

PERFORMANCE BASED CONTRACT GUIDELINES

1. WHAT IS THE PURPOSE OF THE SERVICE?

(Describe in detail any services to be provided or materials to be purchased)

JCY-Westchester Community Partners (JCY-WCP), a division of Family Service Society of Yonkers is dedicated to enhancing the educational experience of children in Westchester County through a variety of community-based literacy programs that help at-risk students and children.

The main purpose of our Extended Learning Time/After School Program is to successfully provide academic, social and emotional support services to students after regular school hours. Working with the principal and teachers, the program will provide a broad range of age-appropriate educationally infused enrichment activities, with an emphasis on STEM, music and art, and using nationally-recognized after-school curricula and activities adapted to local needs.

At the end of each school day, students will participate in an academically infused Enrichment Support Block during the time that the counselor is with the student.

Academically infused Enrichment Support Block will include:

o Robotics with Lego Mindstorms: Students design and build programmable robots using high quality motors, sensors, gears, wheels, axles, and other technical components. By using hands-on robotics, students will gain a better understanding of how technology works in real world applications. Students will interpret two-dimensional drawings to create three-dimensional models; build, test, troubleshoot, and revise designs to improve robot performance; gain practical, hands-on experience using mathematical concepts such as estimating and measuring distance, time, and speed.

o Engineering with Lego Simple and Powered Machines: With machines & mechanisms, students get an in-depth understanding of mechanical and structural principles built into everyday machines. By building, designing, and testing solutions, students work as young scientists and engineers, all while honing design technology, science, and math skills. Students design and observe the behavior of their models. They reflect and re-design the model functionality and present their findings. Students build the models together, each focusing on their part of the model- strengthening their 21st- century skills in collaboration and communication.

o 3-D Printing: Students will learn coding as well as how to properly prepare a digital model for printing on a 3-D printer. Students will plan and design an object, and then transfer their idea into a CAD program (a powerful 3-D engineering tool) to bring it to life. Once completed they will prepare their design for printing and watch it “being born”. Students will get excited about science and math by learning how to use real engineering tools and cutting edge technology.

o STEM activities: Students will take part in fun hands-on projects using nationally-recognized after-school curricula to teach science, technology, engineering, and mathematics concepts. These will include projects using the APEX Science curriculum developed by the Miami Science Museum specifically for after school programs. APEX addresses age-appropriate science concepts, including life science, nature of science, energy, processes that shape the Earth,

nature of matter, environmental science, forces of motion, and Earth/space science through 32 inquiry-based lessons.

- Arts-based learning: Our program will provide arts instruction through hands-on art projects. Students will use a variety of materials to express their creativity through projects such as mask making, jewelry making, drawings, collages, and more. Students will participate in performing arts, such as dance, theatre performance, and the visual arts through videography and digital photography. Students will have musical instruction with guitars. Research has shown a positive correlation between playing a musical instrument and academic achievement and emotional development.

2. AMOUNT OF SERVICE

(set forth all quantities and/or amounts of time required to be devoted to the contract and describe where services are to be provided as specified in Appendix B)

The program will operate at the school sites throughout the regular school year (2018-2019), between September and June. The School 17 program will provide one hour of after-school activities for 4 classes on each school day for a total of 5 hours per week. The School 23 program will provide one hour of after-school activities for 2 classes on two school days for a total of 2 hours per week. The Boyce Thompson program will provide one hour of after-school activities for 2 classes on one school day for a total of 1 hour per week.

During the week, the program will provide students with a range of enrichment activities; and teach life skills including STEM.

3. WHO IS SERVED?

(Describe whether services are to be provided directly to students, to staff, etc.)

The programs will directly serve students of Yonkers Public Schools.

Students in grades pre-K-8 will be placed in groups, each led by a Youth Counselor. Each group will rotate through different activities based on a schedule for the week prepared by the Program Coordinator.

4. WHO WILL PROVIDE SERVICES?

(If individual providers are contemplated, set forth the names and qualifications of the service providers)

JCY-WCP will provide the services offered. The Senior Director, the Director of Educational Initiatives, the ELT Program Coordinators, and STEM Coordinator will facilitate and coordinate all aspects of the program and will be the liaisons for all partners involved in planning and implementing the extended learning time program in the Yonkers School District.

12 Youth Counselors (depending on the number of children) will work with up to 180 students (ratio of 15 students to 1 counselor). The ELT Program Coordinators will meet with administration daily before the start of each day's programming to coordinate the curricula and activities of the after school program with the educational content of the school day. Youth Counselors will meet with teachers as needed to enhance the support provided to students in the afterschool program.

