

>> So good evening, and as usual, I'll go through the items that are on the agenda rather quickly. And I invite any of you to stop me at any point you have questions on items. And we'll discuss those in more detail. I should note also, we have a couple people from the renewal school office with us today, in case there are questions that come up on the renewal schools.

So, if there are questions on those items. There are a couple negotiated service requests in particular for them. We can have them speak to those from a programmatic stand point, if you'd like as well. And just to start off, the first few items are going to be multiple test word contracts.

These are contracts that we do in a non-competitive process. It's really is a standards based process, to evaluate vendor's that can provide different types of services, more for schools, but occasionally for central offices as well. And then, the competition is at the school level, when they're going to select vendors to provide services in particular.

And all of the items that we're gonna talk about today, for multiple-task award contracts, suggest adding vendors to already existing lists of options or vendors that they have to choose from. So the first item, is the actual 17th request for authorization, for vendors that could perform arts education services.

This one with neighborhood music and arts. And they can provide dance, music, theater, and parental engagement services well related to the arts. Those are 6 of I think 14 types of services, in the arts, that we provide through this particular set of multiple task awards contracts. Item two, is the seventh in a series of a request for authorization for literacy professional development providers.

In this case, we're adding three more vendors to that list, The Literacy Support Systems, Light Life and Pearson. The next, item three, is for math-related multiple task award contract services. It's actually math-related professional development. And it's adding Pearson to the list of vendors that can provide those services.

And they're in two components, math professional development. And they can provide math consultants or coaches.

>> Are these programs, that have all ready been used at schools, and they've been requested to be reupped? Or are they programs, or are these just new ones being added to the list?

Because Pearson's everywhere, so are these, for these particular things, these are new? These are, all of the awards this month are just adding vendors to already existing lists of vendors that we have providing services through these multiple task award contracts.

>> But I guess what-

>> Pearson's, among the other vendors, just added to the list.

>> So but the schools haven't been using these particular products, or services, they've been using before? This is just new to school, at the request of specific schools that they're adding?

>> So for the item three, for example, that we're talking about, they're new, so they have not been on this particular list before.

They're being added as a vendor to that list as a new vendor. And of course, they may end up getting no work at all. Or they may become popular if the schools start choosing their services. That's a school's choice. So the next item is, the third RA, or the third set of vendors being added for professional development services, and instructional technology.

And in this case, it's adding three vendors to the list of options there. And the vendors here are Pearson, Teaching Matters, and New York Institute of Technology. And I'm checking the to see if they're new as a vendor for this list. And Pearson has been providing services here, just to anticipate your question, though not a lot actually.

The estimated value for this particular one, which is based on prior usage, was \$94,000 a year, as compared, for example to New York Institute of Technology is 230,000 a year. And Teaching Matters at about a million and a half. So in each case, our estimates reflect the prior usage by schools, and central offices of those services.

So again, it just adds a list of options to the schools. And the actual usage, will be reflected of the schools having chosen them as time goes by.

>> Ben.

>> The next, how are you Ben?

>> Well, thank you.

>> So we're talking through the multiple task award contracts.

>> Fantastic.

>> This one, and I'm on number five. So, this is actually the 14th RA, for adding a vendor, or vendors, for professional development for school leaders and teachers. Multiple task award contract. This one adding CEI or Center for Educational Innovation. And they would be able to provide services, in three of the five components, those being leadership development, curriculum development, and data driven decision making teacher accountability.

So that's it for the multiple test award contracts for this month. I'm now on item number six. And this is a bid item. It's for job order contracts for electrical fitters. They do work from the curb to the breaker box in schools. And in this particular case, as we've done some cases, where we've had a lot of use of services, we put out a bid before the prior contract's expire, so as not to go too much over contract estimates.

And that's what's happened here. And you can see the two awarded vendors through this bid would be Gemini Electric and Chairman Electrical Systems. Both low bidders for this particular contract.

>> I have a question.

>> Sure. Just from my understanding, it's the first part of the discussion. The expenditures have already surpassed 90%, therefore

>> Right, so here's what.

