

Arts Education Services - MTAC Presentation-20250806_200246UTC-Meeting Recording

0:03

Hi, everyone.

0:04

So thank you so much for joining us.

0:06

It's 3:00 in the dots.

0:08

We have our our, our multiple task award contracts avatar, procurement for professional services webinar right now.

0:17

I want to thank everyone.

0:18

I'm seeing 46 people already at 3:00.

0:21

So I wanted to say thank you so much for coming here.

0:24

My name is Dorothy Robles.

0:25

I'm the senior director for arts Education.

0:28

In the essence of time, I'm going to continue now acknowledging our presenters.

0:34

And also I wanted to say thank you to Kimberly Olson, our Executive Director for Roundtable and Kinsey Keck, who's actually the program manager who's helping us out, bringing us together.

0:46

I am so happy there's 156 registrants on this one.

0:50

So thank you so much for giving us your one hour of time.

0:54

And I would like to acknowledge Paul Thompson and also Hannah Burson, our executive, our Deputy Executive Director for Arts Office, who's listening right now and our Arts office team, who's actually currently listening to us and excited that all our vendors, hopefully this year will get their ANTEC so that we could actually partner and provide services for our students and teachers and schools.

1:19

So I'm going to pass now to Shifa Jarin.

1:24

Thank you, Dorothy.

1:26
Hello everyone.

1:27
My name is Shafar Jerry and I am the Director of Arts Program Procurement.

1:32
And before I start, I do see a lot of folks are still joining.

1:38
Joy, Dorothy, Peter, let us know, do we want to go ahead and start?

1:42
Do we give them a couple of minutes to join the rest of the people who have not joined yet?

1:49
Oh, we can go.

1:50
We can continue with our introductions and just OK, let everybody kind of trickle in until we're ready to go.

1:56
We can give everybody what mean next 3 or 4 minutes.

2:03
Sure.

2:04
We'll, we'll, we'll take another minute or two before we before we get this show on the road, as it says.

2:12
But I'd say once we hit about 80 people, we'll start going.

2:17
Sounds good.

2:18
Thank you.

2:19
Yeah, here we go.

2:21
It's better to see more people joining.

2:27
OK, I'm thinking it's here too.

2:41
So.

2:42
All right, so let's get this going.

2:47

All right, so I will hello again.

2:51

I will start again.

2:52

Hello, everyone.

2:53

Welcome and thank you for your time today.

2:56

My name is Shabad Jareen I, I'm the director of Arts Education Services implementation program implementation.

3:04

I'll be I'm going to start turn the mic to our division of contracts and purchasing team who will start the, you know, presentation and will speak to you more about how the presentation will go through.

3:18

So joy, take it away.

3:19

Thank you.

3:21

Thank you, Shafat.

3:22

Good afternoon, everyone and thank you for joining us this afternoon.

3:26

I'm Joya Gentolia.

3:28

I'm the Director for Instructional Services Procurement at the New York City Department of Education, Division of Contracts and Purchasing.

3:36

And we'd like to welcome everyone in our M TAC webinar, webinar for R1120, which is the Arts Education Services and R1180 Professional Learning in the Arts.

3:51

Before we start with the presentation, we just want to go over some of the reminders to folks.

3:56

I'd like to ask everyone to hold your questions towards the end of the presentation as we will get through that at the Q&A portion later on.

4:06

OK.

4:07

So there's a box on the right side of your team's app where you can send in your questions as we will be

able to answer or respond to some of your questions as we go through the webcast, but probably not all of them as many people have registered.

4:23

What we're going to do is compile a document with the answers and send it to the people that have registered for this afternoon, OK.

4:32

We will answer questions submitted today, but expect that some of these responses may be revised.

4:38

So do not rely solely on statements and clarifications provided orally to you today, but rather go by the written addendum that will be published for all the people that have registered this afternoon, OK.

4:54

And then for folks that may have technical difficulties for this afternoon's presentation, if you can't hear or you can't see the video, you can leave and call back again.

5:06

But not to worry because this PowerPoint deck will be made available as well as a recording, OK?

5:12

So you will have access to that later on.

5:15

OK, let's go through the next slide.

5:23

OK.

5:24

And our objectives.

5:31

So our goal for this afternoon is to provide everyone clarification on the New York City Department's requirements and to allow you to receive the information that will enhance your ability to better speak to the requirements of the solicitation.

5:48

We will provide general guidelines and how to procure professional services in compliance with our procurement policies.

5:56

And what are the procedures for applying for an M TAC, right, the multiple task award contracts.

6:02

We will provide you with the process requirements.

6:06

We'll go over the R1129 and also R1180 scope of services, the minimal qualifications, response categories for each of those solicitation, an overview of the pre qualification process which will give you the steps of how a vendor gets one of these M TAC contracts and the required documents for contract registration.

6:35

So background and purpose.

6:38

So our division, which is a division of contracts and purchasing, we manage the contracting process for the New York City Department of Education, which includes the multiple task award contracts and the arts office.

6:52

On the other hand, they manage a broad spectrum of programs that provides arts education services and professional development services.

7:02

We will provide guidance today to where to access these EMPTAC solicitation and the resources in order to assist organizations if there are any questions about these solicitations and also to help the Arts office their goal of promptly paying for services rendered.