The program will also provide training for Youth Counselors, the ELT Program Coordinators, and the STEM Coordinator on topics including those listed in the New York State Child Care Regulations, such as principles of childhood development; safety and security procedures, child abuse and maltreatment identification and prevention; and statutes and regulations pertaining to child abuse and maltreatment.

5. WHAT WILL BE COMMUNICATED TO DISTRICT PERSONNEL, PARENTS, OTHERS ABOUT PROGRESS AND RESULTS OF THE SERVICES?

The Senior Director, the Director of Educational Initiatives, the ELT Program Coordinators, and STEM Coordinator will maintain a regular schedule of site visits to the schools. They will communicate directly with the participating schools' liaison to discuss individual students and program success.

Additionally, the JCY-WCP collects year-end evaluations from school administration, youth counselors and teachers. These results are compiled and used as a basis for improving the program.

Parents will be invited and encouraged to attend the end of the year celebration to meet the counselors and volunteers that have been helping their child throughout the year.

The youth counselors will be recruited by the JCY-WCP. All counselors, volunteers, school administrators and liaisons, as well as community funders and supporters receive invitations to the Kickoff event. The JCY-WCP publicize the program through print and broadcast media based on permission and cooperation from the school. JCY-WCP's online newsletter will be distributed to all mentors, school personnel, partners and funders.

6. HOW WILL THE QUALITY BE JUDGED?

(Set forth the method which will be used to evaluate contractor's performance)

Surveys are conducted and observations of teachers, counselors and students are used to determine the students' progress including academic development, attitude towards school, STEM and peers, behavior, self-confidence and self-esteem. Data and information from these surveys, as well as regular communication throughout the year with school personnel and Counselors, is used for program revision and/or improvement as necessary. The data and feedback are also used to determine the kind of additional training that may be needed to equip Counselors to help students in the program more effectively. School administrators, the JCY-WCP program staff and central office administration will evaluate the success of the program.

The Yonkers Public Schools will conduct ongoing monitoring of the quality of contractual services provided by the contractor. Such monitoring will include but is not limited to site visits, summary reports and surveys.

7. PERSONS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

(There must be a single Board administrative employee identified as the person responsible. This person will also be responsible for signing off on contract payments)

YPS contract contact:
Dr. Christopher Macaluso
Executive Director of Professional Development

Family Service Society of Yonkers contract contact:

Mr. Seth Berman
Executive Director of Family Service Society of Yonkers (FSSY) (parent company of JCY-
Westchester Community Partners)

8. ARE THE SERVICES PURSUANT TO A GRANT AGREEMENT? IF YES, WHAT IS THE GRANT AND WHAT ARE THE GRANT REQUIREMENTS RELATED TO THIS AGREEMENT?

Yes, these services are pursuant to the Extended Learning Time (ELT) grant.

The objectives associated with the ELT grant are:

- All schools will improve student outcomes by adding at least 25 percent more time to the academic calendar beyond the current schedule, by extending the school day, school week, school year, or some combination thereof, either district-wide or in selected school buildings.
- 100% of ELT schools will offer a range of high-quality educational, developmental, enrichment, targeted and recreational services for students and their families in core academic areas supporting CCLS;
- School transformation is impacted by teacher participation in professional development and/or in class modeling;
- 100% of ELT schools will offer enrichment and youth development activities such as nutrition and health, art, music, environmental science, theater, technology and recreation;
- 100% of ELT schools will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.

9. WILL THE CONTRACTOR BE RECEIVING ANY STUDENT DATA OR OTHER DATA FROM YONKERS PUBLIC SCHOOLS? IF YES, PLEASE DESCRIBE. IF STUDENT DATA IS BEING SHARE, PLEASE PROCEED TO QUESTION 10 BELOW.

Yes. Surveys are conducted and observations of teachers, counselors and parents are used to determine the students' progress including academic development, attitude towards school, STEM, and peers, behavior, self-confidence and self-esteem.

10. WILL THE STUDENT DATA BE USED FOR THE PURPOSE OF DEVELOPING, VALIDATING, ADMINISTERING STUDENT AID PROGRAMS, OR IMPROVING INSTRUCTION? IF YES, PLEASE SPECIFICALLY DESCRIBE.

Data and information from surveys, as well as regular communication throughout the year with school personnel and Counselors, is used for program revision and/or improvement as necessary. The data and feedback are also used to determine the kind of additional training that may be needed to equip Counselors to help students in the program more effectively.