

## 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 implement programming in service to the **Yonkers Public Schools** in the 2023-24 school year. This programming will focus on activating engagement and agency in participants through direct student services, and will utilize expressive arts and literacy modalities and CRE, DEI and trauma-informed practices through a strengths-based, student-centered lens.

Programs will include:

#### 1. I Am Enough

Inspired the children's book, *I Am Enough*, by Grace Byers, students will engage in a positive psychology-based residency that centers the exploration of the power of positive affirmations to promote positive self-concept, self-esteem and self-acceptance. For example, the young girl in the book proudly declares, "Like the sun I am here to shine!" In order to accomplish a contextual framework for the creation of authentic affirmations students engage in a robust examination of fixed mindset vs. growth mindset thinking and learning. Trauma-informed experiential activities will center the key growth mindset attributes of persevering through challenges, developing differentiated strategies for digesting and applying information, and growing when faced with mistakes or obstacles. Through both a culturally sensitive and culturally responsive framework, students will use literacy devices to transform not only their own thinking but their own use of language in order embrace and apply a growth mindset to their own personal, academic and communal experience.

Students will create their own original capstone affirmation and then will create complementary digital art upon which to layer this affirmation using the free digital art software Pixlr. The students will learn how to apply text tools, saturation and layering skills to create images that capture the symbolism and intention of their affirmations which were then digitally superimposed upon the student-generated digital art images. The residency will culminate in either the creation of an original deck of affirmation cards, a set of canvases that display each student's affirmation, or set of large-scale magnets that center and celebrate the unique affirmations. This residency will evoke the resilience that exists in each one of us, the support a community deserves in order to continue to evolve and the unique light that is best described in the words of Amanda Gorman: *"For there is always light, if only we're brave enough to see it. If only we're brave enough to be it."*

#### 2. The Literacy Legacy Locker Project

Integrating the key tenets of the Seal of Biliteracy and the Seal of Civic Readiness, students will generate a visual art micro-artifact Literacy Legacy Locker Project. Through literacy and arts-based experiential activities the students will generate a comprehensive list of key books that encapsulate the values of their path to pursue social justice, elevate their own excellence, celebrate diversity, equity and inclusion and center their identities as proud multi-lingual learners.

This book list will then be converted in partnership with the students, literacy and arts-based facilitator and muralist into a wide-scale series of book spine locker murals. The students will practice key elements of visual art expression including form, line, color, depth, shading and more and will practice core socioemotional skills of communication, support, focus, compassion, perseverance and expression. The students will also learn about the importance of climate and the nature of artistic materials as the muralist will make accommodations in daily instruction based on climate-based factors, the alchemy of elements

that are necessary for the paint to set and congeal and more, thus consistently creating S.T.E.A.M.-integrated learning opportunities. In celebration of the student work the school community will return to the production of the inception of a large-scale Literacy Legacy Locker Project initiative that embodies the roads to representation, restoration, revelation and resilience that are generated through reading, learning, telling and creating our stories.

**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”)**

- I am Enough - \$25,000
- The Literacy Legacy Locker Project - \$25,000

**3. WHO IN THE SCHOOL DISTRICT IS SERVED?**

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

These services will be provided to students, and will include supportive and celebratory events for families and partner staff.

**4. WHO WILL PROVIDE SERVICES?**

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

Quincy Koffel – Lead Facilitator, MA in Education, ‘03, MSW ‘23, LMSW  
Margie Mota – Assistant Facilitator, BSW, ‘26  
Esther Stimphat- Visual Arts Facilitator, AAS Fashion Institute of Technology, ‘15

**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.**

N/A

**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?)**

A post-program evaluative survey to be disseminated to participants.

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

The quality will be judged through a post-survey, room completion and review, and supervisory observation.

**7. INDIVIDUALS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.**

Vendor Name: **The North Star Project**  
Vendor Address: **10 Campion Place, Yonkers, NY 10701**  
Vendor Phone No.: **(917) 861-5417**  
Vendor Business Status: **Sole-Owner S-Corporation**  
Vendor Contact Name: **Quincy Koffel**  
Vendor Contact Email: [thenorthstarprojectinc@gmail.com](mailto:thenorthstarprojectinc@gmail.com)  
Tax ID No.: **87-3255878**

School District Administrator Name: **Lissette Colón-Collins**  
School District Administrator Title: **Assistant Superintendent of Language Acquisition, Funded Programs, School Improvement and The Arts**  
School District Administrator Phone No.: **(914) 376-8230**  
School District Administrator Email: [LCOLON-COLLINS@yonkerspublicschools.org](mailto:LCOLON-COLLINS@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, ARP Reserves Grant-ARP Reserves Grant Goal is to accelerate student learning and close the achievement gap exacerbated by the COVID-19 pandemic, Yonkers will initiate a variety of programs and platforms of learning, designed to meet student academic needs and enable them to thrive.

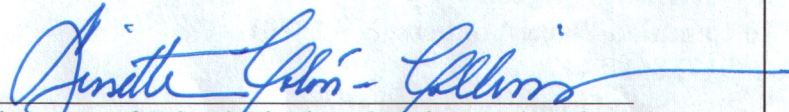
**9. WILL THE CONTRACTOR BE RECEIVING ANY STUDENT DATA OR OTHER DATA FROM YONKERS PUBLIC SCHOOLS? IF YES, PLEASE DESCRIBE. IF STUDENT DATA IS BEING SHARED, PLEASE PROCEED TO QUESTION 10 BELOW.**

N/A

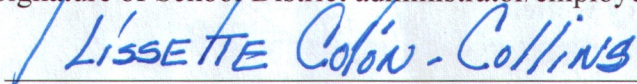
**10. WILL THE STUDENT DATA BE USED FOR THE PURPOSE OF DEVELOPING, VALIDATING, ADMINISTERING STUDENT AID PROGRAMS, OR IMPROVING INSTRUCTION? IF YES, PLEASE SPECIFICALLY DESCRIBE.**

N/A

Performance Based Guidelines  
Reviewed and approved by:



(Signature of School District administrator/employee)



(Printed Name)