It's initially a good story, good question. So when a lot of the contracts we do, are requirements contracts, which means that it's not a fixed price. We pay based on the time and materials, or the amount just based on rate cards. And usage, will vary in relation to the estimates.

Sometimes we never spend the amount, the full amount that we've estimated. In some cases, we can go well over, the estimated amount of the contract. Because we just need more of those services, which has actually occurred in this case. And we have a tripwire, in our system, that tells us as we're approaching the contract amount.

And if we see that we're approaching a contract amount prematurely, we will sometimes go out to bid again for the same services, because we try to avoid going over, or try to avoid going too much over the contract estimates, because if we're spending at a higher amount at a faster rate than we had anticipated originally, sometimes we might actually be able to get better prices or at least we'll test the the market.

Which is exactly what happened here. We're now gonna be awarding these new contracts prematurely, relative to the expiration of the contract-

>> So in other words.

>> Because of the results the new bill.

>> In other words, and this wasn't Gemini and Shiran, just milking the job and them getting another contract.

They weren't even working this before, this went out for bid. And now, new bidders were able to come forward, as well as the previous ones-

>> Yeah.

>> Precisely.

>> And then its competitors. Right.

>> And the incumbents can win on the new bid.

>> Right.

>> But they're forced to recompetete.

>> Forced to recompetete.

>> And just, you know Broader frame, David and I have recently been having discussions about how we can better estimate upfront to minimize this activity going forward when we use up a lot of something in a short period of time. I personally get very upset about that.

And I've directed David to go back to the committees themselves from time to time as well to say how could you have missed by so much? How could you have used up so much in trying and find out more about how we got into a situation like this.

This one, I think, has to do with the fact that a lot of the work in cafeterias is we're expanding the breakfast in the classroom initiative, right? So the anticipation of the work is such that more work needed to be done. We have to buy more stuff and make the cafeteria as more accessible for breakfast.

I mean, otherwise, they'd fit the original bid or maybe we missed. Cuz again, you're looking at over a period of time and hoping to guesstimate, estimate correctly and sometimes you miss. We never actually, you never hear about the one's we miss under, right? Because we don't bring them to you.

So you only hear about the ones you miss over. But anyway, in case that's more helpful details. I appreciate that.

>> Yep.

>> So the next item is for the repair and I should say we are now on item seven. This is for the repair and servicing of security systems award to A1 Security Masters.

It is the result of a bid, but if you look at the bid blank, you notice with the bids, you'll see that they're actually in each one of the classes, the fourth of eight bidders. The other bidders were found non-responsive for various reasons that are articulated in the RA.

So that the low bidder, for example, for all three classes and the second low bidder for one of the classes was determined non-responsive. Because actually the first two in classes a big factors that were below the prevailing wage and these prevailing wage contracts so they're just not viewed as credible bids.

And so for various reasons that are articulated in the RA we had to bypass them. But if you look at the pricing schedule, they're a fairly tight bids which is always a good sign and they're still four bids that are higher than them none the less. Next is one of the negotiated services that we talked about having to do with the promoted by the renewal schools, this one with Publics Consulting Group and they would be providing professional development related to the implementation.

The Engaged New York English Language Arts Curriculum, and the common course standards for E.L.A. at New York City Renewal Schools and receivership schools. I don't want to go too fast and I said we actually have people from the renewal schools today if you had any questions of any of the renewal school ads, right?

>> Look behind you.

>> We're prepared if you have questions, so go ahead.

>> I'm part of the amendment tally

>> Yeah, and he's actually running ahead of time which is-

>> Jordan.

>> Dick, come on.

>> You guys wanna join?

>> Yeah, you always should join us, please.

>> I think I can see it in the RA, the explanation, but I just thought I'd bring it up anyway. I was looking at PCG, and

they're engaged in my workshops at a full day rate of 6,250 per session, it does mention 80 participants, and there is a breakdown hourly.

I guess I was just looking at that high dollar amount, and at first it was just like okay, wow. And I've seen those before, so I'm just raising it, why so high? I mean, I don't know, that's maybe-

>> You guys, can you talk maybe a little bit about what engage and why.

>> Yeah, exactly.

