Work Session with Vote on Consent Agenda
Tuesday, June 25, 2024 6:00 PM

Windows Conference Room
501 N. Dixon St.
Portland, OR 97227

Agenda

1. 6:00 pm - Opening
2. 6:05 pm - Consent Agenda (Resolutions 6927-6930 and 6932-6935)
   2.(a) Resolution 6927 - Adoption of the Index to the Minutes
   2.(b) Resolution 6928 - Expenditure Contracts
   2.(c) Resolution 6929 - Revenue Contracts
   2.(d) Resolution 6930 - Authorizing Off-Campus Activities
   2.(e) Resolution 6932 - Approval of Head Start Policy Council Recommendation
   2.(f) Resolution 6933 - Approval of Head Start Policy Council Recommendation
   2.(g) Resolution 6934 - Approval of Head Start Policy Council Recommendation
   2.(h) Resolution 6935 - Settlement Agreement
3. 6:10 pm - Update: Center for Black Student Excellence
4. 6:40 pm - Update: Climate Crisis Response Policy Implementation and Climate Crisis Response Committee Report
5. 7:05 pm - Discussion: General Obligation Bond Timing and Next Steps

RESOLUTION No. 6927

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- April 02, 2024 – Regular Meeting
- April 09, 2024 – Special Meeting
- April 24, 2024 – Special Meeting
- June 05, 2024 – Special Meeting

PORTLAND PUBLIC SCHOOLS
BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Regular Meeting
April 02, 2024

This document is a record of the actions taken by the Board of Education. In accordance with ORS 192.650, the District's official School Board Meeting Minutes are maintained via video recording and may be viewed at https://youtu.be/5jXrUYzr5-8?si=8HP2LhmCqHkahdxe

This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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Agenda

Time Started	Agenda Title
6:10 pm	Called to Order by Board Chair Gary Hollands
6:12 pm	César Chávez Music Program
6:18 pm	Recognizing Benson Girls and Roosevelt Boys Basketball Teams
6:58 pm	Superintendent's Report
6:59 pm	Student Representative's Report
7:05 pm	Student Comment
7:18 pm	Second Reading of a Policy - Class Size Policy 3.10.031-P (Resolution 6890)
7:26 pm	Public Comment
7:38 pm	Board Committee and Conference Reports, and Superintendent Search Update
7:39 pm	Review Draft Superintendent Criteria - Public Comment Accepted
7:49 pm	Update: Jefferson High School Modernization
8:16 pm	First Reading of Policies
9:14 pm	Consent Agenda: Resolutions 6883 through 6889, and 6891 through 6893
9:15 pm	Comments from our Union Partners
9:28 pm	Adjourned by Board Chair Gary Hollands

Student and Public Comment

General Student Comment:

- *Alice D.*
- *Diego Romero*
- *Leo Hibbard*
- *Calypso Kupper*

General Public Comment:

- *Clarence Larkins Sr.*
- *Anne Chenot*
- *Lisa Doane*

Public Comments on the Second Reading of the Class Size Policy 3.10.031-P (Resolution 6890):

- *Nazgul Chester*

Action Items

- **Resolution 6890: Second Reading of Policy (Resolution 6890) - Class Size Policy 3.10.031-P**

  Director DePass moved and Director Greene seconded the motion to approve Resolution 6890. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

- **Motion Regarding the First Reading of the Districtwide Advocacy and Fundraising 7.10.020-P**

  Director Scott moved and Director Sullivan seconded the motion to direct the superintendent to create an authentic engagement strategy using the Innovation Studio and report back in nine months with a community lead co-created recommendations on how to move forward and moves to ask the SS committee to make recommendations in sixty days on how to empower and appropriately resource the fund for PPS. The motion was put to a voice vote and failed (2 yes – 5 no).

