So you show interest in
8 multiple schools by actually submitting
9 multiple proposals.

10 MS. BAKER: What is the cutoff?
11 Can we choose as many as we want?

12 MR. CARUSO: You can. We would
13 ask you to take into consideration your
14 capacity to support those schools. The
15 City has the right to take into
16 consideration capacity when making
17 awards as well. But, yes, there is no
18 limit in the number of proposals you
19 can submit.

20 MS. BAKER: Who is offered
21 interviews and how does the scoring
22 work?

23 MR. CARUSO: The bases for
24 contract award, and throughout the RFP,
25 it details the number of points

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2 allocated to each section from
3 experience, to program design, staffing
4 plan. So a panel of readers will first
5 read your proposal, and they will score
6 it based on that basis for contracts
7 award. And then we will pass along the
8 highest scoring proposals to the
9 principal and the school leadership
10 teams. And then there will be a window
11 of time for them to interview the
12 schools that "made that cut."

13 MS. BAKER: And can you apply --
14 so you can apply the specific schools
15 through each individual application?

16 MR. CARUSO: You must apply to
17 specific schools.

18 MS. BAKER: What is the process
19 for comparing scores across the
20 schools?

21 MR. CARUSO: So each school
22 represents a different competition. So
23 there actually isn't a process for
24 comparing scores across schools. So we
25 will look at the P.S. 1, if they got 20

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2 proposals they will be scored and
3 ranked, and the top one will be
4 forwarded to P.S. 1's principal, and we
5 will do the same for the other 83
6 schools.

7 SPEAKER: I'm for various CBOs.
8 The question is, have there be
9 qualifications, like do you need the
10 principals to say those will be for the
11 schools?

12 MR. CARUSO: You don't actually.
13 That's not one that the CBOs are
14 worried about that.

15 MS. MEDRIATTA: Sharmeela
16 Medriatta, Grand Windham. So I have a
17 funding question actually. So, Scott,
18 you talked about the mental health
19 services being through a licensed
20 provider, and I know the RFP they need
21 to be provided on-site through the
22 school.

23 MR. BLOOM: It depends what the
24 service is. But, yeah, most of the
25 services they're universal in the

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1
2 indicator selective they will be at the
3 school.

4 MS. MEDRIATTA: So we are not
5 talking about a fee for service type
6 structure.

7 MR. BLOOM: I'm not sure what --
8 if you could be a little more clear of
9 what a fee for service type structure
10 is, and how you would see that being
11 done in a school.

12 MS. MEDRIATTA: The SPMH
13 framework has often included some part
14 of it being it -- usually supported
15 through additional SPMH money. I'm
16 curious in the \$425,000 exactly how
17 this one school that we're in has
18 significant, significant mental health
19 needs. And it may involve having more
20 than one mental health provider. I'm
21 just wondering how that would actually
22 be affordable.

23 MR. BLOOM: The question came up
24 earlier. If there is already a mental
25 health provider on-site, we would

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assess the quality of their work, how often they are there, if there is a greater need any funding would not go to pay for what they're currently doing, but the funding would go to enhance what they're doing. Whether or not that provider would be chosen again remains to be seen. That has to do with the discussion with my unit and with my school.

MS. MEDRIATTA: Sure. I know I keep coming back to this, is that when we used to have a SPMH program there were additional funding that was in a different stream. Is that the possibility, or is that expected to come out of the Renewal School funds?

MR. BLOOM: That would be coming out of the Renewal School funds. That lead CBO provider that's been talked about he would subcontract with the mental health provider.

MS. MEDRIATTA: Thank you.

MS. ROSENBERG: Rhonda Rosenberg,

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2 with the New York Community Learning
3 Schools Initiative at the UFT.

4 The award to the CBO, those funds
5 will not be used for the 5 hours of
6 additional instruction, is that
7 correct?

8 MR. CARUSO: That's correct.

9 MS. ROSENBERG: And the 7 and a
10 half hours that would go toward
11 enrichment activities, perhaps arts,
12 music, those will be in addition to
13 anything that's already currently at
14 the school, if they have some kind of
15 program during the day?

16 MR. CARUSO: Not necessarily. So
17 the expectation is there will be at
18 least 12 and half-hour of expanded
19 learning opportunities offered to the
20 students. If a school already has
21 expanded learning opportunities
22 provided to the bulk of the students,
23 then they wouldn't need to allocate any
24 additional resources from this grant to
25 make that happen, because they already

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fulfilled that requirement.

MS. ROSENBERG: Thank you.

MS. PETERSON: One more thing, these Renewal Schools, as Chris talked about, have been grappling with issues for many many decades in some cases. And this is a unique opportunity to help them kind of turn that around. And so we see this pairing as one of the key levers for that turnaround. And so if through that needs assessment you determine they need 25 hours of expanded learning time well then, by all means, render it. Because this is the time. I mean, we build these minimum criteria, because we wanted at the very least these kinds of services.

