

PERFORMANCE BASED CONTRACT GUIDELINES

1. WHAT IS THE PURPOSE AND SCOPE OF THE SERVICE? (Describe in detail any services to be provided or materials to be purchased)

To deliver pre-K services to 24 four-year-old children from the City of Yonkers.

2. AMOUNT OF SERVICE?

(Set forth the monetary value of the proposed agreement and quantities and/or amounts of time required to be devoted to the contract and describe where services are to be provided as specified in Schedule "B")

Services will be provided in one location:

Yonkers Child Development

172 Warburton Avenue, Yonkers, NY 10701

Services will be offered for a minimum of five (5) hours per day, totaling 180 days per year.

3. WHO IN THE SCHOOL DISTRICT IS SERVED?

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

Services will be provided to four-year-old children residing in the City of Yonkers

4. WHO WILL PROVIDE SERVICES?

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

Services will be provided by Westchester Community Opportunity Program, Inc., 2 Westchester Plaza, Elmsford, NY at the Yonkers Child Development Center

4a. WILL THE CONTRACTOR BE UTILIZING ANY SUBCONTRACTORS OR VOLUNTEERS IN FURTHERANCE OF THIS AGREEMENT? **IF YES, PLEASE LIST ALL OF THEIR NAMES AND CONTACT INFORMATION.**

Mental health consultants will offer mental health services to staff, families, and children.

5. WHAT WILL BE COMMUNICATED TO DISTRICT PERSONNEL, PARENTS, OTHERS ABOUT PROGRESS AND RESULTS OF THE SERVICES?(How specifically will the contractor report to the School District (or parents, if applicable) about their progress towards achieving the goals of the contract?)

Children's progress will be assessed three times per year using Teaching Strategies Gold. Within the first 45 days of enrollment, children will be screened using the Brigance Early Childhood assessment and the Ages and Stages Social-Emotional questionnaire.

To maintain open communication with families, two parent-teacher conferences and two home visits will be conducted annually to review progress and provide individualized support. Additionally, school readiness reports will be shared with the district to ensure alignment and transparency.

6. HOW WILL THE SCHOOL DISTRICT JUDGE THE QUALITY OF SERVICES? (Set forth the method which will be used to evaluate contractor's performance)

WestCOP evaluates the quality of its educational programs through both formal and informal observation methods. The formal, research-based tools utilized include the CLASS (Classroom Assessment Scoring System), TPOT (Teaching Pyramid Observation Tool), and ECERS (Early Childhood Environment Rating Scale), which are administered and scored twice per year. Following these assessments, feedback and growth strategies are provided to the teaching staff to support continuous improvement.

Informal observations are conducted regularly by each center's Director, and coaching is available to further assist teaching staff.

Student development is monitored using the Teaching Strategies GOLD (TSG) assessment system, which enables teachers to document, plan, and assess effectively for optimal student progress. The Education Coordinator oversees the TSG outcomes as well as the results of formal classroom assessments.

Professional development for staff is informed by child outcomes data and the goals outlined in each teacher's Professional Plan.

7. INDIVIDUALS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

Vendor Name: *Westchester Community Opportunity Program (WestCOP)*

Vendor Address: *2 Westchester Plaza Elmsford, NY 10523*

Vendor Phone No.: *914-592-5600 ext. 116*

Vendor Business Status: *Not-For-profit*

Vendor Contact Name: *Janette Gonzales*

Vendor Contact Email: *jpereira@westcop.org*

Tax ID No.: *13-2547122*

Ms. Alyssa Colon-Garcia

Executive Director

Phone: (914) 376-8213

Fax: (914) 376-8211

acolon-garcia@yonkerspublicschools.org

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?**

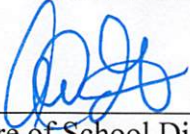
Yes, services will be provided in compliance with the grant requirements.

