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)

Instructional Services (GEER and ESSER)

Catapult Learning will develop a customized small-group virtual instructional program and an Extended Learning virtual to improve the academic achievement and meet the specific needs of Yonkers Public Schools and participating nonpublic schools for the 2020-2021 school year. Services will be provided to students through Synchronous and Asynchronous Literacy intervention, Math Intervention, STEM, Robotics, Social Emotional Learning, Counseling, parent engagement, student resource bags, professional development for Teachers and any additional services allowable by GEER and ESSER via technology such as Computers, Chromebooks, I Pads, Phones or any combination of the above.

Professional Development Services (GEER and ESSER)

Catapult Learning may provide Professional Development services to meet the specific needs of Yonkers Public Schools and participating nonpublic schools for the 2020-2021 school year as requested in consultation with the LEA, Archdiocese of New York Associate Superintendent, Mr. Michael Coppotelli. The following services may be offered, but not limited to, as allowable by GEER and ESSER act.

Instructional Coaching for Teachers and Administrators

Catapult Learning may provide job-embedded, classroom-based support to help to change instructional practices and ensure that shifts in classroom practice are reflected in improved student achievement. Instructional Coaches will support targeted administrators and teachers' needs in pedagogy, academic content, curriculum, and use of student data that have been identified by leadership via virtual support or in-person. We will partner with the instructional leadership team to design a coaching program that support educators in helping students meet academic achievement across the various schools.

During the coaching process, assigned coaches will observe instruction virtually or in-person, model-instructional best practices, consult with teachers on refinements and next steps, and provide non-evaluative feedback to teachers regarding the pedagogical practices conducted in their classrooms. Coaches will also consult with principals to provide feedback on the ongoing coaching process and to ensure that the instructional improvements being recommended and practiced during coaching days are sustained.

Professional Development Workshops
Catapult Learning may provide Professional Development via workshops to meet the specific needs of Yonkers Public Schools and participating nonpublic schools for the 2020-2021 school year as requested in consultation with the LEA and the Archdiocese of New York Administrators.
Listed below are examples of possible topics, but not limited to as allowable by GEER and ESSER:
- Planning and Teaching in Multi-Access Learning Environment
- Guiding the Close reading Process in a Distance Learning Environment
- Working with Google: Assessment and Feedback
- Differentiating Instruction in the Virtual Learning Environment

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Professional Development / Counseling and Social Work (GEER and ESSER)
Research shows that social and emotional learning (SEL) and building resiliency have a positive impact on students' academic performance and their life beyond the classroom. When students understand their purpose for being in school, the learning dynamic shifts, teachers experience improved classroom management, and students build a clear path to achieving better outcomes. Learning to cooperate, communicate, and resolve conflicts in an integral part of preparing a student for success in the modern workplace.

Catapult Learning will provide Counseling services that may be delivered in many ways, including small-group and individual counseling, crisis management, workshops, school staff and family consultation and collaboration, as well as through planning and referrals to outside agencies when needed. Licensed Counselors may provide support through workshops in virtual classrooms, or individual sessions for eligible students. Examples of student topics may be as follows:

- Organizational skills
- Preparing for the transition to middle school
- Stress management and coping techniques
- Mindfulness
- Growth mindset

Parent-facing workshops may also be offered via live or recorded webinars. Examples of possible topics include:

- Anxiety: How to help your child cope with anxiety at school and home
- Helping Children Succeed: Building confidence and motivation
- Raising Emotionally Intelligent Children
- Addressing Grief and Trauma
- Positive and Practical Parenting

The inclusion of ongoing social emotional learning and mindfulness activities to support students ongoing emotional growth and stay aligned with our commitment to refining their 21st Century Skills. With this in mind, students may have SEL activities woven through the daily synchronous sessions or scheduled separately to best meet the needs of the students.

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 Schedule "B")

Instructional Services for Non-Public Students in Yonkers	
Program Length	2020-2021 school year
Program Days	Sessions may be scheduled Monday through Saturday as determined by schools
Grades Served	K- 8
Number of Schools	6 schools
Class Length	Average of 45-60 minutes per session
Frequency	Two sessions per week
Student to Teacher Ratio*	6:1 = Up to six students working with one teacher (approximate number of eligible students), with groups not to exceed eight students
Type of Instructor	College-degreed teacher
Training	Catapult Learning will train our teachers in how to implement our curriculum and program
Assessment	Pre- and post-testing; formative assessment trackers, DIBELS, I ready, and ongoing performance monitoring may be used.
Management	Includes program setup, program management, program evaluation, quality controls, and progress reporting
Program	AchieveReading, AchieveLiteracy, AchieveMath, Achieve Reading HS / Math HS, STEM, Robotics
Program Fee for Full Year of Services**	$226,471.40

*Catapult Learning realizes that some schools may desire smaller group size or more individualized services for students. This can be accomplished within the structure of the program we have proposed, as long as it is with the understanding that fewer students will be served for the same dollar amount.

**Catapult Learning's Program fees include *Instructional Program*: (program set-up, student instruction and assessment, program management, program evaluation, quality controls, student motivation program, and progress reporting). Catapult Learning will also provide use of curriculum materials (texts, consumable materials, and manipulatives as appropriate), equipment, data systems, and general supplies. This total fee also includes Professional Development, Coaching, Counseling, social work Services and any other service allowable by GEER and ESSER funding.