7:21

We highly recommend encourage all organizations planning to provide professional services to the department to apply for an eligible MTAC task order solicitation in in the arts.

7:35

OK So what is a multiple task award contract?

7:42

So for many services, the Department of Education uses what we call the multiple task award contract process to award professional service contracts.

7:53

The M TAC is used to procure services when there is a high demand of a particular type of service and 1:00 when we want to offer choice among multiple providers of the service.

8:05

The M TACC is what we call a requirements contract.

8:09

It allows our schools to access a wide range of services from qualified vendors on as needed basis.

8:18

The M tag gives her school greater choice and flexibility in selecting programs and vendors for the services that they need.

8:26

These contracts have pre established price service agreements that enable our schools to quickly procure a wide variety of services from fully vetted providers at negotiated prices.

8:39

Now, prior to award of an M TAC contract, the organization and its proposed services undergo A thorough evaluation and vetting process and we call that the pre qualification process, which we will go in detail in the later slides.

8:55

OK.

8:56

The pre qualification process assures that the services meet the department's legal requirements for compliance and best value contracts are awarded to every provider that meets the requirements of the solicitation.

9:11

M TAC contracts have a term of five years, so why apply for MTAC contracts?

9:21

What are the advantages for providers right for vendors, For one, there's an open enrolment process, so vendors can apply at any time.

9:30

The MTAC contractors right?

9:36

Our DOES procurement guidelines advise our schools and central offices to purchase services from contracted vendors.

9:45

OK, so only vendors that have an MTAC contract can participate in the MTAC mini bid task order process.

9:53

So it gives you the potential right to receive additional business opportunities from our schools and offices aside for providing efficient mechanism to procure and pay for professional services from your organization.

10:10

So where can you access these MTAC solicitations?

10:14

You can access our any Open M tax solicitations via our vendor portal.

10:20

OK, so we're providing you with the website in here.

10:23

We recommend folks to register via vendor portal if you haven't done so.

10:29

Once we have your vendor information, we identify potential vendors via our vendor portal bidders list.

10:37

You will have access to vendor resources, FAQs, notifications for new solicitations or a new procurement.

10:46

OK.

10:46

Please note that M Tax solicitations, as stated earlier, they have an open enrollment process, thereby allowing vendors to submit proposals at any time.

10:57

Each M Tax solicitations they have unique specifications.

11:02

Therefore, vendors should include the services that they offer, which best aligns with the scope of services being solicited for the specific M Tax solicitation that they are applying for.

11:16

So we have our vendor hotline available from Monday to Friday from 9:00 to 5:00 PM.

11:23

This is your single point of contact for your questions, concerns and needs.

11:29

We also have, aside from the vendor hotline, our general mailbox which is ISPsupport@schools.nyc.gov.

11:42

Now I'm gonna turn it over to Shifat to go over the scope of services for R1129.

12:01

Hey, Shafat, seems like you're a little bit muted there.

12:04

Thank you.

12:05

I'm sorry.

12:06

Thank you.

12:07

Hi.

12:08

So I'll be presenting an overview of the arts education services M Tech also referred referred to as R1129.

12:15

And this outlines how we partner with arts organization to support student learning in NYC public schools.

12:23

So this is this the purpose of this M Tech is to collaborate partnerships with organization experience in providing high quality arts education services for students in grades pre-K through 12.

12:35

Optional related professional development or parent engagement services, which includes advanced advancement of teaching and learning and visual arts.

12:43

The performing arts, which includes dance, music, theatre and the moving image for students who participate within the various programs, but it also offers offerings may also include accompanying professional development, planning and or evaluation session.

12:59

As an addition to the delivery of the primary art services for students and enables schools to optimize value for the benefit of their students achievement in the arts and to allow the services to have meaningful impact on classroom practice and schools arts curriculum goals.

13:21

The We serve three groups here Services Designed services are designed for students, teachers and families.

13:28
For students.

13:29
Students get access to rigorous and reaching arts learning experiences.

13:34
Teachers collaborate with teaching artists for curriculum supports enhancing filling gaps curriculum in gaps in curriculum engages active learner and Co teacher when possible.

13:46
For parents and guardians, it provides opportunities to see students share artwork and art making processes.

13:52
Access to out of school performances, galleries and museums when feasible.

14:02
This M tech is broken into two components and providers must demonstrate expertise and experience.

14:09
Component A is direct student services with optional related professional development in dance, music, theatre, visual arts, and moving image.

14:17
Component B is parent engagement services.

14:21
Their proposals must demonstrate their ability to provide high quality arts education services.

14:26
High quality is defined by NYCDOE as age and developmentally appropriate programs.

14:31
Certified, qualified experts in the fields of dance, music, theatre, visual arts, and media as documented in their resumes and other support materials.

14:40
Successful experience working with students in public school settings.

14:44
Explicitly built around and supporting one or more strands of the NYCDOE Blueprint for Teaching and Learning in the Arts.

14:56
So as I said, programs must align with NYS Arts Standards and NYC Blueprint.

15:02
Focusing on five strands.

15:05
The blueprints are aligned with the previous new estate Learning Standards for the arts and as indicated in the standards and engaged students in four ways, creating, performing and participating in the arts, understanding and utilizing the materials and resources of the arts, analyzing and responding to work of works of arts, and understanding the cultural dimension and contributions of the arts.

