

THE CITY OF NEW YORK  
DEPARTMENT OF YOUTH & COMMUNITY DEVELOPMENT

SONYC PROGRAMS: ADDITIONAL PUBLIC SCHOOL SITES RFP  
PRE-PROPOSAL CONFERENCE

2 Lafayette Street, 14th Floor Auditorium  
New York, New York 10007

January 22, 2015  
2:08 p.m.

Reported By:  
Danielle Cavanagh

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

Cressida Wasserman, Senior Planner  
Denice Williams, Assistant Commissioner for the  
COMPASS Programs

Serge St. Leger, Jr., Senior Director, New York  
City Department of Education

Suzy Mulvihill, Office of the Mayor, HHS  
Accelerator

Also Present:

Zenaida White, Assistant Deputy Agency Chief  
Contracting Officer

Dana Cantelmi, Agency Chief Contracting Officer  
Staff

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S P E A K E R S :

Damyn Kelly, Southeast Bronx Neighborhood Center, Inc.

Rina Desai, Episcopal Social Services

Christy Olsen, Neighborhood Initiatives Development Corporation

Theseus Roche, Manhattan Youth

Bill Briggs, Youth and Tennis

Katie Aylwin, WHEDco

Nicholas Ferreira, The Child Center of New York

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2 MS. WHITE: Good afternoon.

3 MULTIPLE SPEAKERS: Good afternoon.

4 MS. WHITE: That's what I like, a  
5 lively audience.

6 On behalf of Commissioner Bill  
7 Chong, I would like to welcome you to the  
8 Department of Youth and Community's  
9 Pre-Proposal Conference for the SONYC  
10 Additional Public School Sites RFP. My  
11 name is Zenaida White, Agency Chief  
12 Contracting Officer -- Assistant Deputy  
13 Agency Chief Contracting -- I just promoted  
14 myself. Thank you all for joining us  
15 today.

16 We are looking forward to answering  
17 all your questions. But before we get to  
18 the part where you ask questions, we have a  
19 Panel here that's going to present some  
20 information to you and as you can see here,  
21 there's an Agenda. We have the timeline,  
22 pre-qualifying and proposal submission,  
23 program overview, and your favorite part,  
24 question-and-answer period.

25 To begin with the timeline, please

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note that all proposals are due February 27th, 2015 at 2:00 p.m. Please note that these proposals have to be submitted through the HHS Accelerator System. Suzy Mulvihill will be going into further detail as to how you get pre-qualified in the system and how you go through that process. No hard copies of these proposals will be accepted.

Going on to anticipated award announcement, we anticipate that by early spring the announcements will be made, and that will be done via -- notifications will be given via the HHS Accelerator System. Anticipated contract term for these Additional Public Schools SONYC contracts will be July 1st, 2015 through August 31st, 2018. Program start date, September 1st, 2015.

Aside from your opportunity to ask questions here today, you also have the opportunity to e-mail your questions, and you will do so at [rfpquestions@dycd.nyc.gov](mailto:rfpquestions@dycd.nyc.gov). However, please

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2 note that if you want a timely response  
3 before the deadline for submitting your  
4 proposals, you want to submit your  
5 questions by February 20th, 2015.

6 Going on to the particulars of this  
7 RFP, there are 11 competitions. This RFP  
8 has 11 competitions, and each competition  
9 will be rated based on the following  
10 evaluation criteria: 20 points allocated  
11 for the category of organizational  
12 experience, 20 points allocated for the  
13 category of staffing, 15 points allocated  
14 for the category school  
15 partnership/center-based expectations, 40  
16 points allocated for program design and 5  
17 points for budget management. And that is  
18 your evaluation criteria information.

19 Now we will have Suzy Mulvihill  
20 from HHS, and she's going to go through the  
21 HHS Accelerator details.

22 MS. MULVIHILL: Good afternoon.  
23 Thank you. So I'm going to run us through  
24 submitting proposals in HHS Accelerator,  
25 but first I'm just going to provide you

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2 with a little bit of background. HHS  
3 Accelerator was launched to improve the  
4 contracting process between the city and  
5 service providers. At a very basic level,  
6 the way it works is agencies publish  
7 requests for proposals in the Accelerator  
8 System. And then providers who are  
9 pre-qualified in having a relevant service  
10 application can log in to the system and  
11 submit a proposal for that particular  
12 request. As was mentioned, I want to  
13 stress no paper proposals will be accepted.  
14 All proposals must be submitted in the  
15 system by the specified due date and due  
16 time -- due date and time.

17 If you have any questions as you're  
18 going through the process, you can e-mail  
19 our help desk at  
20 info@hhsaccelerator.nyc.gov and one of our  
21 team members will walk you through any  
22 issues that you are troubleshooting.

23 When you log in to the system and  
24 you want to access the procurement itself,  
25 you're going to click on the Procurements

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2 tab at the top of the screen and it will  
3 open up to the procurement road map. You'll  
4 see we have quite a few procurements listed  
5 here. So there's a few ways that you can  
6 basically narrow down what you're looking  
7 for. One of the ways you can do that  
8 through filtering. We have a Filter Items  
9 button up in the left corner there, which  
10 if you click that, you can enter specific  
11 criteria that you would like to filter on;  
12 so in particular, you could filter by  
13 agency just to see what DYCD has available.  
14 You can also favorite Procurements, and the  
15 way you do that is by selecting the  
16 check box next to an individual procurement  
17 and then you click Save Updates to Provider  
18 Favorites. Tthis way you could just click on  
19 the Display Provider Favorites Oonly button  
20 and it will show anything that you have had  
21 listed.