  Director Julia Brim-Edwards: No, Director Michelle DePass: No, Director Herman Greene: No, Director Gary Hollands: No, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: No, Student Representative Silverstein: No (Unofficial)

- **Consent Agenda – Resolutions 6883 through 6889 and 6891 through 6893**

  Director Brim-Edwards moved and Director DePass seconded the motion to approve the Consent Agenda, including Resolutions 6883 through 6889 and 6891 through 6893. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6883

Tabled

RESOLUTION No. 6884

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Peace in Schools	8/1/24 through 6/30/25	Personal Services PS 94795	Mindfulness classes to six District high schools. Direct Negotiation – Unique Knowledge or Expertise PPS-46-0525(4)	$153,000	C. Proctor Fund 101 Dept. 5465	NA - Nonprofit

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Carruth Compliance Consulting, Inc.	7/1/24 through 6/30/26	Personal Services PS 91594 Amendment 1	Plan compliance and documentation for the District's 403(b). This amendment extends the contract for an additional two years, Direct Negotiation – Ongoing, Long Term Relationship PPS-46-0525(3)	$107,710 $211,495	S. Reese Fund 101 Dept. 5441	No

New encumbered contracts: $153,000

On-call, potential spend contracts: $0

Amendments: $107,710

RESOLUTION No. 6885

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Portland General Electric	4/3/24 through 8/31/25	Revenue R 94832	Grant award for the purchase of four electric buses.	$720,585	D. Jung Fund 191 Dept. 5560 Grant S0416

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Oregon State University	3/15/24 through 9/30/24	Intergovernmental Agreement / Revenue IGA/R 94851	High Dosage Tutoring teacher work group funding.	$492,513	C. Proctor Fund 205 Dept. 9999 Grant G2364

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6886

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
4/11-4/14/24	Franklin HS Social Studies, 2	Urban Debate League National Championships	Northwestern University, IL	$0	N/A
4/11-4/16/24	Lincoln HS Constitution, 38	National Constitution competition	Washington DC	$3000	N/A
4/11-4/16/24	Grant HS Constitution,	National Constitution competition	Washington DC		N/A
4/14-4/19/24	Franklin HS Social Studies, 5	Visit museums, government organizations	Washington DC	$2200	$28,300
4/14-4/21/24	McDaniel HS Pasifika, 12	Explore culturally specific identities & educational models of Pasifika students	Hawaii	$2000	$32,698
4/16-4/21/24	Grant HS Robotics, 35	STEM/Robotics competition	Texas	$1520	N/A
4/25/24	Sitton 5th graders, 19	Learn about important figures & visit museum	Seattle	$395	N/A
4/26-5/1/24	Wells HS CTE, 10	Competition to give students the experience of real world business situations	Garden Grove, CA	$2000	N/A
5/1/24	Sitton 5th graders, 32	Attend major league game in prep for literacy unit, Breaking Barriers on Jackie Robinson & racial justice in baseball history	Seattle, WA	$265	N/A

RESOLUTION No. 6887

Approving Board Member Conference Attendance as Representatives of the Board

RECITALS

Board Policy 1.40.070 requires Board approval for individual Board members to attend state or national meetings as representatives of the Board.

RESOLUTION

The Board affirms Chair Gary Hollands, Vice-Chair Herman Greene, and Director Michelle DePass to attend the National School Board Association Annual Conference in New Orleans, LA from April 4-8, 2024.

RESOLUTION No. 6888

2024-25 Standard Inter-District Student Transfers

RECITALS

A. State law requires district school boards to decide each year whether to participate in the standard inter-district transfer process, including:

   1. The maximum number of resident students, if any, who will be released to schools in other districts,
   2. The maximum number of non-resident students, if any, who will be accepted for enrollment in district schools,
   3. The priorities that will apply in a random lottery, in the event that there are more requests than maximum number of slots for releases or approvals, and
   4. The length of time that agreements will be in effect for non-resident students who transfer into district school.

B. More than 1,300 PPS students are residents of other districts, comprising 3% of district enrollment. Approximately 250 students will need standard inter-district transfers in order to remain in PPS schools next year.

C. For the 2024-25 school year, Interim Superintendent Husk recommends the PPS Board of Directors approve the following plan for accepting residents of other districts into PPS through the standard inter-district transfer process, so long as they have received permission from their home districts:

   1. An unlimited number of students will be allowed to transfer into PPS if they apply by September 15, 2024 and meet at least one of the following priorities

      a. Students who had a legal change of residence out of the PPS boundary during the past year will be allowed to remain enrolled at their current PPS schools.
      b. Students who have siblings already enrolled in PPS will be accepted, so long as space is available at the requested schools.
      c. Students who have reached the highest grade of their current PPS schools and wish to continue at the next school level (such as elementary to middle school or middle to high school) will be allowed, so long as space is available at the requested schools.