15:28

The blueprints form the basis for the instructional program in the five disciplines, Dance, Music, Theatre, Visual Arts, and Moving Image and are all built around 5 strands.

15:37

Arts making, Literacy in the arts, making connections, community and cultural resources, careers and lifelong learning.

15:44

And there is a link that takes you to the blueprint.

15:47

Blueprints for teaching, Learning the Arts to apply and the minimum qualifications requirements.

16:02

Our proposals must have a minimum of three years demonstrate a successful experience in New York City schools or similar experience in cities outside of New York.

16:11

Providers must provide names of at least three references, their positions within their respective schools or organizations, their telephone numbers and e-mail addresses.

16:26

Developing a strong proposal.

16:30

In addition to competitive pricing, we're looking for proposals to proposals to demonstrate strength in three areas.

16:36

Program plan.

16:37

Organizational capacity Demonstrated effectiveness through program evaluation and evidence.

16:47

Program plan.

16:48

Define your target audiences, grade, level of instruction, services to be provided, and the expected outcomes of the services proposed.

16:57

Timeline or schedule for projected number of visits to schools for services proposed.

17:02

Describe how your program is exemplary, as evidenced by professional organization, sponsorship, funding, and positive evaluations from districts.

17:16

Organizational Capacity Show evidence that organization can support, deliver, support and deliver arts education service services.

17:25

An organizational chart that includes titles and staff with clear roads and accountability for proposed services.

17:30

Resumes and copies of appropriate licenses under certification of key personnel who will provide the proposed services.

17:37

The organization's maximum capacity in terms of number of schools and students or teachers that your organization provide services to within a school year and or summer based on current staffing levels.

17:51

Demonstrated effectiveness.

17:53

Evidence of prior success with arts education services so share evidence of past success.

17:59

Provide details of background and and experience in providing this specifically related services.

18:04

Provide details on the methods used and results obtained by those methods and provide three strong references from organizations that have paid you directly for your services.

18:15

Each reference must state the name of of contact, a school or organization, the title, telephone number, and e-mail addresses.

18:24

All right, thank you, Dorothy.

18:26

I turn the mic to you for the next part.

18:30

Thanks, Shifa.

18:31

We missed your picture.

18:33

We miss your lovely face.

18:35

OK.

18:35

Hi, everyone.

18:36

So again, this is Dorothy Robles.

18:38

So you're director for arts education.

18:40

So now that you've learned about arts education services, that's what you called AMTAC 1R119.

18:46

Now we have to go through the AMTAC R1180.

18:51

So what does it mean?

18:52

Basically, this is in collaborations with organizations and individual experience.

18:58

Our target is like a professional learning services right for arts education that support our New York City Public schools, teachers and administrators.

19:07

So before we're focusing on the students, our our family, not only teachers, but this one is professional learning for our teachers, school principals, leaders, district offices that's supporting our school.

19:20

So that's the difference between those two.

19:23

All right.

19:23

And this is basically for professional learning.

19:26

This this is to successfully implement implementing the standard based arts education as outlined in a New York City curriculum blueprints for teaching and learning in the arts, as well as to provide services that will support teaching and learning in the various forms which what Shivat said either visual arts, dance, music, theater or the moving image, which are the film, animation, new media, either one or multiple disciplines.

19:53

OK, next.

19:55

So again, as I've said, our audience here are principals, assistant principals, school leaders, teachers and we don't have any more field support centers, but we have the district offices who's supporting each individual schools next.

20:08

OK, so we have scope of services here.

20:11

We have two components.

20:12

The first one is the standard based professional learning services for arts education.

20:16

Basically this is what we call the workshops and the seminars, right?

20:20

So this targeted the strategies and supports to achieve our goals for high quality teaching and learning for all students in the art forms with the dance, music, theatre, visual arts and moving image.

20:32

Workshop may focus on multi arts or interdisciplinary action interactions.

20:38

Then the next one is component #2 right.

20:41

It's not professional learning.

20:42

This is instructional planning or assessment support for services.

20:45

This is what we do for the schools, for the school leaders.

20:48

We're providing services support to schools in the ability to identify and overcome the barriers for two successful implementation of quality arts education such as for example, budgeting.

21:00

How's the how's the principal doing their budget?

21:03

Instructional planning for arts, scheduling, understanding and implementation of assessment practice.

21:09

So those are the part of the component #2 All right, so we have minimum qualifications for submission of requirements.

21:17

We have 3, so we need to focus on the three.

21:20

First, the proposers are required to send your representative teaching artists to our Blueprints Orientation seminar, which is usually provided by our directors of each component, right.

21:31

So we have what we call Blueprint Orientation seminar.

21:34

If you have any questions in that one, feel free to put it and we will happily answer that later on.

21:41

So if you're teaching artists attended orientation seminar, what they need to provide DCP will be a letter of acknowledgement that they've been to one.

21:50

OK, so it's #1 #2 is they have to provide, you have to provide three letter of reference either from the school system or related or educational organizations that purchase your services within the last two years.

22:03
It's very important.

22:04
The last two years.

22:05
You have to state the date, location and description of your services.

22:10
Last is you have to provide sample work plan, service schedule in component #2.

22:16
Proposal will be accepted for either individual or organizations.

22:22
OK.