22 So to get started on your proposal,  
23 what you would do from this screen, you  
24 would select the SONYC RFP. And when you  
25 click that blue hyperlink, you will get put

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2 into this section of the system. And  
3 you'll see there are three main sections  
4 across the top: Procurement Summary, which  
5 just provides basic details; Services and  
6 Providers, which details the services that  
7 are relevant for that particular  
8 procurement and then also providers who  
9 are also pre-qualified to compete; the RFP  
10 Documents, which is where you will download  
11 all the documents related to the RFP  
12 itself. I will note DYCD has asked me to  
13 let you know that the completed activity  
14 schedule form is currently not listed in  
15 the document section. An addendum will be  
16 released and a new document will be added  
17 to the RFP documents, so you will have that  
18 form.

19 And then lastly, we have the  
20 Proposal Summary, which when you click into  
21 that, you'll see this screen that's  
22 highlighted here and you'll notice it says  
23 Add New Proposal. So this is where you're  
24 going to come in to start your proposal.  
25 When you click Add New Proposal, the next

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2 page that will be displayed is the proposal  
3 details. Here you're going to enter some  
4 basic information about your proposal.

5 Anything with a red asterisk next to it is  
6 a required field. And then I would just  
7 note you want to make sure you're in the  
8 correct competition pool. Last thing  
9 you'll do is you'll add the site. The site  
10 is where the actual service is being  
11 delivered. And then once all of those  
12 fields are completed, you can click Save  
13 and Next and you will be entered in to the  
14 proposal documents. This is where you're  
15 going to upload all the required documents  
16 that comprise your overall proposal.

17 It's important to note that you  
18 must upload a document for every single  
19 entry or you will not be able to submit  
20 your proposal. So if you go through and  
21 you think you've completed everything, you  
22 get to our last page and you're getting  
23 an error message that says proposal will  
24 not submit, in all likelihood, you have  
25 forgotten to upload a document here. So

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2 you want to come in and -- there is a  
3 Status column. You want to make sure that  
4 next to every single entry it says  
5 Completed. If it says Not Started, you  
6 need to upload a document there. So once  
7 you've done this, you've uploaded all of  
8 the documents, you hit Next and you will be  
9 put into this bottom screen here, which is  
10 where you're going to enter in your  
11 user name and password and you can actually  
12 submit the proposal. So once you have done  
13 that, you will land on this page and you'll  
14 see the status in the middle there says  
15 Submitted.

16 We do encourage everyone to submit  
17 their proposal in advance of the deadline.  
18 If you do do that and in advance of the  
19 deadline you realize that you've made a  
20 mistake and you would like to change  
21 something in your proposal, there is the  
22 option to retract the proposal. I want to  
23 stress that if you retract the proposal,  
24 you have taken it out of submitted status  
25 and you will have to resubmit it. So what

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you do is you come in here. You can use the drop-down menu on the far right here to select Retract Proposal, make any changes, and then make sure you go in and resubmit the proposal. You'll be prompted to enter your user name and password the same way you did the first time around, and then you can always verify here that your status is in fact submitted. And again, we recommend you doing this well in advance of the deadline. We don't recommend doing it 5 or 10 minutes beforehand.

Lastly, this is our public-facing website. We have a Resources section where you can access videos and guides that will walk you through this process and just generally using the system. And as I mentioned in the beginning, we have our help desk that you can also e-mail inquiries to.

Thank you.

MS. WHITE: Thank you so much,  
Suzy.

And now we have Denice Williams

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from our COMPASS Department Program and she will go over program overview.

MS. WILLIAMS: Good afternoon.

Excited and honored to be representing COMPASS. I want you to know before I start all this that you are part of a mayoral initiative that a bunch of us in this room started working on I guess January 4th when our new commissioner started sending e-mails asking for information. So you're not just here thinking about your particular program and your particular school, but as really part of the system -- hence the name, Comprehensive After School System -- where it's really a great time to be a kid in the City of New York, and it's really a great time as a provider who's focused on youth development to be working in the City of New York because we have a mayor who understands after school, not only understanding it, values it. As my team would say, it's also a bad time to be working in the city, you know, in after school because we have a mayor who

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understands after school. Right? And so you know, tomorrow morning at 9:00 a.m. I'm going to have to do my report card about enrollment and rate of participation. So with all this extra money and extra support comes extra accountability and rigor, which I think we're all thankful for.

But the other thing I wanted to point out in this, even though OST has been around a really long time, this is the first time in our partnership with the Department of Education, which also started in 2005, that I think at the major level we've been a partner. They were part of the RFP development. They are presenting today and you'll hear about the chancellor's kind of priorities for this initiative. We meet monthly to talk about how this is going. So I want you to understand that you have a lot of support from not just DYCD but the Department of Education as well.

So if you're successful, you'll become part of the COMPASS System. At this

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2 moment I think we have about 850 programs.  
3 That includes elementary, middle school and  
4 high school. We will be expanding again.  
5 I think by the end of this we might be at  
6 1,000, which makes my hair go gray beyond  
7 my 15-year-old. And so that is exciting.  
8 And so we are comprehensive. We are the  
9 largest municipally-funded after school  
10 system in this country. So you will be  
11 part of that. You'll also be part of a  
12 system that values evaluation and  
13 capacity-building. So it's not just about  
14 program, but we have through this  
15 investment increased the capacity-building  
16 support that we're able to offer you, but  
17 we also have invested in evaluation so that  
18 we can all see how we are doing towards  
19 leading our goals.

20 This is our mission statement. I  
21 share that because I don't know that people  
22 get that we do do strategic planning beyond  
23 program planning. In my unit, we're  
24 thinking a lot about what we wanted to get  
25 done. The thing that I think is missing,

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and I want to kind of give kudos to one of our providers, he said, Denise, you left out joy, that after school brings the joy to learning, which is also something that the chancellor says, so I really appreciate that. So that's our mission statement.