MS. ROSENBERG: So the 12 and half is a minimum.

MS. PETERSON: Of which 5 hours are dedicated to instruction.

MS. ROSENBERG: That's also a minimum, if the students require more --

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MR. CARUSO: Correct.

MS. BAKER: Marya Baker, Leake and Watts. Does number 4 on page 2, does number 4 relate back to questions number 1 and 2 or to any program?

MR. CARUSO: Number 4 on page 2.

MS. BAKER: On the Attachment C.

MR. FRENZEL-BERRA: So could you ask your question again?

MS. BAKER: Does number 4 on page 2 relate back to questions number 1 and 2, or to does that involve any program?

MR. FRENZEL-BERRA: No, it doesn't refer to those two that you mention. It does not.

MS. BAKER: And we need some clarification for number 5 on the same page. What do they mean by, corrective action plan or work improvement plan? Are they referring to something that would have appeared on VENDEX?

MR. FRENZEL-BERRA: Well, this is a City -- if you had contracts with the

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2 City and they put you on one of those
3 plans you would know it.

4 MS. BAKER: If we're not on that
5 then that's it?

6 MR. FRENZEL-BERRA: Yes.

7 MS. BAKER: Thank you.

8 MS. MEDRIATTA: This maybe a
9 little bit too technical, I'm not sure,
10 but we talked about these programs that
11 the Renewal School programs integrating
12 with the DOE programs that are on-site.
13 For example, Renewal Schools and Beacon
14 Program. But we also talked about
15 individualized education plans and
16 those can evolve over time. But the
17 Beacon Program structure is very
18 structured around what we put into the
19 system and how we create programing,
20 and students are expected to follow
21 that structure. So I'm not sure how
22 the individualized plan would go along
23 with enrollment into the particular
24 programs. Is there some thinking
25 around that?

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2 MR. CARUSO: I think both through
3 the Children's Cabinet and through this
4 process by which UFT and DOE have been
5 working together. I think there will
6 be a lot of thoughts to individual
7 schools and what their needs are,
8 right? And so the Beacons represent a
9 holistic approach to positive youth
10 development. And there is both the
11 philosophy behind the Beacons and kind
12 of the technical elements, work scope
13 and all these things. So we would hope
14 that as school leaders and CBOs come
15 together to chart out the best course
16 of an action for individual students'
17 needs, in many cases we think it will
18 overlay nicely with the Compass Program
19 or the Beacon Program. And in those
20 cases when it doesn't -- I think it is
21 dependent upon DOE and UFT to work
22 together to kind of smooth those issues
23 out.

24 MS. MEDRIATTA: That's really
25 helpful.

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2 MS. PETERSON: I want to express
3 something too that Chris talked about
4 at the beginning of his presentation,
5 the whole school approach, that in New
6 York City the Community School
7 initiative welfare should not be not
8 just about service delivery. This is
9 the infusion of parent and community
10 engagement into the classroom. So that
11 social, emotional, and academic needs
12 are met simultaneously. Which means
13 that the Beacon Program, this work
14 stands on the shoulders of the Beacon
15 Program. But that it is no longer just
16 the Beacon Model surveying as a
17 Community School approach. This is
18 from very early in the morning to very
19 late at night, and that everything is
20 much more integrated, so that we can
21 establish true impact on a student's
22 experience every day at school.

23 MS. MEDRIATTA: Sure, and I think
24 that's really really terrific.

25 My other question about this is

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2 just -- it escapes me -- I'll come
3 back.

4 MR. KELLY: With the linkage
5 agreement, so we anticipate having
6 several partners. Do we need a linkage
7 letter for every single partner that we
8 intend to work with? Is there a
9 minimum number? Five largest? Ten
10 largest?

11 MR. FRENZEL-BERRA: There is no
12 minimum number on the linkage
13 agreements that should be submitted
14 with the proposal. But remember that
15 the linkage agreement requires that you
16 specify the specific contribution to
17 the program that you're planning. And
18 so it is your judgment how many you
19 should include. But as linkages
20 multiply, the integration of that with
21 your proposed model need to be
22 considered.

23 MR. CARUSO: We're really looking
24 for organizations that know these
25 communities, that know the schools,

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2 that are established within the
3 neighborhoods. And so really this is
4 an opportunity for you to provide
5 evidence of connections with
6 like-minded organizations, or
7 organizations that might have a
8 different skill set than your own to
9 support the students and families.

10 MR. KELLY: Then the other
11 comment or question I have is, how well
12 versed are the principals in this
13 particular project? For example, we've
14 been working with one of the schools on
15 the list for years and we met with them
16 over this proposal, and we've worked on
17 putting the proposal together. I don't
18 think they ever knew they had the
19 option to pick someone else. We told
20 them they don't have to be married to
21 us. But I don't think the principal
22 ever knew that they had an option to
23 potentially select other providers when
24 the time came up. So I'm just curious.