>> And why you chose it.

>> So PCG wrote the engaged and work curriculum, or it's comprised of people who love the curriculum.

>> Can you move the microphone just so it's a little-

>> I'm sorry.

>> We are live.

>> Is that better?

>> Yeah.

>> Okay, and so the engagement of your curriculum is pretty particularly challenging in renewal schools because it's very high level. And being aligned with the common core, it takes really high-level texts. And often, our students struggle to read them. So this PD, in particular, helps teachers take that curriculum and then unpack it.

And figure out, well, how do apply this in my classroom that has, say 50%, English language learners. How do I apply it in my classroom that has-

>> Sorry to interrupt. Could you guys introduce yourselves?

>> Well sure, I'm sorry.

>> Yeah, Eileen Coppola. I'm the Executive Director for Renewal High Schools.

>> Atalanta Rider, I'm the Executive Director of Renewal K8. Sure.

>> There's people supposedly watching at home. So they'd be-

>> Okay.

>> So, are these attended by 80 people?

>> Yes, generally. Yeah.

>> It says up to 80 so it's a flat fee whether 5 attend or 80 or is, or-

>> Yeah, we work on the attendance, I had some information earlier in the day, I don't think I have it with me. But yeah, I won't vouch for 80 people attending each and every time, but we do work on the attendance and have strong attendance.

>> At least 60% or 70% would you say?

>> Yes, yeah, I can say that. Does that answer your question?

>> Anyone else on Engage and one?

>> So it's intensive today so I guess the other piece I'll add is that it's intensive work that personalizes the curriculum for the teachers who work with it. So it's not only up front of the room kind of work, but it's also working directly with the teachers, themselves.

>> It would be great if you could get the panel a little bit of information just on it so that I can send it out to them before tomorrow's meeting. Background, attendance, how awful, we don't have any sort of the vitals, just cuz we don't know.

>> One question I did have, that's specific to engaged and but also other than talk about in general, the ones that are training on common core learning.

To what extent is this dynamic where training adapt to, to get PBR concepts or-

>> Yeah, I mean, if that makes sense.

>> I Imagine that's the case for like the computer app.

>> Yeah, so it hasn't changed yet. But when it does, one of the advantages of PCG is that they were part of the group that created this, so that they're very aware of the changes.

It's not a group from California who wants to make money in New York, I mean these are these people that have their fingers on. So we would never let that happen.

>> So there were changes to the common core curriculum, you're saying PCG through this curriculum would be adapting the curriculum to keep up with the changes.

>> Can you talk louder?

>> I'm sorry, Laura. Sure, sorry. I was just asking if, I'm assuming that PCG keeps up with the changes in core curriculums so that the training stays as current. Even as the curriculum perhaps changes. I'm speculating and asking for a, yeah.

>> So, yes.

I mean, absolutely. And we also have, so we have Isabella Robertson, one of our directors of high school, who works very closely with them to insure that what they're delivering to our renewal school staff is appropriate and she also stays on top of it.

>> So is this something DSRs the district school folks who work in the superintendent's office like get for the teachers of individual schools?

When they panel's asking about attendance, how

>> So these are held in various venues, depending on-

>> Is it school by school?

>> No, so it's held centrally. So they come on a particular day, and it's primarily targeted towards teachers.

>> Got it.

>> So there might be, for instance, instructional coaches who attend or DSRs who are curious.

But it's really targeted towards teachers in there on the ground development of lessons and adaptive curriculum.

>> Can somebody in our program who appropriate it is to speak to, cuz this is, as far as I can tell, this here the only retroactive contract. Can I just get some background as well basically agreed to pay for and now retroactively we're agreeing to it.

Just so I can understand the time line. This is a red flag for me-

>> These have not been paid for. They will not be paid for until these contracts are approved by the panel and registered by the control.

>> Right, sure. But the idea has a retroactive contract

>> Being clear on that.

>> I don't see that.

>> So, I came on in September, so I was not fully cognizant of everything that went on, you all probably know more, but what I understood was that because of the urgency of the renewal school situations people wanted to move forward quickly.