I just want to highlight a couple things that we've done in the year. Some of you've been part of OST for a while, started in 2005. We went up, we went down. My very first responsibility was to send a PEG letter, which is a letter announcing cuts. At its height we're about \$120 million and they cut from there. Right now, COMPASS is \$247.3 million, or as Mike likes to say, about a quarter of a billion dollars. It's a lot of money. With all of that money comes a lot of responsibility, which I think we are, as a system and as an after school field, that we are more than willing to take on.

Beyond changing our name to COMPASS, because OST, as you might know, OST is OST in New York, it's OST in Rhode

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2 Island, it's OST in Detroit. It is a  
3 sector. Lots of different cities, states,  
4 use that. We wanted to be New York so we  
5 needed to have a brand of our own, hence  
6 COMPASS. But we also changed the name of  
7 the middle school programs and that was  
8 because we asked a bunch of  
9 middle-schoolers their opinion and they  
10 gave it to us. And after I got up off the  
11 floor from crying, we went to work. One of  
12 the things they said is they don't do after  
13 school, they don't go to after school,  
14 after school is for babies, that's for  
15 elementary schools. Middle-schoolers, they  
16 do things. They are in baseball, they are  
17 in dance, they are in soccer, they are in  
18 fencing, one of my favorites, they are in  
19 leadership. They don't do after school.  
20 The other thing they said, they didn't want  
21 to be affiliated with any things that the  
22 babies were affiliated with, so we couldn't  
23 have one name. And so we had a contest,  
24 412 kids under the age of 18 responded and  
25 we picked the name with them of School's

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Out New York City, or SONYC. And so in addition to everything else we got done, launching 271 new programs, under the name of SONYC, we changed the umbrella name and we changed the name to SONYC. I say that to you as I'm encouraging you to think of this -- and we're going to say you've got to meet with the principal that you're going to partner with and maybe you'll talk to the parents -- I want to encourage you, since you have until February 27th, talk to some of the middle-schoolers. You might think you know, the adults in the building might think they know, but the middle-schoolers will give you the real deal about what it is that they want and they're interested in. And if you do that and you're awarded, you'll be ahead of the game. We won't be having to make a whole bunch of changes after the award.

So I wanted to highlight these goals. These are the same goals as the original RFP, just a couple things. I don't want to read them. But we are

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2 interested in building competencies,  
3 social, emotional, academic. I go out  
4 speaking about COMPASS often and I hear  
5 we're too aligned with Department of  
6 Education, that all we're trying to do is  
7 extend what they do during the school day.  
8 Yes, we want to be aligned in terms of the  
9 learning goals but we want to do what we do  
10 best in after school as a youth development  
11 organization; hence social and emotional  
12 competencies, hence building all kinds of  
13 good skills that support academic learning.

14 I like to talk about resilience.  
15 Took my daughter three times to pass  
16 guppies. Anybody take their kids swimming  
17 at the Y? Took her three times to pass  
18 guppies. But I can say that to her when  
19 she's struggling with geometry as she is  
20 now. She gets that muscle of resilience  
21 that she learned in a non-academic setting,  
22 which translates over to an academic  
23 setting. I've talked to teachers that said  
24 that after school helps young people take  
25 risks because they learn new things in a

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2 nurturing environment during after school  
3 and taking risks on things that they're  
4 willing to do now in day school, like going  
5 up to the board to solve the dreaded  
6 problem while everybody's looking at you.  
7 They are willing to take risks. So I want  
8 you to be aware that we really value what  
9 our nonprofit organizations bring and  
10 that's really what our focus is. We want  
11 our young people to be able to explore  
12 interests in creativity in a way that they  
13 don't do in the school day.

14 And finally, the thing I wanted to  
15 focus on is parent engagement. It is  
16 something that we have very much in common  
17 with the leadership of the Department of  
18 Education. And one thing, if you've been a  
19 partner with OST for a while, you know  
20 we've been able to offer three evening  
21 sessions to support parent engagement.  
22 Through the generosity of the DOE, we're  
23 now going to be able to support twelve  
24 going forward. So I'm very excited about  
25 that.

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A lot of questions about eligible schools. So in our work with the Department of Education in really looking at the resources available in the city, we agreed that we wanted to make sure that schools that did not have Comprehensive After School, as defined by Beacon Community Centers, 21st Century Community Learning Centers or SONYC Programs, were eligible. So we had a lot of questions this morning about that. There were some of you who brought to our attention that you know there's a school on the list that actually has 21st Century Learning Centers. If we missed that, please share that with us through RFP questions. If there's a school who you believe was inadvertently left off, please share that with us as well. We're not infallible. I can't tell you how many people looked at this list over and over and over again, but we want to make sure that anyone that is eligible and that we might have missed gets to be on the list. But they have to have 6th to 8th

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grade and not have after school as we've delineated here. They could have FIFA service that a lot of principals have done or the principals are paying for, parents are paying for it, the PTA's paying for it. That does not make them ineligible.

So I just wanted to say this about the school partnership, a couple of things to highlight. When you're having the conversations with the principal, make sure you're on the same page. What do I mean by that? And I say this to everybody. SONYC money is not for all. If the principal, for example, is very much focused on SONYC only doing academies, don't go and promise them that you'll only do academics, which this has happened, and then we come and do site visits and I'm thinking, well, where is the leadership development, where is the STEM, where is the art, where's the physical activity, the things that you will commit to through the RFP in the contract. Don't promise what you can't do. Most of my marriage counseling between principals

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2 and CBOs is because we promised them the  
3 Earth, the moon and the stars, we can only  
4 deliver the Earth. Oh, by the way, I can  
5 only do Earth, sorry about that. Kind of  
6 not fair to them. Don't promise you're  
7 going to hire all of their staff, which is  
8 another infamous one, at their per session  
9 rate. Although I'm very proud of the  
10 \$3,000 price per participant, it's not  
11 going to cover 540 hours of teachers at  
12 their per session rate. So all I'm saying  
13 is in the conversation own up to what is in  
14 this. And I've shared the RFP. You should  
15 review what DYCD's expectations are in the  
16 conversations, should be aligned. Serge is  
17 going to talk a lot about that. They often  
18 don't know about our SACC requirements. We  
19 are governed by the Office of Children and  
20 Family Service, Department of Health and  
21 Mental Hygiene, School Age Child Care. You  
22 might be informing them for the first time  
23 about what that means and ratios and things  
24 like that. Please share that.

