

>> Everybody good?

>> So if you can indulge me, just I think I'll go a little bit out of order this time because I'm not sure where these are on the agenda. They are the only two pre-K awards that are on the panel agenda. I'll talk about those first, and you'll tell me maybe when we get to them where they actual ly fit in the agenda.

>> Okay.

>> I don't have RAs for them.

So what I'll do is just talk you through what they are and why they are here.

It's really just three vendors.

One will be an RA just for the Sunshine School, and these were all done by emergency declaration by me, and I'm explaining to you why.

So one was Sunshine School.

They were selected for award, all was good.

We just came up with stuff when we did our background check that made us do a, "Hold on, don't include them in the RA thing" so that we can check on any issues that we saw that have been addressed.

And there was -- there was a principle indication, there was federal debar list.

We found those not on the federal debar list.

This made us do a retreat at the last minute and now we're doing a background.

I did an emergency declaration for reward but that comes to the panel after approval.

So that's that one.

The second one and the next two are going to be on one RA.

One is Little Miss Nursery.

And this was a protest.

You saw a couple of other protests actually in August as well where the committees determined that they should not get an award, they didn't score high enough.

They protested.

I probably got, in total, about 20 protests of pre-K awards.

I think there were probably three where they were either the protestor recommended a rescore, or in this particular case the protestor actually recommended that we just award to them.

And the rationale was the same vendor had been awarded at another site, exact same program plan, same, same, same with a fully furnished site.

Apparently the right people were sort of not there when the committee went to see the site, but the executive director and key people were there when they visited the other site that was selected for an award.

So the protest officer looking at the program plan and assessment where

they rated well said, yeah, those scores are actually consistent with the rubric.

She looked at the fact that with the ED and the proper people present and other factors considered, everything seemed right about the scoring, where they scored very high.

And she just felt that it didn't need to be reassessed to determine that the other site merited an award.

So that's the overturn of that and that's the award on Little Miss.

>> So the only concern was during --

>> They just didn't score that well.

>> They didn't score well because of the portion of the visit that was marked?

>> Yeah, the portion of the visit.

She also saw inconsistencies in the scoring on the program plan as well. She saw in both.

But, you know, the protest officer, you know, having the scores from both, looked at the scores for different things of the program plan that were very tangible and basically opined that the scores, the more favorable scores by the committee that scored higher made more sense.

And she recommended that we award to them.

>> Was there a vast difference between, in terms of score?

>> They were significant.

They were significant differences in score, yeah.

They were enough to tip the scale from, you know, them getting above an 80 to not.

And as I recall, there were fairly significant scoring differences.

And I should say the protest officers that I've used, it's interesting.

I had like a cadre of about six protest officers that did most of them.

So they did several, and I built a certain amount of trust in them because I'm hard on them.

I read these things very, very carefully.

I make sure that they are really well thought out and thorough.

Like I said, in most cases they actually affirmed the decisions of the evaluation committees, somewhat unusually in this case, definitely unusually in this case there was the recommendation of the overturn of the committee.

And in fact, I think this was the only case where there was not only an overturn of the committee, she didn't even recommend a rescore.

She recommended that they just get an award.

But very importantly, she was able to, again, look side by side at the scores for what was an identical program plan for the two sites and said,

hey, this one looks a little low.

So that was the -- and, you know, I thought it was a very solid pro -- and look, that's why we have a protest process.

>> Right.

>> You know, to me, I would be troubled if we were constantly overturning the decisions of selection committees, but I would also be troubled if we never found anything wrong.

So I think that the -- it's sort of evidence that the process works.

The last one that is the additional is the Alpha Christian Day Care.

They submitted a proposal.

It was originally two sites.

It's sort of a weird case.

Both sites were proposed at the July 30th panel, but the vendor withdrew one site while the chancellor approved the RA for both sites, a system glitch inadvertently deleted both sites and hence the vendor was not presented to the panel at all.

They should have been withdrawn for one of two sites.

So otherwise stated, that was a contract office screw-up, or some place between my office and program.

But I'll say it's my office.

It sort of doesn't matter.

It's just a glitch.

And now we're adding them back.

So those are the three pre-Ks that you're going to see on the agenda.

And I should also add for you that you are going to get, as you have for the past couple of meetings, a couple of pages of adverse information.

Or significant information relating to vendors that we're awarding.

That's not in your package yet.

We're still finalizing that.

It will run up the flagpole here and it will come to you certainly ahead of the panel meeting to review.