That's about all I know about it. I can find out more but I was asked to come speak on content. I don't really know the history of it.

>> And is the idea that the work that's done by PCG will also be kind of turned key so this would be professional wide note that the district itself, which has 100,000 employees could learn to do this so that we would start to move it towards internal rather than having side contractors, or is it because they're so tied with engaging New York, which is of course

a very important issue, it makes sense to keep these folks on, or just kinda logical

>> So a little of both I'd say, I mean it makes sense to keep them on because there's always a lot to do, and a lot of people to touch, but we do target, we work with schools to help them decide who they're going to send, and we always promote them sending their higher capacity teachers.

So our theory is that we help train and approach the higher capacity teachers and then they can turn it around and, in turn, fill capacity in the school. So we have that in our planning but even it can take a long time to actually rebuild and then you're building your leadership and so.

>> I guess the last question I have and it follows. It's in here. Just how was PCG chosen? Through my concern is I know members, infact, just to make sure that there's transparency in terms of who we're choosing and why we're choosing them. I appreciate that they helped to created engaged New York, but what was the process in which they were chosen?

>> Mm-hm. So as I understand, again, a bit before I came on, but we always look at a number of vendors that could provide the services and what exactly they provide and then choose the highest quality. So there will be other vendors who can provide the LAPD. Even common core LAPD but you'd have to be very very careful about the quality.

I mean for example, there are so many textbooks that say they're common core but they actually just have a stoop on the cover. So we monitor that really carefully.

>> So just to summarize, we do, we'll get a little bit more on background, set timeline on PCG engage and why we chose them.

>> What, so-

>> Attending like, just in general how attendance has gone, is it being utilized? Question on the retro active fit and then why would they choose that.

>> And, we're attending the meeting tomorrow, dealing with that in writing now?

>> Yes.

>> Before? okay. Will you join?

>> No, I'm Sadi, I'm a panelist-

>> I'm sorry

>> Okay, got it. All right, we'll do that.

>> Okay, so we'll keep you at the table because we have items nine through 12, items, so I'll continue through them, or at least and if there are any questions you can stop us at any point of course.

The next item is a proposed contract with a scholastic and it's the math's solutions professional development program also from new schools and receivership schools. The next is an item with teacher's college to provide 18 remedial schools with the reading and writing projects on staff development. And then item 11 is also a teacher's college item.

This one will supports reading and writing project. They're collaborating with DOE to provide principles to 62 middle schools with three conferences designed to present an overview of methods in curriculum in writing especially this date pertaining to supporting school wide reform and writing instruction.

>> So with these, also if it's possible to get some kind of background as to why these were chosen.

There are very clear delineations between beliefs in pedagogy and it seems that middle schools having that one specific path and I'm just curious as to both how that intersects with the fiscal part of this, but then also to get a better understanding that we're talking about, it's small compared to a fork lift, which I learned now is \$100,000

>> Which is not cool, but.

>> City contract which is cool.

>> Which is cool, I mean that's cool.

>> But for me, and I think members of the path, renewal schools are such a big part of where this administration is, and to get a better sense of where we're going, will allow us to be supportive of the things that are happening.

And it's very clear from the contracts where we are, but to learn, why teacher's college, what's the research, why are we making these decisions? So we can better support you or ask questions about why that is.

>> I mean I think it's probably maybe more appropriate to follow that, yeah.

>> to follow up, follow up

>> Yeah, it's a big turn around so anything, let's not, let perfect get in the way of good and then family members can ask questions like they do. Always like an in depth briefing on this going forward as well. But just some background for it.

>> Yeah and if anything the easiest way for us to be able to say, we're spending a lot of money on this project because it works, here's some data that, says it works. Great! And then we can say I wanna vote for it because it works and that's so wonderful.

Now, let's move on.

>> I'm also curious When the decisions made to, because this is hard, you can't, they're very different reading curriculums. Teachers college versus ready gen or something, it's not, they're apples and bananas, so you should go with one or the other. It's not like the lowest bidder gets it, they're very different.

But I, curious when the decision was made, that they'd like to go to teachers college or they'd like to go for that scholastic math, that particular support that it needed to implement a one year contract to get started for the panel to. Before there, it was part of a multi-task award that, it appears that these decisions were made, and we need to get them in place this year.