25 If you are applying for SONYC and

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2 you didn't the first time but you've had  
3 OST in the past, you'll see that we have  
4 added the expectation of an in-kind  
5 contribution from the school, 10 percent.  
6 Had not been historically from 2005, it  
7 wasn't part of the 2011 RFP, but part of  
8 the planning process with City Hall and  
9 advocates and the DOE, we agreed to this  
10 10-percent contribution. Have a  
11 conversation about that. I've had  
12 principals who've talked to me who are  
13 surprised about it when we come and we do  
14 site visits and ask about it. And the  
15 contribution can be anything, can be  
16 curriculum, it can be joint professional  
17 development where you join the DOE staff in  
18 professional development, something you  
19 should think about and should be kind of in  
20 alignment with the school's vision for  
21 after school, your vision, and what your  
22 particular program needs. That's why we  
23 don't say this is what the 10 percent has  
24 to look at. It should be specific to your  
25 partnership.

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So our expectation for the programs beginning in September, 540 hours. This is basically 3 hours a day at its most basic 5 days a week times 36 weeks of service. The Mayor, very interested in 540 hours. It was, for him, about safety, that young people have a safe place to go. So we expect you to be open in offering services 540 hours. Any of you know middle-schoolers personally? Are they going to be anywhere they're not mandated to be 540 hours? No. So our expectation is that the hours of service are available. Some of them might come three days a week. You know, that's why we talk a lot about clubs. You might be offering a particular club Monday, Wednesday and Friday. They get to sign up. We have (inaudible) voice and choice. Very important to be open five days a week 540 hours. For some of the principals, this was a concern because, you know, we have a new contract and so the 540 hours is important. We have negotiated with principals where we're open five days

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2 a week but maybe on Monday it's not three  
3 hours, it's an hour and a half. That is a  
4 conversation to have with the principal.  
5 You will need to make up those hours. Some  
6 choose to make up the hours on a Saturday,  
7 some choose to make up the hours, which is  
8 my favorite and I know it's something that  
9 the chancellor values, school-closing days,  
10 the dreaded February break which no parent  
11 on Earth can understand why it's happening  
12 but it is happening, dreaded February  
13 break, the spring break. So you with -- it  
14 should really reflect the needs of your  
15 school, the parents, interest of your  
16 principals. You have to come up with  
17 540 hours really in alignment with what the  
18 school is thinking. We were able to  
19 increase the price per participant  
20 significantly, if you've had earlier  
21 versions of our middle school, to 3,000.  
22 In exchange for that, in conversations, say  
23 that we were looking for high quality as  
24 shown by the program director. We got to  
25 stop paying them \$15 a year or whatever we

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2 think we're doing. I had a principal I  
3 just met with and he said to me -- this was  
4 another marriage counseling session -- he  
5 said, I guarantee you that the program  
6 director whom we're expecting to walk on  
7 water -- and he said this to the CBO -- is  
8 probably the lowest-paid person in my  
9 building, but we expect him to walk on  
10 water. So that was a conversation. Office  
11 of Management and Budget, it was very much  
12 about getting quality program directors,  
13 quality activity specialists. When I heard  
14 from young people, both in focus groups and  
15 surveys, they called us out on two things:  
16 A, marketing activities we don't actually  
17 offer, which sometimes ties back to SACC.  
18 If you don't get the license, you can only  
19 offer one type of activity so we really  
20 work hard on helping you get the license;  
21 the other thing was the quality of the  
22 activity specialist. One young man that I  
23 quote all the time, he said, If I'm going  
24 to give up my time playing with my friends  
25 in the park for basketball, or whatever the

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2 sport is, to come to your program where I'm  
3 going to have to do STEM and I really don't  
4 want to do STEM or literacy, then I want  
5 the person teaching me basketball or soccer  
6 or fencing to be able to improve my game.  
7 Activity specialist was a big thing that we  
8 talked to the chancellor about. Do we have  
9 high-quality staff? And I will tell you  
10 that when I go to sites and I don't see  
11 retention, it's directly related to the  
12 quality of the staff leading the  
13 activities. So think about that. You can  
14 have a higher price for participant if you  
15 have a plan for incorporating special needs  
16 youth. So we really want to be open to  
17 that. It could be your plan has a smaller  
18 ratio than the 1:15 because of the issues  
19 that the young people are having. Whatever  
20 it is, we rely on you and the principal to  
21 help identify those young people and for  
22 you to have an appropriate plan.

23 Because of the 540 hours, and it  
24 was such a great leap from where we had  
25 been as a system, we'd broken them out into

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structured and unstructured. Why is that important to you? The structured hours are the hours against which we're going to judge you in terms of retention, so not the whole 540 but the 324s. So it's a subset of that.

The structured hours, both my team and Department of Education, this is where we're really going to be looking at how you're building youth competencies over time. It could be basketball competencies. I need you to hear that because (inaudible) they're like, Oh, we have to have a curriculum and it's only about literacy or STEM. Competencies could have to do with basketball. They join your basketball team. I went to a clinic that we ran. There wasn't a paper curriculum to be found. There were 8 stations. I could go to each station. The young person knew what skill they were working on as did the activity specialist. So it doesn't have to be what you would typically consider curriculum. Whatever it is, from arts to

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swimming to basketball, we want to know that you're building skills over time if it's a structured activity.