But again, all things that we think, though, significant, and I would be remiss if we didn't tell you about them.

We do not think that they are reasons why we should not be awarding.

So you'll be getting that ahead of the panel meeting as well.

So those are addendums to the prior RAs.

They get appended because we promised you we would report back adverse information.

So now on the agenda Item 1 is with Ithaca college.

It's sort of like last month.

So, yes, Deborah, you're allowed to smile.

It's with Ithaca.

This is another one where we are actually merely extending a contract for students who are already enrolled in these scholarship programs for special

ed and clinical disciplines for related services, and it's just to allow students to complete their degrees.

They did not propose for a new contract, although you'll see we'll have a discussion on some awardings that are not in New York City in a few minutes.

The next item is with DTI Washington, LLC.

We're actually writing a New York City Law Department for OSI using these technical experts to testify administrative trials.

I'm having trouble reading this stuff.

It's right, forensic analyst.

I used a bad color that I just have trouble reading on this one.

But it's forensic analysts that are used by OSI for investigations.

And again, it's a procurement that was done by the law department and we're just writing the law department contract.

And, you know, it's one of those things if you look at the level of service, it's \$150,000 a year.

If you hired a person, you would have them on staff throughout the year, and this, you know, there are bumps in workload over the course of the year.

So it makes sense economically to use consultants for that kind of thing where there is uneven usage.

>> Can I just ask with regard to the forensics, did legal have to work with UFT?

Do they have to agree on who the services come from?

>> I don't think having to do with this one.

I know that does apply with some of the, I think --

>> Mediation?

>> The mediation stuff but, no, not on these.

I think these are just working things.

Next is new classroom innovation.

It's a very sort of high-tech system where you have within the school, their students are constantly answering various questions, and the system is keeping track of their progress.

In learning.

And based on their ability to answer questions and how they -- how responsive they are to different types of learning, the system advises their advancement or materials that they would use and the rest.

It's a program that is pretty expensive and somewhat difficult to scale, but we have an I-3 grant that covers this.

So all the costs associated with this program continues to be paid for by this I3 grant, or the marginal costs are paid for by the I-3 grant.

And we have it operating now in five schools that want to continue this program for at least one more year.

And that's what this is for is to extend the contract for a year in these particular schools.

>> So this then considered a pilot program that they want to roll out if it's successful?

>> I'm not sure we'll want to roll this out.

The promise is that if we do, it will be as a result of an RFP.

There's a bit of a history here.

The School of One initiative was actually started at D oE and with the assistance of Wireless Generation.

There are various individuals involved in new classrooms that had various involvement in the School of One and, you know, they've been running it since.

We attempted an RFP once before.

We only got one proposal.

So I think there is an intent to probably do a competitive procurement and see what the results are of that competitive procurement in terms of whether we get a lower cost solution that the schools are willing to pay for that would be a continuation of the program for next year.

We don't know what the results of that RFP will be.

So I have no crystal ball for the future.

So what I can say is that we do have at least grant money for this one more year so that it's not additional additional cost for the schools or the department to continue the program for this additional year.

>> How many schools is that?

>> Five schools.

>> Five schools?

>> I'm looking at the RA to confirm that the number in my head is right.

I'm 95 percent sure that it's right.

School of One.

Is item 4 one of the pre-Ks?

>> It's the pre-K.

>> Oh, so that's one of the pre-Ks?

Okay.

-DELETE- So that's the one that had the two that we talked about.

So that's going to be that.

So the next one is an English language learner periodic assessment program RA.

And you can see we have two vendors getting awards of the contract for

different components, and the components described here, I won't go into it.

You know, if you want more detail, that's fine.

This is actually a lower cost than the prior contract.

The prior contract we were spending about -- we spent about \$9.8 million over the three-year term.

This year we're going to be spending 6.4.

In fairness the old contract included costs for assessment technology platform, which the department is doing on its own.

But in any event, we've managed to reduce costs here at least for the program.

>> So this was an Republican Party?

-- this was an RFP?

>> It was an RFP.

We had a competitive RFP.

You can see the competitors.

It's somewhat unusual that you get the very wide varieties in program costs from the different vendors but, you know, it's one of those things.

And the committees, you know, went through the different proposals, and the ones that were in the competitive range, they went through the process of, you know, fine-tuning proposals around department needs and ultimately making the selection of the Council to Aid to Education for their respective portions.