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 SHARED, PLEASE PROCEED TO QUESTION 10 BELOW.**

No

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.**

No

<p>Performance Based Guidelines Reviewed and approved by:</p> <p> 1/29/25</p> <p>_____ (Signature of School District administrator/employee)</p> <p>Alyssa Colon-Garcia _____ (Printed Name)</p>

PERFORMANCE BASED CONTRACT GUIDELINES SCHEDULE B

Consultant:		WESTCOP			
Contract Dates:		September 2025 through June 2026			
Federal ID:		13-2547122			
Description of Services	School/Site	Consultant's Rate Per Fiscal Year	Number of Students	Hours/Days	Amount
WESTCOP will serve 24 YPS 4-year-old children from the City of Yonkers.	Yonkers Child Development Center /172 Warburton ave, Yonkers NY 10701	\$6,000.00	24	5 HRS. A DAY /180 DAYS A YEAR	\$ 144,000.00
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Total:					\$ 144,000.00



YPS Vendor/Partner Evaluation Form

An evaluation of partnerships throughout the District

Evaluator Name: Alyssa Colon-Garcia

Role: Executive Director

General Information			
Grant Name	Universal Pre-Kindergarten- 4	Contract Amount	\$144,000.00
Partner/Partner	Yonkers Children Place (WESTCOP)	Date of Service(s)	SY 24-25
School Site(s)	Community Based Organization		

1. Were there three quotes for vendor services?

- YES (if yes, please list vendors below)
- NO (if no, please explain)
- N/A

Explain: Community Based Organization who submitted RFP to provide UPK program subsidized by YPS and NYSED.

2. In what ways does this vendor/partnership align to our Districts mission/vision/strategic plan?

Goal 1- Student Achievement; Goal 4- Support student needs; Goal 5- Community Wide Engagement

3. What was the primary goal of the partnership? (Fill the option(s) that most closely relates to the main objective of the partnership.)

- To provide PD to a certain population of the schools.
- To provide programmatic support to the schools.
- To provide tutoring or instructional support.
- To help to assess current practices.
- To connect the schools with other resources.
- To help to develop curriculum and activities for the district, school or classroom.
- To support mental and emotional health
- Other: Provide UPK programs to the community

4. Were the specified goal(s) and objectives reached?

- YES
- NO (if no, please explain)
- N/A

Explain: _____

5. Did this partner deliver on the expected agreement and outcomes?

- YES
- NO (if no, please explain)

Explain: _____

6. Did this partner supply appropriate materials and supplies necessary to accomplish goals and outcomes?

- YES
- NO (if no, please explain)
- N/A

Explain: _____

7. Did this partner provide adequate feedback and support?

- YES
- NO (if no, please explain)
- N/A

Explain: _____

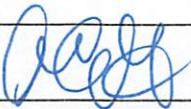
8. Please complete the Vendor/Partner Assessment Criteria scale below and rank this partner on the following areas:

Vendor/Partner Assessment Criteria					
Criterion	(1) Ineffective	(2) Somewhat Ineffective	(3) Somewhat Effective	(4) Effective	(5) Highly Effective
Preparation: <i>Provides high-quality services to meet goals</i>					x
Competency: <i>Knowledge of craft</i>					x
Flexibility: <i>Willingness to change or compromise</i>					x
Consistency: <i>Schedule & routine</i>					x
Organization: <i>Structured, orderly, & efficient use of time management</i>					x
Professionalism: <i>Interactions are cordial & respectful</i>					x
Overall Experience with partner					x

9. Please indicate specifically how the vendor/partner impacted student achievement, leadership development or district operations. **Note: Please provide documentation and evidence of impact of vendor/partner services.**

Community Based Organizations who provide UPK allow additional community members to receive pre-k programming beyond the traditional school building. Students involved in the programs have access to before and after school care, varied community partnerships, and instruction aligned with Next Generation Learning Standards. Leadership from the community based organizations meet regularly with YPS central office administration to receive professional development. Students who are part of the UPK programs at our community based organizations enter kindergarten ready to learn with a strong foundation in literacy, numeracy, and social emotional development.

10. Use the space below to provide any additional feedback you think would be helpful:

Signature of Evaluator 

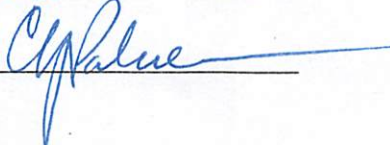
Date: 1/29/25

***** FOR PEER REVIEW ONLY *****

Vendor/Partner Peer Review Criteria					
Criterion	(1) Ineffective	(2) Somewhat Ineffective	(3) Somewhat Effective	(4) Effective	(5) Highly Effective
Impact: Based on artifacts/evidence/ evaluation					✓
Overall Experience with partner					✓

Peer Reviewer Dr. Cynthia K. Palmer

Date: 1/29/25

Signature of Peer Reviewer 

Date: 1/29/25