Leadership development. Young people want to feel empowered that they can make change in their communities. I just went to see Selma (phonetic) this weekend. Great reminder of how far this country's come, frankly, for young people. This is what it's about. They get a sense of their ability to identify issues, to work with their peers on solving issues in their communities.

Academic support, it is not mandated. It's not mandated. Something you should discuss with your principal, what their homework-help academic policies are. It can be small-group tutoring. If it is structured, really has to have appropriate staff and not just be a safe place for the young people to learn, like they're in the library with three adults who aren't really helping them and have no particular expertise in the area they're

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2 working on. It's structured, you have  
3 appropriate staff working on it. And I'm  
4 again quoting my principal from Lower  
5 Manhattan who gave me a lot of good  
6 feedback. Physical activity, healthy  
7 living, organized sports, dance, art. I  
8 really want to encourage you to think about  
9 the arts, very big, useful engagement  
10 strategy for our young people. All of  
11 these things would have measurable goals.  
12 Improving your free-throw shooting,  
13 improving your 3-point shooting, some  
14 things that you would say to the Knicks  
15 right now, right? Just some learning goals  
16 in all of the activities that you offer,  
17 they're structured. And basketball is  
18 actually a good one. And I talked about  
19 unstructured. Any of you familiar with the  
20 Beacon? It might be drop-in. So the  
21 difference between structured basketball,  
22 kids are part of a team, they're learning,  
23 they're improving their skills. But on  
24 Friday where you have drop-in activities,  
25 it's open gym with referees and appropriate

1 Proceedings

2 staffing, but any kid could just drop in.  
3 They don't have to be part of the  
4 basketball team. That's the difference for  
5 me between structured and unstructured,  
6 consistent participation, learning goals.  
7 Unstructured could just be something that  
8 they're dropping in to that's also planned.  
9 So unstructured, still purposeful plan,  
10 supervised. We still need ratios. We  
11 still need ratios. Whenever I come, my  
12 team comes, safety, paramount for both us,  
13 parents and the Department of Education.  
14 That starts with appropriate staffing  
15 including ratios.

16 I just want to highlight one other  
17 thing, and Serge will talk about it,  
18 reading, whether it's book clubs,  
19 independent reading, reading plays, part of  
20 drama, writings scripts, reading scripts,  
21 all of those kinds of things, very much a  
22 priority for the Department of Education  
23 and, frankly, for all of us adults.  
24 They're not going to voluntarily do it,  
25 most of them. So how do we incorporate

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2 that in a fun way.

3 I think I've covered this, program  
4 director. You have 90 or more  
5 participants, full time, 35 hours, we  
6 expect to be able to see them when we come  
7 on site. More important, the principal  
8 expects to be able to see them. If you  
9 were in a school where space is an issue --  
10 and I've had this with one of the ones I'm  
11 negotiating, the school barely has enough  
12 space -- you need to have that  
13 conversation. You need to have the  
14 conversation about office hours if they  
15 don't have the space. But that really  
16 needs to be a conversation.

17 Education specialist, really the  
18 connector between the school day and after  
19 school, can be a DOE teacher from that  
20 school that you're in, from another school.  
21 We're looking for a 25-percent time. So it  
22 could be a full-time person who oversees  
23 four sites or a part-time person doing  
24 25-percent time.

25 Data management, COMPASS lives and

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2 dies by data. In all honesty, where do we  
3 get the data? We get the data from you  
4 that we then have to share with OMB,  
5 Department of Education, various others.  
6 Be mindful of that as you're identifying  
7 someone to do that. You're planning to  
8 apply for multiple sites. Senior  
9 supervisor, someone that is supervising  
10 those program directors. Why is that  
11 important? I can't tell you how many times  
12 my staff goes to these schools and the last  
13 time that person had any kind of feedback  
14 or coaching or whatever was from my team  
15 from the last visit because they haven't  
16 seen anybody from central office. Kind of  
17 not good. We're not in the business of  
18 supervising. So if you're going for  
19 multiple sites, make sure you're thinking  
20 about the infrastructure. And we're asking  
21 the principal to assign a school liaison.  
22 It would be great if it was the principal,  
23 try to be on the school leadership team,  
24 but someone that's the principal's designee  
25 who's authorized to make decisions on

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behalf of the school. Serge will go into how do you make this relationship work but the thing that I'm going to repeat again, please don't over-promise and under-deliver. That's when I mostly get the calls.

Just wanted to say in addition to the Department of Education, we are partners with Department of Health and Mental Hygiene. For the 271 programs, most of them were licensed before they started. If you've had programs before and you've gone through SACC, you know that's a miracle. Usually it takes 6 months to a year. We got it done. We got it done in partnership, Department of Health and Mental Hygiene, and really focus from my staff. We're going to be working to get you all licensed before you start because the Mayor is well aware of what the young people said about bait and switch, that we market things that we don't have. And a lot of that is tied to licensing but also hiring, or the lack of hiring. Rescue Social Change Group is a for-profit

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2 marketing group that has helped us a lot on  
3 our branding and name change. We've kept  
4 them in the fold to continue helping us on  
5 marketing, not just us, but our CBOs. And  
6 in fact, we are bringing them in to do a  
7 couple of sessions in a couple of weeks  
8 with our programs who either have not hit  
9 enrollment or are having trouble with  
10 retention, which has to do about program  
11 design and how you are marketing to the  
12 young people. So that resource is  
13 available. And beyond that, we have a  
14 whole unit in terms of technical assistance  
15 and capacity building that will be at your  
16 fingertips to help with the challenges that  
17 you may have.

