

Welcome Welcome Welcome Welcome -DELETE-

>> For undergraduate support work it's a career training program with CUNY and (inaudible).

This was done as a negotiated service, and there's a negotiated as you can see colleges that are providing course work it's like some others you've seen and it's basically course work for teachers in this case it's for paraprofessionals to continue their education.

The next item is a preK initiative with bankstreet it's providing makeup training, there was an earlier request for authorization for these services that didn't take into account that there would be as much registration, people who actually were unable to get enrolled for the initial, so it's really just additional to the prior contract that we did with bankstreet for the same services, and it's just for makeup courses, basically, additional sessions.

For people.

The original award was done through a multiple task award contract process.

Basically (indiscernible) mu test contracts we had for these services but when they went over they had no contract mechanism to do the extra work because they didn't know that they should have gone back to the-- so we're doing this as a negotiated service.

We're going to have a couple preK items that will be added one for charters it's just more preK contracts that will be going to ITU for panel, you don't have today it's basically lists through the various RFPs that we've done.

But, you know, the standard RFP, some half day programs and charters.

The next item is negotiated service for a summer STEM program with NYU.

We've worked with NYU before, the program places emphasis on serving students who have limited access to high quality STEM education, it's underrepresented students including students of color, girls, and those with low income backgrounds.

We did this as negotiated program with NYU polybecause of their engineering expertise and history of providing STEM education.

So anyway, and also poly was able to help us secure additional funding through Microsoft to support the program.

STEM program.

Next is an RFP for learning to work, and YNBC program are you familiar with these at all?

All right good so I won't go into them in a great deal of detail, but we do these procurement procurements every now and then it's basically to create these programs, we did this in four modules or four components.

One is for the young adult centers with YNBCs the next is for transfer schools we have an additional component for student-- for supplemental student support services, basically where the same programs are in place in the schools they're able to provide supplementary services and there's another component for PD and technical assistance.

Vendors were only awarded the third component, the supplemental support services, if they got one of the first-- if they got an award through one of the first two.

Because they were already in the schools, as the principal.

And the PD was independently or separately awarded.

Component.

>> And the variance is it a per capita variance.

>> Sorry?

>> The variance, group to group, is it a per capita variance?

It's a good range.

>> Yeah we do individual budgets it has to do with the services they're providing at each one of these different centers they really are different, they're different communities, the models are vaguely similar but there are differences among them.

>> Okay.

>> So we're accounting for differences in staff, how rich those programs are.

>> As you go from 875 to over 2 million.

>> Yeah.

But it's-- right.

Are you looking at the-- at the page where the page four of nine on the RA?

>> No I'm just looking at the-- oh.

>> Some of them have multiple programs if you look t a page 9 you look at the pricing within the programs, are actually closer.

There are differences but they're closer than what you're looking at.

By site.

>> Okay.

>> So the differences aren't that great on a site-by-site basis.

So that's the YNBC initiative.

The next one was done by request-- was a bid contract, with control technologies.

We've actually had trouble getting competition on this one in the past, we still only got two vendors bid on three of the four components and one on the last, in the past we've gotten only one.

What they did was they split the certification requirements for aggregate class one they require hi level certification but not in areas 2, 3 and 4 so at least we were able to get some competition and lo and behold the competing vendor is able to get an award a new vendor, this 87-60 enterprises But there just aren't that many vendors that can do this kind of work and we've done what we can to get competition.

But it's necessary services, you know, inspection, maintenance, calibration.

>> HVAC.

>> HVAC systems, you know it's one of those things we have to do.

We actually did a new procurement to try to get competition at least somewhat.

The next is a government to government procurement for undergrade courses also for career training program this is with the CUNY

colleges it's different procurement method, same program.

>> Although there's some difference (inaudible) part of that-- I'm going to have to excuse myself for the (inaudible) college.

>> Oh, okay.

>> Yes this is all (indiscernible).

>> For the 0 (inaudible) \$560.

>> Make no mistake about it.
Good call.

>> We're going to wait, Norman is getting a phone call so we'll give him a second here.
I'm sorry what was that?