>> I mean, I just -- because the Council for Aid I strictly -- they have done English language learner stuff?

Like, they've demonstrated historically that they've done it?

Or this is something -- I know they've done online but more higher education-related?

Research and assessments?

>> I mean, high level, the evaluation criteria for RFPs of this nature always include their historical ability to deliver on those or similar things.

So just -- so the committee determined the proposal.

The common core-aligned assessments.

I'm just reading from the RA.

You can read -- if you just read on Page 3, the bottom talks about them and why the committee thought that they were a solid selection.

If you'd like, I can give you, you know, between now and the panel meeting certainly more information about, you know, their specific experience.

>> I got it.

-DELETE-

>> You got it?

-DELETE-

>> I found it.

>> Oh, there's my notebook.

I'm thinking it's closer to you than me.

So I'm thinking it's yours.

So I'll get to that.

-DELETE- Okay.

-DELETE- So next item is for the labor support unit.

This is another one of those we've done five RAs already on these.

I think I've brought them to, like, every one of the past few panels.

They provide assistance to principals and APs in the evaluation of discipline process for poorly performing pedagogs.

So it adds people to the list of options that we can go to to provide those services.

So the next one is the first of three different RAs you're going to see relating to the same subject, but each one is a slightly different procurement method.

These are all schools that are providing scholarship programs for special ed and teaching clinical disciplines in related services.

So, like the continuation for Ithaca, but these are new contract awards for ongoing services.

This one is for the CUNY schools.

Hence it's a Government program.

This is the CUNY schools, and I'll get to that in a moment.

And that moment is now.

So the next item is -- thank you -- is Item Number 8.

I'm getting there.

So the next one you see this very long list of schools, and this is the one that I think I know we sent a memo from Larry Becker, who's with us today if you want to ask him questions.

He's right there behind us.

There's Larry Becker.

>> Is that a picture of you over here?

Doesn't it look like Larry Becker?

>> I want you to see the picture they think looks like you, Larry.

If for no other reason, you've got to see.

Oh, my goodness.

-DELETE- That's too good.

So anyway, I know we sent you that memo of explanation, and Larry's here today if you have any additional questions.

We all understand there were a lot of questions to the panel last time around and so, you know, it was not lost on us and, you know, with Hofstra

and Delphi and others, and Western connect Kentucky, we wanted to make sure we gave you proper advance on the panel meeting why we felt it was critical to have these institutions, not just in New York City but also as options as well for these teachers.

>> I guess I still have a question on this Western Kentucky one. I mean, I know that I myself went online today and looked up just a listing of as many programs I could find for physical, for speech pathologies. And I came up with, you know, 200 or 300. I forgot the website I was on. But just, you know, looking without obviously doing any vetting of anybody.

>> (Inaudible).

>> It was -- I don't know what the website was. It had a lot of CUNY schools listed on it. I don't know what it was honestly because I just looked it up before I came here, just like as a spot-check. I guess part of the concern that you saw at the PEP is about where we're allotting resources, You know, we're a city of educational institutions and then the outer parameter, that is where state of educational institutions. So why, in fact, with all the institutions in neighboring states that -- you know, I think there are over 50 colleges in Massachusetts alone, why we would be seeking a program, ab I don't an online program in Kentucky and is that, in fact, a program in itself that the chancellor is promoting because did she really want online at all. Or is this providing -- and you may not have the answer to this. But, or is this just providing another outlet for the student that can't get into, you know, a traditional setting. And then the other part of that question is on the -- I did see where in several of these programs, they have a commitment to work within New York City, and you mentioned several, you know, several of the boroughs that they would be working or, you know, different parameters. But I think you see where I'm going with this, you know. We're supporting our students. We want to attract students to work in our schools. But again, why Kentucky.

>> Well, first, take a step back.

>> Okay.

And by the way, thank you for that great outline that you did provide to us.

>> We do have contracts with almost all the main schools in New York City.

>> Okay.

>> We saw that.

So we have contracts with Bank Street, board of Columbia in Manhattan, the New York Institute of Technology, New York Bethel college, St. Jones, SUNY Health at Brooklyn, Teachers college.

>> Yeah, I saw that.

>> So we really tried every place in New York City.

The reason we go outside is that for these areas, there are two things going on, especially in speech.

The requirements for New York City-based programs to get into a speech pathology program are very, very high.

So if you have a grade point average of 3.2 or 3.1, or whatever Larry had in college, you're not making it into speech pathology.