PROFESSIONAL SERVICES:

Teacher Coaching (Funded by GEER and ESSER)
Catapult Learning may provide professional development services consisting of Coaching or Mentoring for the Archdiocese of New York K-8 schools at a daily rate of $1250 per day.

Counseling and Social Work Services (Funded by GEER and ESSER)
Catapult Learning will provide Counseling services at an hourly rate of $130.00 for the Archdiocese of New York K-8 schools as requested.

Services can be adjusted as requested to best support the needs of the student, by increasing, reducing, or exchanging the services identified above as allowable by the GEER and ESSER Acts. Any additional service may be priced accordingly upon mutual agreement.

3.   WHO IS SERVED?
(Describe whether services are to be provided directly to students, to staff, etc.)

Instructional services will be provided to identified students in grades K- 8 deemed as needing additional services to support academic achievement in the non-public schools. While Counseling, family engagement, and social emotional services will be provided to students and parents needing similar support.

Professional development will be provided to administrators, teachers and parents of Students in the Archdiocese of New York schools as indicated in Appendix B attachment.

4.   WHO WILL PROVIDE SERVICES?
(If individual providers are contemplated, set forth the names and qualifications of the service providers)

Catapult Learning (Catapult Learning, LLC) will provide the services through direct staff and subcontractors.

4a.   WILL THE CONTRACTOR BE UTILIZING ANY VOLUNTEERS, OR BE HIRING/UTILIZING ANY SUBCONTRACTORS IN FURTHERANCE OF THIS AGREEMENT?   IF SO, PLEASE LIST <u>ALL</u> OF THEIR NAMES AND CONTACT INFORMATION.
(If the Contractor will be using any subcontractors, volunteers, and/or other agents other than the individuals identified in question #4 above or #7 below, they need to be disclosed here)

N/A at this time, but that we reserve the right to use subcontractors at a later date and we would be happy to provide their information as applicable.

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?)

INSTRUCTIONAL SERVICES:
  - Catapult Learning will meet directly with district personnel as scheduled during the school year to discuss program and student progress. Catapult will provide formal program reporting to district personnel documenting number of services provided, pre- and post- test results, school and parent communications, and Title I professional development activities.
  - Some examples of ways in which our instructional and managerial staff maintain effective communication with school administrators, classroom teachers, and Title I families:
    - **Parent Consent** – signed / electronic permission to provide service to a student.
    - **Parent Conference Log** – records parent conference by phone or in person.
    - **Newsletters** – Family newsletters with information and activities for families that enhance learning and support and scaffold learning in the Title I classroom.
    - **Formal principal meetings**: a beginning of the year planning meeting, a mid-year check-in, and an end of the year review and next year planning.

- o **Initial Classroom Teacher Meeting** – discussion with Title I students' classroom teachers to share student data and to plan supportive small group services.
- o **Two-Way Communication Form** – completed per contract frequency to share Title I instructional focus with the classroom teacher, who responds with classroom skills to blend into small group instruction.
- o **Progress Reports** – formal progress reporting demonstrating student progress against the student plan, sent home and shared with parents. Parents are offered the opportunity to discuss progress reports directly with the Title I teacher.

PROFESSIONAL DEVELOPMENT SERVICES:
- The District will be provided with evaluations and feedback from the participants as well as an end of year report of entire project.
- Counseling and social work attendance records will be provided

6. HOW WILL THE QUALITY BE JUDGED?
(Set forth the method which will be used to evaluate contractor's performance)

INSTRUCTIONAL SERVICES:

a. Where a school uses a state or nationally-normed standardized test for all students in the spring., Catapult Learning will use the school's pre-program spring administration as a baseline pretest, and the school's post-program spring administration as a posttest. Examples include schools that annually test using, TerraNova, or IOWA. If the pre-program spring test results shared with us contain enough detail to map skill areas to Common Core standards, Catapult Learning will use those results to inform the creation of student learning plans.

b. Where a school implements a state or nationally-normed standardized test for all students in the fall instead of the spring, Catapult Learning can use data from the fall administration as our pretest baseline. If the school administers the same assessment a second time (using an alternate form if available) at the conclusion of the program (spring), for the students we serve, we can analyze this data as a pre/post comparison.

c. Where a school does not implement a state or nationally-normed standardized test, Catapult Learning will administer assessments (or similar) in the fall (pre-program) and spring (post-program) to provide baseline and post-program data. We are open to using an alternative assessment if the District has a strong preference.

PROFESSIONAL DEVELOPMENT SERVICES:
The District will be provided with evaluations and feedback from the participants.

COUNSELING AND SOCIAL WORK SERVICES:
General narrative of overall services and referrals will be provided in the End of Year report

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)

Carmela Valente, Division of Teaching and Learning, Yonkers Public Schools

CONTRACTOR'S NAME, ADDRESS & CONTACT INFORMATION
Catapult Learning, LLC
2 Aquarium Drive, Suite 100
Camden, NJ 08103

CONTRACTOR'S FEDERAL IDENTIFICATION NUMBER: 73-1685121

CONTRACTOR'S STATUS (e.g., corporation, individual, unincorporated, etc. and where)
LLC

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?

All Services are funded by GEER and ESSER and therefore, pursuant to GEER and ESSER 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.

NA