>> I was just looking at the print--
>> Cost amongst all-- individually.

>> So weird.

>> Yeah almost seems random.

>> Yeah, they were-- I know it does vary by campus and actually we use-- we got no more than the CUNY rate at the other campuses.
I know we've got the rates on the RA, it was the 290 for the matriculated students and 420 (inaudible) for the unmatriculated students.

>> And it looks like if they're community colleges they're (inaudible).

>> I'll wait for Norman.

>> We're taking a pause, Norman is just taking a quick call.

>> Not a problem I wanted to ask you something I wanted to have it in the main meeting but just to give you a heads up.
Items 3 through 6, I just wanted to get a little more clarification.
When Norm comes back and you've got a convenient spot.
It's the one with the preKs and the TBDs.
Just so that I understand better.
Some reason you went to mute though.

>> For the additional-- preK wawrts.

>> Right.

>> They show up in different RAs because for example we show the charters as separate, from the regular schools, for the ones getting amendments, so you'll have each one of the RAs is slightly different.
But they're all prekindergarten awards.

>> Are we then voting on that?

>> Tomorrow, yes.

>> So we're seeing--

>> You will, you'll get the final RAs tonight.

They'll look like the RAs that you've seen for the other vendors it's just different vendors and I will offer you the list for this month are much, much shorter.

They're nowhere near as many awards this month because just two weeks ago we did the big bulk, so these are like-- I mean, these are the stragglers that we're taking longer to get things together and that's why they're so--

>> I'll say a couple things.

One I do appreciate (inaudible) repeatedly (inaudible) get out in front of things.

>> The only exception has been the (inaudible) because of the unusual nature of the fact that the program is--

>> All understanding.

My concern, though, is so many of these youth-- K organizations are-- whatever pejorative phrase I want to use, smaller fly by night, just created, the friends of brothers of somebody who has a pocket in the 'til.

My concern is seeing something the night before I have to vote on it before I can do any sort of due diligence, not that you haven't done your due diligence.

But I have misgivings moments of silence things like that where children are going to see every other child pray and think they're not supposed to pray also to think there's going to be like some ultra orthodox school that's going to be approved, I have great misgivings That.

>> Certainly this is a less than ideal situation.

I think two things, that are instructive.

Actually one thing is that the program after this year should be at scale.

So you'll have all of the vendors, there will be a plus 1, minus 1 (inaudible) to follow.

They'll have experience with the vendors.

I think this program is actually quite under a fair amount of scrutiny.

And I think that any concerns that you initially have, others in the sort of world share.

And that to the extent that your worse fierce are going to be confirmed they're going to be less confirmed by due diligence and especially hours up front or over time as parents and other organizations advocacy groups watch what's going on.

I guess I'd also say that last year at this time we brought to the panel lots of contracts.

(inaudible) responsibilities.

So in fact we're in a much better situation this year than we were last year, because last year we were forced to ask the panel to (inaudible) folks pending information.

>> I think one of the key things--

>> We're further-- we're not where we ideally hope to be but we're further along.

>> I know last year (inaudible) checking in terms of making sure all the licenses and all the buildings, make sure all of those have (inaudible).

>> Subrogated in those piles of things.

>> Yes.

>> And those technical changes were not pleasant to--

>> Again, I appreciate that we're in a better position than we were last year.

But I am not happy with the situation.

So I just want to put that in front.

Especially with the idea of wanting to know I guess maybe more the pro es of all the UPK organizations and seeing something literally the night before I have to vote on it, roughly \$2 million worth of contracts in a new program that-- (inaudible) the argument of well, let's just see what happens and so the vetting is going to be done by parents who send their children there, I don't want to be the guy who-- you know.

>>-- the vetting--

>> Right.

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>> Already--

>> You understand.

I don't want to be the guy where the parent goes well we sent their kid and it was terrible now we're going to pull the-- you know. Which was sort of the argument.

>> (Inaudible).

>> Off the record, are there any names that are more interesting than others that we're going to be looking at this week?