Because speech and occupational therapy, physical therapy also have a clinical requirement.

>> Right.

>> So you're going to school but you're also doing clinical work.

The number of students that these colleges enroll is very small.

And as a result, our share of that group is small, okay?

>> Okay.

>> Especially when it comes to, like, entering occupational therapy, where we have trouble tracking people who work for us in occupational therapy.

And it's not because we're not trying.

We're just raised the rate.

We just negotiated with the union.

It's a field that people have a lot of options.

So in addition to New York schools, we wanted to go out, you'll notice one of the other schools is in Rochester, okay?

>> Yeah.

>> There are a lot of students from New York City that go to this program in Rochester.

Remember our scholarship program's not for undergrad.

It's for graduate work only.

>> Rightment

>> So this program has an undergrad and graduate program in OT, occupational therapy and physical therapy.

And our downstate students go up there and stay for the program.
For every period of time that we pay them, a year, two years, three years,
everybody commits to work for us for that period of time.

So it's not just some people.

It's everybody.

-DELETE- We pay people.

The college doesn't pay.

we do.

Western Kentucky is unique.

It's a three-way partnership between us, United Federation of Teachers and
the State Education Board.

State Ed issued a grant for speech.

United Federation of Teachers always had a speech center where currently
city employees who wanted to become speech teachers, if you wanted to be a
speech teacher, you could get the clinical work.

I wasn't 100 percent happy with that program because we're just taking
someone in New York City and they're becoming speech pathologists and they
are leaving whatever they can see, like a psychologist or speech teacher.

So we got involved with the Federation of Teachers.

To their credit, they partnered with us with Western Kentucky.

And Western Kentucky is recognized in this three-way partnership and so
people do their I don't online work with Western Kentucky, but they're
here.

And they can get the clinical services for the UFT in a hospital, yes.

They're supervised.

So it is unique, you're right.

And if it hadn't been for this partnership, we might have looked elsewhere.

>> Okay.

>> The thing about Western Kentucky is that with this partnership, only New
York City residents get to go online and take the partnership.

It's not like if you live in Kentucky.

Well, you might, but we're not going to sponsor you.

Well, if they can.

If they can.

It really is for in-city residents.

So with these out of city, Delphi.

>> Hofstra?

-DELETE-

>> Mercy.

Mercy's --

>> Inner city.

-DELETE-

>> Inner city.

They do have.

Adelphi is on Manhattan, but downtown Brooklyn you know LIU has a big campus there.

So we rely on those campuses for these areas: Occupational therapy, physical therapy, bilingual special ed, special ed.

We'll go anywhere to find people.

>> Okay.

>> We really will.

So it's not just -- (inaudible).

>> Oh, terrible.

Some numbers for you: We have over 200 people in the program right now.

This is the program that's really helped us with speech.

Speech, we're hiring between 180 and 200 new speech teachers every year, which is a vast improvement.

And it's due in some part to programs like Western Kentucky for the people that can't get into the NYU Speech.

We'll hire them, too, but there's very few of them.

So I think that, you know, on balance, it's not that we're not interested in inner city students coming to New York City schools.

We want to give them the chance, even if they get into one of these graduate programs for speech, occupational and physical therapy.

They're tough to get into.

These are tough fields.

Of course, the clinical colleges, you can't take more than 30 or 40 in a class.

So that's why we wanted their stamp of approval.

>> Okay.

-DELETE- Thank you.

-DELETE-

>> Thanks, Larry.

>> Please take that picture down as soon as you're done.

(laughing).

-DELETE-

>> That's great.

So the next one is, again, just adding to the cadre of people we're able to draw on this time for the chancellors who are student or superintendent representatives in grievances and other administrative matters, and they're required by collective bargaining agreements.

So it's just adding to the list of options.

The other pre-K, the one vendor that we talked about.

The next one is a library book bid.

It's for library books.

It was done in five different items, and Item B I've withdrawn because I've actually got a protest that we need to go through.

It may affect the outcome and awardees for Class B.

So one of the four items.

We're moving ahead with the other four of the items.

>> Do we know which one we're eliminating?

>> Sure.

B.

>> Children's Plus?

>> All of them.

I think all three?

>> If you look, there's a table that goes with the RA.

So what you're going to -- it's going to be Class A that we're awarding them four and Class B that we're not doing the award on.

>> Any, any at all.

>> And you'll see a revised RA.

When you get the final RA, it's not going to have B.