18 So I'm going to turn it over to  
19 Serge St. Leger, Jr., my partner from the  
20 DOE. He's going to talk about, in his own  
21 inimitable way, making the school/CBO  
22 partnership work.

23 MR. ST. LEGER, JR.: Good  
24 afternoon, everybody. I'm privileged to be  
25 here to represent the chancellor and to

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talk about this particular opportunity for our schools and for our service providers. So let me begin with what the chancellor's priorities are. She wants to -- and I'm going to talk about each of these but I'm also going to talk about where these particular priorities can be delivered, either unstructured or structured time, either or both.

So nurturing literacy and a love for reading. Obviously she wants literacy to be used throughout these programs, and these can be actually part of a structured program or unstructured time. It really depends on your program. Arts and mentoring, I think that was mentioned before. These would be part of the structured hours. Arts would be part of the structured enrichment hours and mentoring would be structured leadership and development hours. And also, she wants us to infuse cultural activities in our program. So the opportunity to get kids out of the school to make sure that they

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have the opportunity to see what they're learning in class and how that sort of applies in the real world, so taking them out on field trips. Field trips are the connector to a specific activity, even if it is basketball, for example. You can infuse literacy in basketball, tell kids to do a research on their favorite team, where that team is, what part of the country is it in, the time zone, all sorts of things can be infused with basketball, not to mention ultimately going to a basketball game as far as a culminating event got that particular activity.

MS. WILLIAMS: Not the Knicks.

MR. ST. LEGER, JR.: Not the Knicks. They still need fans, more than ever.

And also choice of engagement. As you guys probably know better than me, these are middle school kids and they vote with their feet. So you have to give them a lot of choice. And that's important in the sense that giving them the opportunity

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to be exposed to as many things as possible for them to discover talents they otherwise never would have discovered. This is exactly what this is about, the after school landscape in general, and also making it engaging. I mean, as Denice said, if you're going to have a basketball club, make sure that it's there to improve their basketball skills, not just bouncing the ball around and shooting just for fun.

So I'm going to cover some nuts and bolts here very quickly. These are the costs that would be covered by the Department of Education: Fingerprinting, snacks, security, nursing and facilities. So none of those costs will be bore by you, the youth service providers.

Now, as it relates to the programming connecting to what goes on during the school day, very important but let me try to put it in context. Obviously we have the Common Core. Despite what the current political landscape is of how people feel or don't feel about Common

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2 Core, it is here and it is real and it is  
3 something that's instilled in our  
4 curriculum here in New York City. But what  
5 we mean by connecting what goes on during  
6 the school day to after school, let me give  
7 you two examples. First of all, if the  
8 kids are involved in a science class, an  
9 example to try to connect what goes on  
10 during the school day is to have a science  
11 activity, to have some sort of hands-on  
12 activity where they're applying what  
13 they're learning in school and also having  
14 a culminating field trip after that.  
15 Another example is language arts. If  
16 they're learning Shakespeare, for example,  
17 put on a play after school so they actually  
18 get to act and to read exactly what they're  
19 going through in the school day. And  
20 perhaps a culminating event would be going  
21 to a play on Broadway. So just two very  
22 simple examples of how to sort of tie what  
23 goes on during the day to the after school.  
24 But it's very important that we give it  
25 really a lot of thought to make sure that

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2 it's something that's seamless and it's  
3 something that really gives the students  
4 the opportunity to really apply what  
5 they're learning in school.

6 So I'm going to talk about these  
7 two main steps as it relates to ultimately  
8 the programming planning. Denice mentioned  
9 about marriage counseling so I'm going to  
10 sort of stay on that relationship analogy  
11 and say that the planning process is sort  
12 of the dating process. When you meet  
13 someone on Tuesday, you don't get married  
14 on Wednesday, well, hopefully not anyway.  
15 I wouldn't necessarily recommend that. So  
16 it's an opportunity to sort of feel each  
17 other out, see what your visions are, what  
18 you want to do in life, and also to be sort  
19 of strategic in sort of determining where  
20 the relationship is going. So let me sort  
21 of bring it back to the schools in  
22 particular. So plan together from the  
23 start. What do we mean by that? So the  
24 RFP process is the start, people. It's not  
25 after the RFP is awarded. It's right now.

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So whatever schools you begin to talk to, either you've done it already or you'll do it today or tomorrow, that is the planning process. So unfortunately, it's been the case where some CBOs think of the planning process after the RFP is awarded. And you will be behind the 8 ball forever. You will never catch up. So I really stress that you start the planning process today and you're really, really specific about what you want to do.

Clarifying your vision. Obviously as service providers, you provide expertise that the schools do not, and vice versa. So it's really important, incumbent on both of us, both the school side and the service provider side, to put those visions on the table to make sure that there's alignment. And what I mean by alignment is 100 percent alignment, not 97 percent, not 85 percent, not 99.9 percent, 100 percent alignment, because that's the backbone of the relationship, so to speak, in order for it to continue.

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Take time to get to know each other. It's going to happen. I mean, this is sort of an understatement but school are a very busy place. So it's going to take a little time to get to know the staff, to get to know the principal, to know when the best time is to get the principal's attention or any assigned staff. But let's give that time to breathe and to build. It's not going to happen the first day you're in the school.

During the planning process, of course involve parents and partners, partners meaning perhaps the parent coordinator, other school staff, in order to build a really rich program in your schools.

Clarify roles and responsibilities. Again, you are the service providers. The schools are the schools. Make sure that you're clear about what those expectations are. As Denice said, do not over-promise and under-deliver. You would rather under-promise and over-deliver.