And fair enough, sometimes processes don't allow for a decision at the start, implemented in September. But when were the decisions made that we needed to get something in place, before the end of this school year, or prep at the start. Was it in June last year? And again, that doesn't have to be now.

>> On that thing.

>> I'm sorry?

>> They do a followup with.

>> Sure.

>> So yeah, I'm just coming to mind that we just have to do a briefing on this at some point but, what's in it, okay, 13.

>> So moving on, actually that was item 11, there was one more item, 12 is also a teachers college item, where they are collaborating to provide lead teachers with the 62 middle schools.

With the 10, 4 to 5 day courses is designed for each grade K through eight. So that was the last update we received.

>> Except this is a more strategic thing-

>> Okay. In this package?

>> I have it.

>> That wouldn't be in this package. Not this package.

That would be.

>> Okay.

>> So the next item is a listing application. You'll recall the listing applications are the contracts that we do for licensed and copywriting materials in excess to cultural institutions and performances, this particular listing happens with attainment. The company incorporated, they are a core curriculum vendor that provides textbooks that teach reading, writing, math, safety, social skills, self determination, communication, work life skills to students.

And they anticipate spending is relatively high on this one because it's one of our core curriculum vendors. The next item is falsely listing application, this one with Broad Street Press. They offer research based curricula programs aimed at fostering academic social and emotional growth. With children Pre-K and K using lessons and materials that intentionally produce positive outcomes.

The next item is with the sheet of King's Bay. This is a pre-kindergarten contract that is for half-day universal free kindergarten services, has been the case with most of the sort of straggler pre-K items that sort of things that help them up. In this particular case, it was tax matters that the vendor was able to resolve and that's the contract schedule point.

Item 16 was a pre-K possible that's been withdrawn. Item 17 was a pre-K possible that's been withdrawn. Same for item 18 which brings us to item 19 which was already mentioned, which is the wide debate, city department of city-wide administrative services contract with the Crown Equipment Corp today, did I skip something?

>> No no no.

>> Yes, thank you, that's why.

>> I read, I do my homework what you want from me?

>> So catching up to Ben, this is fork lifts, and it's actually for the purchase of fork lifts. I know, who knows-

>> I know it's 30 Gs a fork lift.

I could even buy one, it would be great.

>> And it's your face sitting. The Department of Citywide Administrative Services Contract. I'll just say I'm not sure they got great prices. I would imagine they did.

>> I'm sure they do.

>> It's a city big contract that we're riding with contract with fork lifts.

Our corporations, the next and last item for this month is a contract with Omni Learn corporation which was mainly a grant to provide custom designed hands-on science and engineering labs for students in pre-K and that.

>> Cool.

>> And we'll be at fashion next with Monnette?

>> Janet.

>> So that's fashionably late.

>> So the student's don't judge us too harshly.

>> It's at seven, right?

>> Wear your finest silks.

>> Six.

>> But the contract, I think it's safe if I got it by 7.

>> 6:30 is good. So if folks have thoughts, obviously spit them out but it seems to me that the multiple task awards, items one through five, all on teaching and learning.

So I recommend that resolution one is items one through five. I recommend that, I mean six and seven are sort of school facilities, school food, we can put those together. Three is all, I'm recommending that three should be all rules schools, items eight through 12. Does that make sense for folks?

>> Yeah.

>> Okay, and then, defer to you on how to break up the rest. Do you want me to just add that to resolution too, items 13 through 15, 19, and 20, or do you want me to do another resolution?

>> You can put the in there.

>> Put them in three?
>> Two, did you say two or three?
>> We'll put them in resolution number two of three total resolutions. Is that cool?
>> Yeah.
>> Okay, so resolution two will be six through seven, comma 13, through 15, 16 through 18 are withdrawn, 19 and 20.

Good?

>> Yeah, that makes sense. Cool.
>> Questions, comments? Thank you.
>> Thank you.
>> Okay, thanks everybody, see you tomorrow..
>> Thank you.
>> Thank you.