22:22
Just like what Shiva mentioned it before in developing a strong proposal in addition to a competitive pricing, I know number everyone's like thinking about the competitive pricing, right.

22:35
Am I going to get by just like having I am going to be the cheapest one?

22:39
No, it's not not true.

22:41
It's not only the competitive pricing that they're looking, they're also looking in the program plan organizational capacity, very important demonstrated effectiveness.

22:50
Those three were actually mentioned by Chip before, but I will mention it again.

22:55
What's including your program plan, program structure such as duration of hours, activities per day, staffing levels, targeted number of participants serve, etcetera.

23:06
Lisa briefly described topics for worship activities, describe expected outcomes of the service, provide proposed and provide a sample of program evaluation tools and reports.

23:16
And lastly, describe your goals and objective of your proposed program.

23:22
Next is what to include an organizational capacity.

23:25
This is very, very important.

23:26
We always look into this because we wanted to find out if the vendor has capacity to serve our schools not only through the school years, but also for the summer.

23:36

So here's the following that we're looking.

23:39

Does your organization have organizational chart updated that includes your title and staff with clear roles and accountability for for your proposed services?

23:48

Next one is resumes.

23:50

The resumes has copies of appropriate license and certification.

23:54

Make sure their license and certifications from New York State is updated of the key personnel who will provide for the proposed services.

24:02

Lastly, the organization's maximum capacity in terms of number of participants or staff.

24:08

Your organization can provide services within our schools or summer based on the current staffing levels.

24:14

It's very important for us to know.

24:17

Lastly, demonstrated effectiveness.

24:20

How does your company or as a vendor you're being effective and flexible.

24:26

We need flexibility here and I will explain to you why.

24:29

So sometimes most of the budget it coming in between in the middle of the year or even in during spring.

24:37

So our question is, does your company could serve us even though they got the funds like January, February, March.

24:44

So those are we trying to look for, right.

24:47

So we're prioritizing the vendors a company that could actually be flexible and ready to go and jump and serve our schools.

24:56

So that's number one priority.

24:57

We also have the details of method used and results obtained by those methods and the evidence of support that demonstrate the effectiveness of your program, such as the awards, funding received, passive

evaluations from the district professional organization, sponsorship press coverage and lease the previous contract with with New York City Public school and other agency of New York City within the five years.

25:21

So this is what we're looking for and hopefully you'll get my point because I'm giving you a heads up right now.

25:28

Arts office or other organizations, our schools, sometimes they get the funding in the middle of the year.

25:33

So we want to make sure you you have capacity to serve our schools and students.

25:38

So I will pass it to DCP to Joy for evaluation criteria for both our 1129 and our 1180.

25:45

Thank you.

25:47

All right, thank you, Dorothy.

25:48

Brian, we're going to start with the evaluation criteria and onwards with the pre qualification process.

25:55

Thank you, Joy.

25:55

And again, we appreciate everybody's ability to join today and hope that this information is helpful to you.

26:02

I am the Associate Director for the Instructional Services Procurement unit, sometimes nicknamed the M Tech unit within the Division of Contracts and Purchasing.

26:10

And let's dive into the evaluation process.

26:13

So obviously you read the solicitations, either 1129 or R1180 to see first and foremost, if your organization as a billing entity meets the minimum qualifications.

26:27

And then once you submit a proposal and if it is responsive and meets minimum qualifications, we hand it off to an evaluation committee A3 member panel that will grade and review these items on a common scale in the four categories, program plan, organizational capacity, demonstrated effectiveness and proposed pricing.

26:53

Now the total perfect score for a proposal would be 180 is the minimum passing score.

27:01

This is a pass fail scenario.

27:03

Whether or not you get a 92 or an 87, you would still be recommended for provisional award if two out of the three evaluators score 80 or higher.

27:15

One thing to keep in mind is that we evaluate the individual service components independently.

27:22

So if you happen to be a proposer that offers music, dance and theatre and you apply for all three of those components of R1129, we are going to give you individualized scores for the strength and robustness of your proposal as it specifically targets each of those service components.

27:44

Each vendor that is proposing will get 2 initial bites at the apple so to speak.

27:49

So once the first round of evaluations is completed, if all service components pass, we will move to the next steps in the pre qualification process that we'll speak to in just a moment.

28:03

If one or more of the service component area did not reach a scoring threshold for a recommendation for provisional award, we will send out a notification and we will compile all of the evaluation committee members input regarding what they felt may have been lacking, maybe some additional clarifications that they need and we will indicate the weaknesses in each of the four evaluation categories.

28:33

OK.

28:34

Now pricing is something that people have a lot of questions about typically and even though we do not publish rates, we ask all of our vendors to use the basic building blocks cost elements of all the services that they provide in order to fill out the pricing appendices Form G which is the budget breakdown and then the Appendix F which is our line item pricing form in which you articulate the individual purchasable professional service item items you wish to offer.

29:06

OK.

29:07

Now if upon second review all items passed, then we move to next steps in the pre qualification process.

29:17

In the unlikely event that one or more service component areas do not pass after the second evaluation, we will move forward with the contracting and remainder of the pre qualification process for the service component or components that actually did pass.

29:36

If all goes well and a contract is eventually registered, the vendor will at a future date have the ability to propose additional services as an amendment.

29:48

OK.