   2. Additionally, up to 100 students who do not qualify for any of the above priorities will be admitted to PPS, so long as space is available at the requested schools.

      a. If there are more applicants than slots a random number will be used as a tie-breaker.

   3. New transfers will remain in effect through the highest grade of the approved school, subject to conditions described in PPS 4.10.090-AD.

D. Interim Superintendent Husk recommends the PPS Board of Directors approve the following plan for releasing PPS resident students to schools in other district through the standard inter-district transfer process:

   1. An unlimited number of students will be released out of PPS if they apply by September 15, 2024 and meet at least one of the following priorities:

a. Students who had a legal change of residence into the PPS boundary during the past year will be released from PPS in order to remain enrolled in their current districts.

b. Students not yet enrolled in a different district will be released from PPS if they have siblings who attended their requested districts during the 2023-24 school year and will remain enrolled there during 2024-25.

2. In accordance with state law, releases to other districts remain in effect through 12th grade.

3. No transfer slots are allocated for resident students who do not meet the above criteria.

E. Interim Superintendent Husk directs staff to develop timelines and procedures to assist families with successfully participating in the standard inter-district transfer request process.

RESOLUTION

The Board of Directors for Portland Public Schools hereby accepts the Interim Superintendent's recommendation for accepting non-resident students into PPS schools and releasing PPS resident students to other districts.

RESOLUTION No. 6889

Settlement Agreement

The authority is granted to pay a total of $123,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6890

Resolution to Adopt Revised Class Size Guidelines and School Staff Allocations 3.10.031-P

RECITALS

A. On August 28, 2023 the Board Policy Committee reviewed and considered the proposed revisions of the Class Size Guidelines and School Staff Allocations Policy 3.10.031-P.

B. On September 5, 2023, the Board presented the first reading of the revised Class Size Guidelines and School Staff Allocations Policy.

C. Pursuant to District policy, the public comment was open for at least 21 days, and there was public comment received and considered during the comment period.

RESOLUTION

The Board hereby adopts the revised Class Size Guidelines and School Staff Allocations Policy 3.10.031-P and instructs the Superintendent to amend any relevant administrative directives to conform to this adopted policy.

RESOLUTION No. 6891

Appointment of Financial Auditor

RECITALS

A. To comply with the requirements of Oregon Revised Statutes (ORS), the Portland Public Schools Board of Education shall appoint a financial auditor for the 2023-24 fiscal year.
B. ORS 328.456, 327.137, 297.405 require the appointment of a financial auditor for the School District.

RESOLVED

The Portland Public Schools Board of Education appoints Talbot Korvola & Warwick (TKW) to serve as the financial auditor for the 2023-24 fiscal year.

RESOLUTION No. 6892

Settlement Agreement

The authority is granted to pay a total of $90,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

RESOLUTION No. 6893

Annual Multnomah Education Service District Resolution Process

RECITALS

A. The 2024-25 Multnomah Education Service District ("MESD") Local Service Plan ("LSP") is essentially an annual menu of options offered to the MESD Superintendents' Council for the Council's review, modification(s), and approval.

B. The services offered in the LSP require approval of the component districts' boards by March 1, annually. The Services offered in the LSP must be adopted by two thirds of component districts' boards.

C. A separate list of the specific services for Portland Public Schools, or the District Service Plan, will be included in the 2024-25 budget development process.

D. The actual selection and use of resolution funds to pay for selected services remains at the discretion of each individual district. This Resolution does not commit Portland Public Schools to each of the specific services offered by MESD; it affirms the overall services offered to all of the local component districts and contains the terms of the LSP offered by the MESD.

RESOLUTION

1. The Board of Directors of Portland Public Schools, School District No. 1J, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2024-25 Local Service Plan – Multnomah Education Service District with no exceptions.