>> I don't want to say-- what I'll say is as always, we provide (inaudible) request for authorization whatever significant adverse information we come up with, and we do our best to be expansive in what we would consider to be of significance.

So that we tell you right up front whatever the concerns might be about those vendors, and why we think we should be awarding a contract to them nonetheless.

What you don't see, of course, are the many vendors that drop off the list entirely either because they don't pass scrutiny when the prekindergarten enter the program--

>> Those are the most interesting.

>> There are many and even the vendors who on initial screening from pedagogic people who go out and look at the programs and think the programs look good, when we do background checks we find matters of significant concern about them and take them off because we don't find them to be responsible vendors.

So you don't get those.

You will only get the ones that we think should be--

>>-- what would let me sleep better at night is if it's possible to get some sort of document that shows the due diligence that was done by the DOE powers that be so at least I can say , you know, these--

>> Perhaps (inaudible) can sthair the document next (inaudible) ask the process.

>> Yeah that would be helpful.

>> Sure.

>> And I think--

>> (inaudible).

>> No, again it has nothing to do-- has nothing to do with hiding but again what my experience with being part of New York City bureaucracy foremany, many years is that there is something that's new that has lots of money, attracts lots of folks that have friends and others, and that because I know that you guys are good at your job but I also know how overworked you are and how many things, especially by definition you're getting this (inaudible) at the last moment , that we could possibly get it at, clearly that's vindication that whatever due diligence was done, ESU whatever it is that I just want to be sure, because there's no question you will that all eyes are on this these are not the same application schools, these are not the same as long time nonprofits a lot of these are being created or done by religious organizations that have rarely done stuff like this before and the line for me-- and this is a very personal thing-- the line between public schools and private schools, especially parochial and yeshiva schools that line is very very blurred before this program and to know very clearly how these decisions will be made will be helpful.

Not that I'm going to stop it, but, you know.

>> (inaudible) just to-- I think, you know, compared to last year, which was a lot of stuff happening, I mean, I recused myself at the last site because my son's preschool program-- prior to that (inaudible) last year they themselves pulled out because we were like being (inaudible) in September.

They just want to be a class, for that I think she told me there was a lot in terms of-- it was a lot that are managed compared to

the year before she also said it was like they really asked her hard questions about (inaudible) in light've what they were doing as the director , so.

>> And I think outside of what-- I see, you know, I awz tell people it's funny you see different -- you see things from different angles.

I see them very closely from protest angle because protests come through my offices so I see like you're talking about, the vendors that might have-- you know, had full enrollment or a bunch of kids going to their program for years they've been in the community for 10 years and they think they're running a good program because people send their children there.

And they didn't pass muster based on pedagogy.

And I see the vendors offering why they think they're running a good program.

And the very detailed, very well articulated reasons why whoever reviewed the program found they did not meet DOE standards, they weren't running curriculum standards, they were doing --

>> They were doing (prepared engagement stuff) there was a lot of stuff-- (inaudible).

>> I realize we're working under the gun with tight time frains but that does not at all mean that people are compromising in terms of the standards.

>> That's good and I think showing everybody the transparency of what the steps are allows for all of us to be part of the community that supports that.

>> Okay, so I think we were up to-- I went back, we were up to 10, thank you, great.

Right, okay, so 10 was the CUNY, we just talked about that.

Next item is 11, is heating oil.

So we're buying heating oil it's through a department-- city wide services contract it's actually city we participated and of course they allow you to participate in contracts for a very long time.

The next is also a city contract this one for oracle software we use oracle for example for I learn, New York City stars, GSM, ATS, this is--

>> About the oil, do we buy it at a schedule or buy it as needed?

Companies sometimes make hundreds of millions of dollars bidding ahead and then get screwed by bidding ahead.

Do we just buy, you know, per year, do we buy options?

How do we do oil?

In terms of, you know, gallon procurement, do you know?

>> I'm going to have to check.

>> Just curious.

>> It's one of those things in all honesty we're buying through a gas contract.

>> We just went through that.

>> It's something I don't need to know.

>> What percentage is DOE of this contract?