29:48

Another thing to mention very quickly about pricing is the multiple task award contract proposal process does include pricing clarifications and negotiations for those of vendor proposals that are provisionally recommended for award by the evaluation committee.

30:09

So our evaluators will look at pricing at a high level, but if recommended for provisional award, your pricing forms will be handed off to our cost price analysis unit, call them CPA for short.

30:24

They have a direct dialogue with our vendors to ensure that we understand their pricing models and can come to negotiated not to exceed pricing rates that we can determine to be fair and reasonable.

30:38

Now in the event we are not able to come to pricing terms, that is one of the rare instances where the proposal process will stop.

30:48

OK, so let's move on to the next slide for an overview of the pre qualification process.

30:54

So one of the first reminders as we are trying to streamline processes for our vendors is most of our solicitations that have been on the street for a little bit have instructions that ask you to submit multiple paper copies as well as maybe a USB drive or ACD or DVD that has the electronic file versions on them.

31:18

As a clarification, we no longer require printed copies.

31:23

What you will do instead is via our ISP support@schools.nyc.gov e-mail box.

31:32

You may submit your proposals electronically.

31:37

Please do not use document repository links like Google Docs, Dropbox, etcetera.

31:42

Please attach your documentation directly to an e-mail, even if you need to reduce it to a zip file.

31:49

So that is going to be the primary way that you submit your proposals.

31:54

And also if you have any questions about the process, you can e-mail us that that support mailbox, we monitor it on a daily basis and we are able to get back with you so that you are best positioned for success and understand the process.

32:10

OK.

32:10

Once we receive a proposal, again, we vet it for minimum qualifications.

32:16

Shafat and Dorothy spoke to regarding the different solicitations the committee members will evaluate and for those recommended for provisional award, not only do we do the cost price analysis portion, but we do vendor background checks as well.

32:33

Contracts are vetted and approved by DOE senior leadership, leadership and PEP.

32:40

Many, if not most of you are already familiar with PEP, which is our oversight committee in our locality called the Panel for Educational Policy and they meet monthly to consider and give their ultimate thumbs up or thumbs down on contract items within their purview that do by the way, include intact contracts.

33:02

Once the PEP approves, we have attorneys that are assigned to all of the items.

33:08

We do contract drafting.

33:10

We also if vendors have access to student personal identifiable information PII.

33:18

We may have our privacy office in collaboration with our DIIT office.

33:24

There may be a necessity for a data processing writer and or a non disclosure agreement that we all commonly know as Ndas that are a necessary adjunct part of the contracting process to go along with the agreement.

33:42

Once we have everything in place internally, we create a contract registration package that will include all necessary ancillary materials such as your required insurance coverage, general liability, workers compensation and disability if applicable.

34:03

And our internal registration unit will have a second pair of i's and they will look to see that everything is in place, all the I's are dotted and T's are crossed, and then once everything is ready, they will transmit it to the Comptroller's office.

34:21

Once the Comptroller has a contractor registration package in their queue for review, they have a 30 day window in which to finalize the item.

34:33

Sometimes registrations will come back earlier than the 30 days, sometimes it'll be right around the 30 day mark.

34:40

And then once we get the registration confirmation, only at that point is the contract considered active and available for future professional service considerations.

34:52

And we use our DOE facing MTAC plus tool to upload your service information and you're not to exceed pricing rates.

35:03

DO ES individual schools or central offices are always able to login?

35:08

They could click on one of the solicitations and click on the service component to see which contractors are currently available that have services that some of our schools or central offices may need.

35:21

Now when we have a registered contract, we will set up a basic orientation session for our new contractors and also refreshers for contractors that may be returning, those who have submitted new applications for replacement contracts if they happen to be contracted currently and they may be in the last couple of years of their renewal option periods.

35:51

So as Joy indicated earlier in the presentation, the base term of our contracts is five years.

35:57

However, R1129 and R1180 do contain 1 three-year renewal options that may be but not definitively, but may be exercised at the sole discretion of the DOE.

36:13

OK.

36:15

One thing that is really, really important because the M TAC tool upon your contract registration, we gather information from you so that you are going to give us contact individuals from your organizations that will be the recipients of task order notifications.

36:33

We'll talk about that a little bit in the next slide.

36:37

And you as a contracted vendor are responsible for updating us in the event there are personal changes in your organization that require us to update the contact information in our M Tech tool because that is the platform through which schools will purchase plus 25K services.

37:00

Now one of the big questions we always get about the pre qualification process, how long does it take?

37:07

Our timeline starts once we have received a responsive proposal that meets minimum qualifications and I want to be very clear about that sometimes and we are happy to have conversations on a preliminary basis.

37:24

Vendors that are interested in exploring the intact proposal process will often reach out or we get referrals.

37:31

We have conversations on whether their services align and best practices similar to some of the basics that we are covering here.

37:39

The timeline does not include those preliminary conversations, but rather once we have received a proposal.

37:47

Since this proposal process from start to finish can be 8 plus months, people also ask what can we do to help move things along more expeditiously and we'll go over a few points here.

38:02

The first is regarding price negotiations.

38:06

We ask that you come to the table with your best pricing at the outset.

38:10

This is not a standard RFP where there are rounds of what we call BAFFO or best and final offer.

38:18

There is not a standard one-size-fits-all pricing model.

38:24

We have vendors that have a varying array of services.