It's just going to say withheld.

And then Class C and so on, you can see the vendors being awarded in each one of those classes.

They are highlighted with their numbers.

We also had a protest on Class A, but that's not a problem because our award determination would be the same because we can award more because they just become more choices for the schools.

>> Right.

>> So it's just whether that vendor gets added to the ones that we're already awarding on that item.

So we're still reviewing that protest.

The intention here, I should say, is that we have -- nobody offers all the different library books that the schools want.

In Class A, which is the biggest class, the most any one of the bidding vendors that qualified had was about -- what we want.

>> Right.

>> And what happens, when you go into shop DOE, our online catalog tool

that schools do the ordering, what schools will see is the different prices from the different vendors and they are instructed to order from the lowest priced vendor unless they are ordering a group of materials, in which case they should be selected based on lowest cost overall.

>> And it's cheaper to go through these, like it is through the publisher?

>> These are the vendors that bid.
So different world.

-DELETE-

>> Yeah.

>> The book world is an interesting world.

>> No, I worked in the book world.
I know that.

>> So these are trade books.
So they are competitive bids, and we get the bids from whoever's bidding.
And can you get discounts off lists as opposed to on the textbooks where everybody's governed by these most favored nations clauses and the best you can get is, you know, the lowest price they offer to anybody, which is basically the same.

So these were pure bid.

We got a lot of bids, and I can't get bid -- if the publishers are not selling directly, that's --

>> You don't -- not you don't care, but you could go to a job or you could go directly to the publisher or whoever brings in the bid.

>> Whoever's giving us the best prices.

>> Best product on the bid.

>> Yes.

-DELETE-

>> Okay.

>> And I will share with you, I think the book market in general, we expect -- I expect -- that the movement is going to go eventually heavily in the direction of electronic media.

And as I know Ray knows, we have a procurement that we are finishing, very close to finishing right now that I think is very exciting that will be just a game-changer not just for us but nationwide in the electronic textbook, electronic content market.

So it's a very exciting procurement.

We got second-to-last proposals a couple of weeks ago.

I expect to be requesting best and final offers a couple of weeks from now. We're still in the sort of negotiation phase, fine-tuning with the vendors in the competitive range.

And I expect those back probably two or three weeks from now.

So I'm going to guess November panel, maybe December, we'll be coming with a game-changing.

And it may be that these numbers -- I think ultimately these numbers are based on historical spend, that numbers like these and on the trade book contracts will in the next couple of years drop like a rock.

And the whole principle behind that procurement -- and I'll stop in a minute.

I'll stop in a minute.

It's a fun topic.

But the whole principle behind that procurement --

>> (Inaudible).

>> Yeah.

But the whole principle behind that procurement is it's hardware-agnostic.

>> They need iPads to --

>> Well, lastly the last thing I'll say on that subject before moving on is the requirement for the proposals was that whatever we're buying is device-agnostic.

So the principle is that schools should be able to read books on their phones, on their iPads, on their laptops, on Windows.

>> Or MacBooks.

>> Right.

So the big push if you look around the states, Pearson is selling the Pearson models, Apple is selling an Apple hardware /PHOGDZ. model.

-DELETE- -DELETE- We said no.

We want a device-agnostic solution that can take the largest content.

We're the biggest, so we get to be the bully.

I think you'll see very exciting results in a she short time.

So we'll start moving faster.

The next item is a multiple choice award contract.

It is actually a new one, but it replaces one that we had in place for the past five years.

So we refreshed those.

So this is actually the first RA for professional development to direct students services in elementary and middle school.

STEM subjects and, you know, it starts the refresh of vendors that are available to schools in those areas.

Next one is the last of the contracts that Larry was talking about, but

this one with State University of New York.
So it's a government-to-government with SUNY.
Next one, now we're getting into the grants and city council items.
The first one is for Chessen schools.
Next is a grant for the Efficacy Institute.
This is for professional development.
It's a grant-funded item.
And then we're going to get into listing applications right now.
All of these have most favored nations clauses, first one with a chief
3,000, then fax on file.
You'll stop me if you'd like.
Next is N2Y.
And last, the last two are with, one is with these two vendors, Elizabeth
Claire, dba Easy English News and Life Space Crisis Intervention.
Also listed in the application.
All these have most favored nation clauses.

>> What clause?

>> Most favored nation.
They guarantee us best prices.

>> Oh, okay.

>> So that's it, this month's agenda.