2. In the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

Index to the Minutes

(Draft for Approval)

Special Meeting
April 09, 2024

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This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang

Absent: Student Representative Frankie Silverstein

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Agenda

Time Started	Agenda Title
6:03 pm	Called to Order by Board Vice-Chair Herman Greene
6:05 pm	Opening and Reflections from Interim Superintendent Dr. Husk
6:13 pm	Approval of Superintendent Criteria for Portland Public Schools (Resolution 6894)
6:42 pm	Discussion on Salary Range
7:31 pm	Adjourned by Board Vice-Chair Herman Greene

Student and Public Comment

Public Comments on Resolution 6894

- *None*

Action Items

- **Resolution 6894 - Approval of Superintendent Criteria for Portland Public Schools**

  Director Brim-Edwards moved and Director Wang seconded the motion to approve Resolution Number 6894. The motion was put to a voice vote and passed (7 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Absent (Unofficial)

RESOLUTION No. 6894

Approval of Superintendent Criteria for Portland Public Schools

The Board of Education of Portland Public Schools adopts the following criteria to be used in selecting the next Superintendent:

PORTLAND PUBLIC SCHOOLS

Next Superintendent Criteria

The Portland Public Schools Board of Education seeks an exceptional Superintendent of Schools who embodies the following:

Experienced, Strategic, and Visionary Educational Leadership- *which includes:*

- A robust background in K-12 education, with experience at various levels, and a proven record of improving student achievement, particularly for historically marginalized learners
- The demonstrated ability to articulate and act upon a future-focused strategic vision that prepares each PPS graduate for a post-secondary pathway of their choosing and creates environments where all students succeed
- Effectively designing and implementing support and accountability systems, which embrace continuous improvement and multiple measures of student, school, and district success

Authentic and Inclusive Leadership- *which includes:*

- Exhibiting a commitment to Oregon, demonstrating a love of the diversity that Portland represents, and a willingness to invest in the city's welfare
- Building, sustaining, and retaining high-quality and effective teams
- Prioritizing visibility in classrooms, schools, and at community events that reflects genuine interest in students, teachers and staff, and community members
- Prioritizing building relationships and fostering a sense of shared purpose through the demonstration of practices that heal, restore, and build trust.

Transparent, Ethical, and Courageous Leadership- *characterized by:*

- Holding oneself to the highest levels of integrity, honesty, and ethical conduct
- Effectively inviting input, authentically engaging constituents, actively listening, and providing timely, two-way, and communication regarding district decision-making
- The demonstrated ability to make tough decisions, even in the face of adversity, which are in the best interest of students

Fiscal Stewardship and Advocacy Leadership- *evidenced by:*

- Proven fiscal management during challenging times that prioritizes investments which directly advance the district's vision and Board goals around student success.
- Acumen with capital projects, school construction, and bond programs.
- A transparent approach to budget development that engages constituents, fosters community trust, and nurtures continued local support of the district
- Experience in policy development and advocacy at the local, state, and national level

Equity and Cultural Competency Leadership- *revealed as:*

- A profound commitment to racial equity demonstrated by leading efforts to reduce systemic disparities and advancing anti-racist solutions in classrooms and the workplace.
- Demonstrated cultural competency, advocacy for historically underrepresented groups, and promotion of policies and practices that honor, respect, protect, and celebrate difference

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

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Special Meeting
April 24, 2024

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This meeting was held at the Dr. Matthew Prophet Education Center (Prophet Center) located at 501 N Dixon St. Portland, OR 97217 and streamed live at: https://www.youtube.com/@ppsboardofeducation/live

Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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Agenda

Time Started	*Agenda Title*
6:02 pm	Opening
6:06 pm	Consent Agenda
6:09 pm	Superintendent Presents 2024-2025 School Year Budget
7:41 pm	Adjourn

Student and Public Comment

None

Action Items

- **Consent Agenda – Resolutions 6883 and 6895 through 6897**

  Director Brim-Edwards moved and Director Scott seconded the motion to approve the Consent Agenda, including Resolutions 6883 and 6895-6897. The motion was put to a voice vote and passed (6 yes – 0 no).

