

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 support the Yonkers Public Schools Multilingual Learner Literacy through the Arts program, this service will provide hands-on professional learning workshops for teachers of Multilingual Learners to introduce students to the writing genre of poetry, to afford MLLs opportunities to write and share poetry as a SEL practice, to transition MLLs to a more structured writing among many genres across the curriculum, and to teach students how to analyze and produce metaphoric language structures. In addition, participants will engage in job-embedded professional learning through coaching and mentoring to provide ongoing support and to tailor the application of the workshop learning to the teachers' individual instructional context. Lastly, this service will engage in a needs assessment of the target population with a pre and post survey analysis.

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")

\$20,000

3. WHO IN THE SCHOOL DISTRICT IS SERVED?

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

Teachers and administrators of Multilingual Learners.

4. WHO WILL PROVIDE SERVICES?

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

Brett Elizabeth Blake, Ph.D. is the Professor of TESOL and Literacy at St. John's University and the Senior Research Fellow of the Vincentian Center for Social Justice and Poverty.

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.

At this time, the contractor does not intend to include any additional personnel. However, based on the needs of the teacher participants, the contractor may invite faculty from St. John's University to assist at no additional cost to the school district beyond the \$20,000. If this is to occur, communication will be provided to school district's administrator leading the program.

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?)

The contractor will share the results of the PD workshop evaluations, progress descriptions from the teacher coaching and mentoring, and results of the needs assessment and pre and post survey analysis.

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 of the professional development will be judged based on participant evaluations after each session.

7. INDIVIDUALS RESPONSIBLE FOR ADMINISTERING THE CONTRACT.

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School District Administrator Name: June Wai
School District Administrator Title: Administrator
School District Administrator Phone No.: 914.376.8230 ext. 7056
School District Administrator Email: jwai@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, these services are pursuant to the grant agreement under the 2021-2026 Extended School Day/ School Violence Prevention Program Competitive Grant. The grant requirements related to the this agreement that students who will receive instruction from participating teachers must include Multilingual Learners.


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.**

Yes

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.**

In order to provide tailored professional development on differentiating instruction based on ELL subgroups (Newcomers, Developing ELLs, Long-Term ELLs, ELLs with Disabilities, SIFE), English proficiency levels (Entering, Emerging, Transitioning, Expanding), experiences (homeless, unaccompanied minor, refugee, immigrant, etc.) home languages, and grade levels, ELL student data may be shared with the contractor to better meet the instructional needs of participating educators.

Performance Based Guidelines
Reviewed and approved by:



(Signature of School District administrator/employee)

JUNE WAH

(Printed Name)