25 MR. CARUSO: I think that it is

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2 going to vary. We have 94 schools that
3 we're talking about. We have some of
4 these schools with brand new leaders,
5 and some of these schools with
6 experienced veteran leaders. So I
7 think a combination of our Community
8 Schools Office and our Office of School
9 Renewal are doing our best to
10 communicate kind of a common approach
11 and understanding for each of the
12 school leaders.

13 Later this week we'll be bringing
14 all the leaders together and we'll be
15 trying to find other opportunities to
16 convey that. But I think your
17 experience is probably not unique. And
18 something that we're relying upon our
19 CBO partners, as well, to make sure
20 this gets in front of them, as well as
21 the work the department is doing
22 directly.

23 MS. PETERSON: We opened up the
24 competition for 45 schools over the
25 summer. And while the concept was new

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2 for many of them, the field responded
3 tenfold. So for 45 spots, suppose to
4 become Community Schools, there were 45
5 spots, and we had 415 applicants, 494
6 proposals, because many of them did
7 apply as compasses. That just speaks
8 to while they may be not familiar with
9 all the processes they are responding
10 to the approach.

11 MR. KELLY: Thank you.

12 MS. MEDRIATTA: I remembered.

13 So during the three and half
14 month planning process, will there be
15 some Renewal School DOE or DYCD that
16 are specifically assigned to the
17 school?

18 MR. CARUSO: Yes, so DYCD is
19 managing the procurement. Once the
20 contracts are developed, will be
21 assigned to DOE and there will be a
22 point person from the Office of
23 Community Schools for each school.
24 Also, there is a point person for each
25 principal, that are among the renewals

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2 in the Renewal Schools Office. They
3 are going through an intensive needs
4 assessment right now. And once the
5 organization has been selected they
6 will be what's being called
7 co-interpretation, where the community
8 organizations and school leadership
9 team will come together and analyze
10 those, and come up with individualized
11 action plans.

12 MS. MEDRIATTA: The other
13 question has to do with mental health
14 assessment. Is that starting now?

15 MR. BLOOM: No, it will be
16 starting probably in the spring.

17 MS. DIMARE: Danielle Dimare, NYC
18 Community Learning Initiative, UFT.

19 Is there any update on the 11
20 schools, overlapping 11 schools? Is
21 that meant to be competitive?

22 MS. PETERSON: That's a great
23 question. The 11 schools, because they
24 already have a CBO partner through the
25 AIDP funding are not eligible for this

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particular RFP, but they will be eligible to receive additional mental health and after-school/other programing, and we'll get back for you with details about that.

MR. KINNALLY: Keith Kinnally, I'm with Interborough Development and Consultation Center.

This is the first RFP I've ever been involved in where I don't see a budget section, and I'm not sure -- I mean, does the City have some ideas about the salary levels for the different staff that have to be hired, and things like that?

MS. PETERSON: So that's a great question. And actually the folks at DYCD have raised that. The rationale for not including a budget is as follows: The budget is to be developed with the school leadership team and the principal. The fundamental core of this initiative is that it is rooted in collaboration. And a key milestone is

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2 strengthening that collaboration muscle
3 by developing a work plan and a budget
4 that reflects the needs of both the air
5 assessment, the mental health readiness
6 assessment, and the community
7 assessment pools to be deployed. For
8 CBOs to offer a budget that's a line
9 item budget, undermines that whole
10 intent.

11 MR. KINNALLY: Thank you.

12 MS. WHITE: We do have another
13 question. Please feel free to step up
14 if you have any additional questions.

15 MS. BATISTI: Anita Batisti,
16 Fordham University.

17 The question just came up based
18 on this gentleman's question. So are
19 you saying you don't want a line item
20 budget?

21 MR. CARUSO: Right, not at this
22 time. It is not part of the proposal
23 submission.

24 MS. BATISTI: Thank you.

25 MR. CARUSO: You're welcome.

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MS. WHITE: Since there are no more questions. I'm about to close out, but before I do, you have braved the elements and I got the inside information for you. There is going to be an addendum to this RFP, so look out for it. It is going to be released in the HHS Accelerator System.

And lastly, please be reminded, all proposals are due in the HHS Accelerator System no later than February 24th at 2:00 p.m.

You've been great. Thank you so much. All the best.

(Time noted: 2:56 p.m.)

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C E R T I F I C A T E

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

I, VICKY GALITSIS, a Certified
Shorthand Report and Notary Public with and
for the State of New York, do hereby
certify:

I reported the proceedings in the
with-entitled matter and the foregoing
transcript is a true record of said
proceedings, as amended.

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

IN WITNESS WHEREOF, I have hereunto
set my hand this 4th day of February, 2015.

VICKY GALITSIS

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