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And be strategic obviously. From the RFP process, you really have to be intentional about what you're trying to do, what your goals are going to be once the RFP is awarded. So make sure you have those conversations beginning now.

Programming. So this is after the RFP is awarded. Set the ground rules. As soon as the RFP is awarded, find out exactly what the schedule's going to be like, who's going to be assigned to help you at the school, those sorts of things, where the custodian is, also knowing the emergency procedures during the after school hours. Very important. Start small and build gradually. Something else, as I said, get to know each other. It's a very, very complicated process. It's a very complex dynamic in schools so make sure that you build gradually. Share decision-making. Three heads are better than one. So make sure that you have at the very least a CBO representative, a school representative and a parent

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2 representative when it comes to  
3 programming, decision-making, scheduling,  
4 things of that nature. Prepare your team  
5 members to work together. And what we mean  
6 by that is especially your teaching artists  
7 who are going to come to the school and in  
8 many instances, are in communities with  
9 which they're not familiar and in schools  
10 with which they're not familiar. So make  
11 sure you really prepare your staff as far  
12 as where they're going to be working, what  
13 type of kids they're going to be dealing  
14 with, how much time it takes to get there,  
15 how much time it takes to get back home,  
16 all those things. Stay focused. Like any  
17 relationship, you have your first fight and  
18 hopefully you don't abandon the  
19 relationship at that point. You sort of  
20 have to slog through it. So things are  
21 going to happen in schools. People are  
22 going to be late, the principal may not be  
23 available when you think the principal may  
24 be available. Stay focused. Know exactly  
25 what you want to deliver, what your goal is

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for your programs, and keep pushing through.

And keep tending to the relationship. Again, sort of that relationship analogy, but it's very important. Like any relationship, a friendship, a marriage, boyfriend, girlfriend, whatever you want to sort of talk about, it takes tending. It needs attention. So make sure you do that with your school partnerships as well.

But before we get into questions, a couple of things. Number one, there's an e-mail. I know that Denice shared an e-mail address as far as any RFP questions. I want to share an e-mail address for any questions that would be directed to the Department of Education. I'm not going to give you my address as I did in SONYC 1. That e-mail address is msafterschool@schools.nyc.gov. So M, as in middle, S, as in school, afterschool@schools, with an S, .nyc.gov.

Secondly, as Denice mentioned, the

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2 DOE and DYCD work very closely together.  
3 They have their steps and we have ours. So  
4 I have the senior program manager for our  
5 team at the Department of Education who  
6 helps support this effort on the DOE side  
7 and she will also have two other people  
8 that will be joining her soon. So just to  
9 let you know, there are people on both  
10 sides of the divide, for lack of a better  
11 term, both sides of the line, to help you  
12 support on the school side and also on the  
13 service provider DYCD side.

14 And third, today -- I'm not sure if  
15 you heard about this -- but there's going  
16 to be a new support structure at the  
17 Department of Education starting next  
18 school year, July 1, 2015. CFNs will go  
19 away and we're going to go back to a  
20 geographic structure, meaning districts  
21 will come back and borough centers will  
22 come back. That will not affect this RFP.  
23 The same schools that are eligible are the  
24 same schools that are eligible and the  
25 process will continue. But just to keep

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that in mind, that next year will be a different support structure. It will not necessarily affect what goes on at the ground level at the school but it's good for you to know that this new support structure is in existence.

And you can ask any questions during the question-and-answer period as well. Thank you.

MS. WHITE: Thank you, Serge.

And that includes our Panel's presentation. We are now at the point where you can ask the questions you would like. Please form a line this way. I'm going to turn the mic here. I'll ask that when you come to the microphone to ask your questions, please state your name and the organization that you're from, and if at all possible, please cite the page number and/or section of the RFP from which your question relates. Thank you.

MR. KELLY: Damyn Kelly, Southeast Bronx Neighborhood Center. I have two general questions. The first is, were the

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2 principals on the additional list made  
3 aware of this new round of programming?

4 MR. ST. LEGER, JR.: Yes.

5 MR. KELLY: And then the second  
6 question I have, are schools which have  
7 been classified as renewal schools but are  
8 not included on this list but don't have  
9 after-school programs, is that because  
10 they're on the renewal school list or is  
11 that just a mistake?

12 MR. ST. LEGER, JR.: No. The  
13 schools that are considered renewal  
14 schools, that was not part of the selection  
15 criteria. Those schools that do not have a  
16 Beacon program, 21st Century program or a  
17 SONYC program and serve middle school  
18 grades 6, 7 or 8 are eligible.

19 MR. KELLY: Are eligible?

20 MR. ST. LEGER, JR.: Yes.

21 MS. DESAI: Rina Desai, Episcopal  
22 Social Services. First question is, can  
23 schools sign multiple partnership  
24 agreements?

25 MS. WILLIAMS: Yes. They will only

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2 be awarded one contract but they can sign  
3 multiple.

4 MS. DESAI: The next is, so for the  
5 SONYC grants, which obviously apply to  
6 schools with grades 6 to 8, if certain  
7 schools on this list also serve kids K  
8 through 5, can we then serve those students  
9 as well?

10 MS. WILLIAMS: Not with this  
11 funding. You can -- if COMPASS -- if the  
12 younger funding comes out. But this is  
13 only for grades 6 to 8.

14 MS. DESAI: And also with the  
15 renewal schools, if we are applying to work  
16 with one of the renewal schools as part of  
17 that program, can you also apply to be  
18 their SONYC provider?

19 MS. WILLIAMS: We're first, so I  
20 guess you would apply for here first.  
21 That's a good question. We'll take that  
22 back. I don't see why not though. We  
23 haven't precluded that.