38:28

Some concentrate in specific areas, while some of our larger vendor partners may operate in multiple content area spaces.

38:37

So the longer our cost price analysis process takes can be a large determining factor at which PEP meeting you might be able to be positioned for.

38:52

One of the things that I always like to point out to prospective providers is how important the PEP process is.

38:59

Panel for Educational policy, they meet monthly.

39:03

However their meeting agendas, and this is important to remember, are finalized 2 months in advance of the actual meeting.

39:13

An item is going to be voted on.

39:15

So when your pricing is finalized will give us that last ingredient that will tell us when we can forecast positioning you for the next available panel meeting.

39:28

So as we are in August, we are now positioning items for the October panel meeting just as an example.

39:37

The other thing that helps move the process along more expeditiously is the ingredients of our background check in.

39:44

One of the biggest is Passport, which as most of you know, is the city's database.

39:52

It is administered by the Mayor's Office of Contract Services, otherwise known as MOX for short.

39:58

Again, this is not administered by the DOE, although we were able to provide some initial resources that will help you do a number of things.

40:06

If you haven't already created account as an M TAC proposer, you must be in Passport if you are a returning contractor.

40:14

One of the best things you can do while you are also crafting and then ultimately submitting an intact proposal, whether it's a new proposal for vendors who haven't explored this process before or whether it's a returning vendor maybe proposing for a new replacement contract.

40:31

Any organizational changes that have happened in the recent past, whether it's a business address, changes in principles, anything that has to do with your organization should be updated in Passport because we have to confirm that everything is inaccurate so that we can go to do our vendor background process.

40:51

So anything that needs to be updated in Passport, it's great to get that out of the way.

40:58

All right.

40:59

Let's go to the next slide and talk a little bit about once registered how schools utilize M tax.

41:06

So we described the multiple task award contract procurement Ave.

41:10

is A2 tiered process.

41:12

The 1st is what we're mainly talking about today and that is the submission of a proposal.

41:17

So you can get what is in essence a requirements contract, meaning it is used on an as needed basis.

41:24

It's not mandated, predetermined or guarantee any specific amount of business.

41:30

OK.

41:31

And we have a second tier, which is how schools purchase, if in fact they have purchases that may be above 25,000 in aggregate for the fiscal year.

41:45

So one of the advantages again circling back to what Joy talked about earlier is the fact that it's convenient to purchase from INTAC vendors, especially if the service need in aggregate for the fiscal year doesn't exceed 25K.

42:00

If so, schools offices can simply cut a contract PO for the vendor services that they have identified as they want as so long as they do not what we call bill split, we can't have separate sub 25K purchase orders that would in aggregate go above 25 K.

42:21

So the next threshold is anything above 25K that's budget for the service regardless of which vendor may ultimately be awarded.

42:32

This is how we comply with the New York State Education Law legal requirement for competition for applicable services among M TAC vendors.

42:43

So if you're not an M TAC vendor, you cannot compete for plus 25K services.

42:48

So that's again one of the advantages of why you want to propose to begin with schools having a need.

42:54

Let's say that they need a dance program and given their participant cohort, it's going to be above 25 K
Let's just use 50,000 as an example.

43:04

They have to go into our intact tool.

43:06

They fill out a template, information about their schools, the tasks, goals and objectives, the audience, the scale of their procurement, and the dates that they would like to have it happen.

43:20

And then if you are selected as a participant in the pool of prospective contractors, you get e-mail notifications from time to time that you were able to respond to by a due date.

43:31

And one of the things that Dorothy touched on earlier is that the vendor that proposes for an MTAC task order, the school or the office will evaluate all of the proposals received and it is a best value determination.

43:51

It's a combination of pricing and also the service provision itself, OK.

43:57

And again, this is one of the reasons why we want to make sure also that vendors over the years never miss potential opportunities because their contact information is out of date.

44:08

OK, now let's breeze through.

44:10

Finally, some of these last slides for some basic reminders about some of the documents that are part of the proposals you may submit.

44:18

This is the E1 document, and it's critical because this is the first page that we look at when we vet a proposal that comes in.

44:27

Please make sure you use your correct legal name, including ADBA, but only if the DBA or nickname or assumed name is actually registered with the New York Division of Corporation and Business Entities.

44:42

If you have casual usage and it's not officially filed, you must go with the basic legal name for your organization that could be elucidated in the IRS147C form.

44:55

You want to make sure your business address is correct.

44:59

It is the address that we would put on your contract.

45:02

If at any point in the pre qualification process you change your address, you must notify us immediately so we can make changes.

45:10

Make sure all your information in this grid is accurate, including your DOE vendor ID That is a specific DOE number.

45:19

It is not the same as some of the numbers that are in passport, by the way.

45:24

And then once you have all of this information filled out correctly, many of our arts organizations are not for profits, so they can't technically be MWBE certified.

45:36

But in the event you are MWBE City certified, you want to let us know and also provide the certification if that's necessary.

45:45

So the next slide is the last page of the E1 document and you want to make sure you sign and date that.

45:53

Please read it very carefully.

45:55

It is not only a proposal acknowledgement signature, but a signature that affirms that you have read the terms and conditions of the solicitation and that you have no qualms with the terms and conditions that are outlined therein.

46:11

So definitely make sure that's signed.

46:13

Now the next item is the continuing requirement.