>> I would imagine we're a large portion.

No question about it.

I don't know what that portion is.

But what I-- the important thing I think is that we are-- work on volume estimates that's an important thing when we write contracts.

For example if I knew the state or the city did a small procurement, not anticipating our volume would be inappropriate for us to ride that contract, but whatever our volumes are, we're contemplated -- were contemplated and included in their estimates when they did their procurement.

So the vendors that were bidding knew that they were going to be delivering to the DOE schools So they-- we should be getting the advantage of our volumes through their contract.

>> What are we actually voting on if it is a DCAS contract.

>> State law requires, oddly, state law requires when we ride city contracts we still need panel approval.

>> But are we approving our--

>> Our ride to the city contract.

>> We're approving the whole contract?

You're approving your use of the city contract.

You're approving that the Department of Education will be able to take-- will be able to purchase through the DCAS contract.

They already did that procurement.

But again, they did their procurement, anticipating that we would ride their procurement.

>> And we do this every year?

>> We've been purchasing oil through DCAS contracts as long as I can remember.

That would be 10 years now.

The next I talked about already was the oracle contract.

We now get to the grant section of our discussion, the first one is the Jacob A Reese neighborhood house it's a conflict resolution program for PS 204, IS 111, both district 30 in Queens.

>> These are all (inaudible).

>> Next one is grant for momentum teens for leadership their program it provides workshops and other programs set on holistic presentive approaches to prevent violence at high school PS 288 in district 21 Brooklyn.
The next is also a grant with SCAN New York volunteer parent aids association.

>> That's 145.

>> Sorry?

>> Says 145.

>> Oh, yeah.

>> The three-- middle schools--

>> We voted on-- that's okay.

>> (inaudible)?

Good anyway it's conflict resolution programs, family supports.

Those schools next is a listing application this one with McGood raw hill school education, you can see a couple of the products we've been using from them like the listing applications it makes possible for schools in central office to buy their materials these are as usual requirements contracts.

So somebody is welcome to use--

>> Do requirements contracts for these kinds of supplies and supports go for seven years usually

>> These are typically seven years contract.

>> A lot of things change in seven years.

>> Yeah.

So these listing applications they're interesting, they're basically--

>> Open.

>> Getting us the ability to get these materials.

Or as with this one we're getting the guarantee of most favored nation prices they're guaranteeing nobody is paying less than we are for their products and services.

>> But--

>> In this particular case we're getting a 25 percent discount off list price.

Sorry?

>> The list can change across the seven--

>> They can yes, it's their product.

>> Whatever material--

>> Their software product.

So you know, I can't tell you what-- so the more higher volume products we've been buying but right they could add one next year and that would become available as well.

>> Like we said we tell you the bad news so you know what you're voting on, right?

We don't hide from those facts, they are what they are.

And one of them have to do with us.

But again in this particular case we're buying their software, we're not having them put in a big new system, we're buying the software.

So-- and we're not making a judgment that their product is any better than anybody else's when we buy that that's what makes it not a competitive thing, we're just making it available to schools.

It becomes-- it becomes another set of items on the shop deal we catalog.

>> In the end most of the applications are like design so schools (inaudible) if you want to have access to a specific curriculum from the Department of Ed it's easier for us to do it -- ~~DELETE~~ -- ~~DELETE~~ --

>> If they did it on their own they wouldn't get-- at least they're feting a discount.

>> 25 percent.

>> Potentially a school would purchase a mdraw hill--

>> Norman wants to run, next is grant with-- daycare center this amends a universal kindergarten from half day to full day it should have been done a long time ago we did this list back in January for SED amendments what happened this particular vendor we had a contract approved but they actually had two sites, sofrg was done as if it was one site but there were really two, and that's why we needed to split this.

>> Other than they should not (inaudible) the two-- (inaudible).

>> Not make that known--

>> David?

~~DELETE~~ We're done?

I noted then that you're recused from item 10?

>> Part of item 10.

>> But it's pretty much item 10.

In terms of any groupings, is there any preference in terms of that?
Okay, then, that's it.
(meeting concluded)