24 MS. OLSEN: Good afternoon. I have  
25 two questions. My name is Christy Olsen

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from Neighbor Initiatives Development Corporation. One of my questions is, can we apply with another group, with another not-for-profit? Because there's a possible issue with the charity's registration bureau. So can we apply with them? Can we team up with another non-profit?

MS. WILLIAMS: You can be a subcontractor. We allow for subcontracting up to 35 percent. And whoever's not having an issue with the charity's bureau, which would probably be the primary, but, yeah, they can subcontract up to 35 percent.

MS. OLSEN: I have a very unique situation that I have a question for. I have a middle school program that runs out of an elementary school currently and I can't get kids to turn out my door. I have them coming in constantly. Can I apply for a SONYC grant with that group of youth in an elementary school? Because the schools they're from already have programs but they don't want to go to that.

MS. WILLIAMS: It has to be an

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2 eligible site and the site list will be  
3 amended because we found some errors. But  
4 it has to be an eligible site.

5 MS. OLSEN: So we have to be at the  
6 site of the middle school, correct?

7 MS. WILLIAMS: Correct.

8 MS. CANTELMi: So I just wanted to  
9 add one thing to your question. I'm Dana  
10 Cantelmi, ACCO here at DYCD. So to your  
11 point regarding the bidding with two  
12 vendors with these charity issues, just  
13 keep in mind that one of the requirements  
14 after award selection is that you have to  
15 be found responsible. If there's a  
16 charities issue, the organization would not  
17 be found responsible.

18 And then also in submitting a  
19 proposal, we're only accepting for one  
20 vendor and that would be ultimately who  
21 you're contracting with.

22 MS. OLSEN: Thank you.

23 MS. WHITE: Any more questions?  
24 Please step up. Don't be shy. This is  
25 your chance to get clarification.

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2 MR. ROCHE: I have a question  
3 about --

4 MS. WHITE: Your name?

5 MR. ROCHE: My name is Theseus  
6 Roche, Manhattan Youth. My question is  
7 about the competition pool, how that works.  
8 Are there separate pools or is there a  
9 certain amount of funding that within the  
10 pool programs are competing for? How does  
11 that work?

12 MS. WILLIAMS: It's been --  
13 competitions, isn't it, in the RFP?

14 MS. WASSERMAN: It gives you the  
15 funding allocations in attachment H. So we  
16 don't break it down except on that  
17 document, on that attachment, you have the  
18 funding allocation.

19 MR. ROCHE: Oh, for each  
20 competition pool?

21 MS. WASSERMAN: Yes, for in fact  
22 different.

23 MS. WILLIAMS: In attachment H.

24 MR. ROCHE: Oh, I'll find it then.  
25 Thank you so much.

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2 MS. WHITE: So I was trying to give  
3 a little time for processing but I think  
4 this is it for questions. No? Okay.

5 Please step up. Again, please  
6 state your name and the name of your  
7 organization.

8 MR. BRIGGS: Hi. I'm Bill Briggs,  
9 Youth and Tennis. This is a general  
10 question. I know there was a first round  
11 of awards and now there's a second round.  
12 Does this mean that all of the funding was  
13 used for the first round and found more or  
14 they did not use enough in the first round  
15 and that's why they're doing the second  
16 round?

17 MS. WILLIAMS: There was always a  
18 plan for a second round. And the Mayor's  
19 investment is supposed to be 190 million.  
20 And so we're rolling them out to get to  
21 that point. So, no, we're not --

22 MR. BRIGGS: So each stage they  
23 accomplish that goal and so forth and so  
24 on. Thank you.

25 MS. AYLWIN: Hi. Good afternoon.

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My name is Katie Aylwin from WHEDco. We currently run one SONYC site and are obviously applying for another one. We just wanted to know if there's any word on what's going to happen for the summer. Are there any plans to roll out any SONYC summer activities or (inaudible)?

MS. WILLIAMS: Summer was not included in the RFP because we don't have any final word on available funding. So this RFP is for school year. Should funding become available, we'll be letting everyone know.

MS. WASSERMAN: Can I just add to that? If you look in Section 4, the final bullet, we actually say, "DYCD reserves the right to amend some or all contracts awarded through this RFP to add a summer component if funding becomes available." So we have reserved the right to do that. Did anybody not hear that? We have reserved the right to amend contracts awarded through this RFP for a summer component if funding becomes available. If

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2 you look at the language, "to amend some or  
3 all contracts." So that's the only  
4 reference to summer programming in the RFP.

5 MR. FERREIRA: Good afternoon.  
6 Nicholas Ferreira, The Child Center of New  
7 York. Question is, if there's a  
8 K-through-8 school, I see it's listed in  
9 the SONYC eligibility but not necessarily  
10 the COMPASS eligibility. So how might that  
11 work?

12 MS. WILLIAMS: This RFP is specific  
13 to the 6 to 8. And the other, since we  
14 weren't dealing with expanded funding, is  
15 focused on maintaining services as much as  
16 we can in those communities. So we didn't  
17 add a lot of schools for COMPASS. The  
18 funding wasn't available.

19 MS. WHITE: If there are no more  
20 questions, we're going to conclude this  
21 Pre-Proposal Conference. Please be  
22 reminded that the proposal due date and  
23 time is February 27th, 2:00 p.m., in the  
24 HHS Accelerator System. Also, look out for  
25 the second addendum to this RFP where we'll

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get some more clarification and you'll hear more about that additional attachment. So please be aware of that. Thank you so much for being attentive, for participating and joining us.

And I think someone decided they have a question after all? If you do, microphone.

MALE SPEAKER: I guess this is a procedural question. Do you anticipate an extension of time being that all the elementary -- this -- community schools all do the same thing?

MS. WILLIAMS: No.

MS. WHITE: Again, thank you so much. Enjoy the rest of your day.

(Time noted: 3:08 p.m.)



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