46:18

Whether or not this changes in the future, we we don't know, but it's still a standard that you're on divestment form.

46:24

There are two scenarios.

46:26

You will check the box that applies for you.

46:28

We cannot register a contract without this and it just has to be signed and notarized.

46:34

If you have any specific questions about that form, you let us know.

46:38

The next slide again is the necessity for organization to be registered in the Division of Corporations and Business Entities in New York State.

46:47

And you would need to apply even if you are out of state.

46:51

And we want to make sure that the names in the Division of corporations matches your proposals, matches passport so that we have all the stars are aligning so that we don't have to make changes later on down the road that will sometimes lengthen the contract processing portion.

47:11

OK.

47:11

Now the next form is the city form doing business data form.

47:17

We've highlighted some things on this slide to ensure that you fill everything out.

47:22

This will be used basically twice during your proposal process when you submit it.

47:27

You have to have this document and then because it has a relatively short validity.

47:34

We have to have an update right at the point where we're getting ready to submit a contract for registration.

47:40

OK.

47:41

And finally, just a recap of the proposal requirements as a checklist for your review.

47:49

Again, have to meet minimum qualifications, resumes, references, organizational chart.

47:56

You can combine that in the E1 document.

47:59

For ease of use.

48:01

We would suggest one combined resume document as opposed to sending like 28 different documents.

48:09

You want to make sure you have the list of all your city contracts within the last five years.

48:15

Make sure that you have separate E2 program plans for each service component.

48:19

You applied for the appendix, F&G for the pricing forms and that you review the DO ES terms and conditions.

48:28

Sometimes there will be amendments that normally happen when new solicitations hit the street.

48:33

We want to make sure that you read those amendments because sometimes they are updated vendor resources.

48:41

In other cases, they may be updates to certain pages or sections in other documents that you may have downloaded from the vendor portal in order to create your application.

48:52

And then we have the question and answer document.

48:55

It's really important to read in alignment with the solicitation document itself.

49:03

These are questions that are submitted in writing when the solicitation was brand new and they were also asked at the end of the pre proposal conference that happened when the item was new.

49:16

It's a lot of FAQs that give basic information.

49:20

So if you read that, it'll probably satisfy many of the points of information that you may want to review.

49:29

OK, I will hand this back over to Joy and we'll take it from there.

49:35

Thank you, Brian.

49:37

So we will now go over some of the questions that we have received earlier for similar questions, we have combined them.

49:45

OK.

49:46

So for the Q&A portion, we're gonna go over the questions with Peter Lawless, the Lead Procurement Analyst for MTAC R1129 and R1180 questions for for program.

50:02

I will defer that to both Dorothy and and Shafat.

50:05

OK.

50:06

So the first question, Peter, we have OK, is it OK or is it permissible to partner with another organization in order to meet the required years of experience?

50:22

For example, we want to use subcontractors.

50:25

How should they be listed in our proposal?

50:31

Well, if your organization partners with another, that is acceptable.

50:35

This contract will be with only one organization, which will be considered the prime contractor.

50:44

Any other organization will be considered a subcontractor and you should identify any subcontractors that you intend to use what their role will be in your proposal.

50:55

Subcontractors are also subject to the DO ES fingerprinting clearance and passport requirements.

51:01

So any subcontractors not included your in your proposal will require DOE approval.

51:07

OK, great.

51:07

Thank you.

51:09

We have for program office Shafat and Dorothy how is demonstrated effectiveness qualified in the arts?

51:29

Shiva, do you want to take that one joy?

51:32

Can you please repeat the question, how is demonstrated effectiveness qualified in the arts?

51:46

I think for this one, and you can add, you can add to this Shivaad or Dorothy, you know.

51:52

Providers can include letters from schools or from districts that have employed their services.

51:58

They can provide the detailed, the results from internal or external evaluations of the impact on the student learning or evidence of student progress in meeting benchmarks of student achievement in the arts.

52:14

Yes, I know we often, yes, provide evaluations from our own office.

52:17

We'll work with these, you know, particular organizations and schools can often do that as well.

52:23

Great, thank you.

52:26

We'll provide more information if needed via e-mail.

52:29

Yeah.

52:29

OK.

52:31

Peter, we are a new company in New York and we have more than three years of experience in another country.

52:40

Do we meet the minimum qualifications And this is for R1129.

52:51

Peter, I think you're muted.

52:56

Sorry about that.

53:00

So my apologies.

53:02

No proposers must have a minimum of three years demonstrated successful experience in New York City schools or similar experience in other large urban school districts in the US that is stipulated in our solicitation document that you can refer to for many answers.

53:23

So yeah, if you're in another country, you have experience in that country that isn't going to translate over.

53:31

OK, thank you.

53:31

All right, another program question.

53:39

Do we need, OK, Shafat and Dorothy, OK, do we need to provide resumes for all of the teaching artists we have on roster or is there a certain number of teaching artist resumes you would like us to include?

53:56

I think I'll answer that one.

53:57

I think it's important for us to get the resume of the one who's actually providing services directly, right?

54:04

So I don't know how many teaching artists do you have, but the one that's going to serve to us, like I wanna make sure that they have resume plus certifications and license.

54:14

Most importantly, the updated certifications from NSAT, those are the one that's needed with the resume.

54:20

OK.

54:29

All right.

54:29

This question is for Peter.

54:31

What is the process to exercise the contractual options of 1/3 year embedded in our contract?

54:40

So, so I'm sorry, so this is, this is an existing contractor posing the question.

54:46

Gotcha.

54:47

Well, the deal we at its sole discretion can exercise the contractual option extending your contract for an additional 1, three-year, six months prior to the expiration of your original five year contract.

55:02

The DCP will send you a letter of intent to renew your contract with the instructions and a list of required documents needed to register that contract renewal.

55:12

That includes for example, insurance certificates being general liability, workers compensation, disability, they're doing business data form that Brian went over earlier as well as your certificate by broker and a number of other items that you've also submitted prior to us during the pre qualification process for your five year.

55:46

All right, question for Shaphat and Dorothy for R1129 arts education services, can you provide some examples as to what is considered related professional development?

56:02

OK, yeah, sure.

56:03

That's, that's providing any professional developments to like Dorothy mentioned, spoke about teachers, school leaders, principals.

56:15

So we, we, we often hold, you know, many PDS, including citywide PDS for all teachers.

56:23

So if there's an organization, organization that works with one of our content directors for a specific PD, their dance, music, theatre, visual arts, providing, you know, a learning session for teach like the citywide professional development that we hold 3 * a year.

56:44

If an arts partners is working on that PD itself, that's providing that's, that goes under our 11/29.

56:53

Dorothy, do you have any other examples that come to your mind?

56:58

Well, for 11:29, if they're doing some residency as well or you know, because it's direct with their students, those are the examples that we have that comes into the schools.

57:09

So for example that they get a partnership grants, right?

57:12

If they have partnership grants and they're doing some residency and programming, the schools, there's those are the examples that the school probably is looking for a vendor.

57:19

It's their first time to get a grant awarded to them.

57:22

So you might be the vendor that's like actually good for partnering with them.

57:29

So those are the things sometimes it's new for them, sometimes they're always getting the grant so they know who to partner with.

57:36

But we, we have a list of partners that we go to roundtable has a list of organizations that we're actually like we seek if if the principals or superintendents asking for those names and companies they provided also to us.

57:49

So those are, those are the examples, the residents.

57:51

So I also, yeah, thank you, George.

57:53

I also wanted to clarify, sorry, we're spending about R 11/21 nine.

57:57

I confuse myself with our 1180.

57:59

So these for specifically our 11:29 we have example our, you know, middle school boots boot camp, middle school arts boot camp.

58:07

We do, we get teaching artists from partners to provide, you know, classes, residency sessions in the boot campsite or for Summer Arts Institute where we have teaching artists from partners, organizations that come up and do, you know, come and do sessions.

58:26

So any residences or any yeah, residences or yeah, teaching artists that do work that falls into 1129.

58:35

Sorry about that.

58:36

Right.

58:37

OK, another question for the program office we have.

58:42

OK, here you go.

58:43

Does the DOE have an expectation of frequency of school visits?

58:51

School visits?

58:52

I'm sorry, can you repeat that question again?

58:53

Is it a school visits from the vendor or school?

58:56

What is it?

58:56

Yeah.

58:57

So does the DOE have an expectation of frequency of school visits?

59:04

No, there isn't a it's an expectation, a limit that is that is based on the program itself, the requirements of the program, the service is being provided.

59:16

It's really based depends on that, but there's no general expectation in terms of school visits.

59:23

It really depends on the program and the services they're providing for that specific program.

59:27

All right, OK, so we're gonna go to our last question.

59:36

We're we, it's already 4:00 Max, third time.

59:39

But this question is very important.

59:41

There's a lot of folks that asked about this and this is for Peter.

59:47

Our contract renewal is set to expire in next year, right.

59:52

How do we submit for an application for a, for a brand new five year contract?

59:58

So this is a provider wherein they have a five year original contract and the, the contractual option 1 three-year was also exercised and that's set to expire next year.

1:00:10

So how do they submit for an application for a brand new five year contract?

1:00:15

So the DOE will send a notification to the contractor regarding their contract expiration date one year in advance, listing the instructions to to access and download those solicitation documents from our vendor portal.

1:00:33

It'll also go into a bit of detail about the expected timeline.

1:00:39

And then I'll usually, as the head PA for this solicitation for the arts in general.

1:00:47

I'll usually tee up some time to talk and understand what can be expected going forward as well as just a general overview of the process for any members of the organization who you know may need a refresher or whoever you know who hasn't been there before and hasn't been through the impact process.

1:01:10

All right, thank you.

1:01:11

Thank you, folks.

1:01:12

This concludes our presentation for this afternoon.

1:01:15

Again, if you have additional questions, you can still continue to submit here and we will include that in the Q&A document that will be made available to everyone that have registered for this session.

1:01:28

Thank you to all our presenters and to our audience.

1:01:32

We look forward to your participation in the Mtech R1120 1129 and one R1180.

1:01:39

Thank you all and enjoy the rest of your day.

1:01:42

Yeah, thank you so much everyone.

1:01:44

And Kim and actually Kim C Keck will actually the ones gonna communicate to all her roundtable spenders.

1:01:50

She will actually gonna give you all the the recording and the Q&A once we're available, once it's available for PCP.

1:01:57

Thanks everyone and have a lovely day.

1:02:02

Thank you.