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Board Vice-Chair Herman Greene: Yes, Board-Chair Gary Hollands: Absent, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6883

Adoption of the Index to the Minutes

The Following Index to the Minutes are offered for Adoption:

- 02/20/24 - Special Meeting and Budget Work Session
- 03/05/24 - Regular Meeting
- 03/12/24 - Special Meeting
- 03/19/24 - Special Meeting and Budget Work Session with the CBRC

RESOLUTION No. 6895

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Skyward Construction, LLC	4/25/24 through 1/31/25	Construction C 94903	ADA/SPED Upgrades – Package 2B (eight schools) Invitation to Bid – Construction 2024-015	$2,790,500	D. Jung Funding Source Varies	No
Skyward Construction, LLC	4/25/24 through 2/28/25	Construction C 94904	ADA/SPED Upgrades – Package 2E (two sites) Invitation to Bid – Construction 2024-018	$2,037,504	D. Jung Funding Source Varies	No
InLine Commercial Construction, Inc.	4/25/24 through 2/28/25	Construction C 94905	ADA/SPED Upgrades – Package 2D (nine schools) Invitation to Bid – Construction 2024-017	$3,358,076	D. Jung Funding Source Varies	No
Harper Houf Peterson Righellis, Inc.	4/25/24 through 3/31/25	Related Services RS 94921	Surveying services at Cleveland HS. Request for Proposals 2023-034	$162,690	D. Jung Fund 459 Dept. 5511 Project DE119	No

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

AMENDMENTS TO EXISTING CONTRACTS

New encumbered contracts: $8,348,770

On-call, potential spend contracts: $

Amendments: $

RESOLUTION No. 6896

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	10/1/23 through 9/30/25	Intergovernmental Agreement/Revenue IGA/R 94884	Funding for Early Literacy Success Plan.	$3,281,866	C. Proctor Fund 205 Dept. 9999 Grant G2361
State of Oregon	7/1/23 through 6/30/24	Intergovernmental Agreement/Revenue IGA/R 94902	Funding for education programs provided at Day and Residential Treatment Programs.	$4,306,544	C. Proctor Fund 205 Dept. 5413
City of Portland	4/25/24 through 4/25/29	Intergovernmental Agreement/Revenue IGA/R 94972	Portland Clean Energy funding to support (1) physical improvements in schools to reduce greenhouse gas emissions and increase climate resiliency and (2) student-led climate initiatives at each middle and high school.	$19,930,833	D. Jung Fund 205 Dept. 5597 Grant # TBD

AMENDMENTS TO EXISTING REVENUE CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6897

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, and Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
5/3-5/4/24	Beaumont Jazz, 23	Bellevue HS Jazz Festival	Bellevue, WA	$135	N/A

PORTLAND PUBLIC SCHOOLS

BOARD OF EDUCATION

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(Draft for Approval)

Special Meeting
June 05, 2024

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Board Member Attendance

Present: Chair Gary Hollands; Vice-Chair Herman Greene; Directors Julia Brim-Edwards, Michelle DePass, Andrew Scott, Patte Sullivan, and Eddie Wang; Student Representative Frankie Silverstein

Absent: None

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RESOLUTIONS

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6918	Resolution to Authorize and Approve an Employment Contract for a Superintendent Candidate	03

Agenda

Time Started	Agenda Title
8:09 am	Called to Order by Board Chair Gary Hollands
8:13 am	To authorize the signing of an employment contract with a Superintendent candidate
8:29 am	Adjourned by Board Chair Gary Hollands

Student and Public Comment

Public Comments on Resolution 6918 to Authorize and Approve an Employment Contract for a Superintendent Candidate

- *None*

Action Items

- **Resolution 6918 – To Authorize and Approve an Employment Contract for a Superintendent Candidate**

  Director Greene moved and Director DePass seconded the motion to approve Resolution 6918. The motion was put to a rollcall vote and pass 7-0 with Student Representative Silverstein voting yes (unofficial)

  Director Julia Brim-Edwards: Yes, Director Michelle DePass: Yes, Director Herman Greene: Yes, Director Gary Hollands: Yes, Director Andrew Scott: Yes, Director Patte Sullivan: Yes, Director Eddie Wang: Yes, Student Representative Silverstein: Yes (Unofficial)

RESOLUTION No. 6918

Resolution to Authorize and Approve an Employment Contract for a Superintendent Candidate

RECITALS

A. Oregon law authorizes the Board of Education to employ a superintendent of schools and fix the terms and conditions of employment.

B. Board Policy 1.10.010-P provides that the Board recruits and hires a superintendent as chief executive and evaluates the performance of the superintendent in accordance with the District's adopted mission, core values, Board goals, and strategic objectives.

C. Board Policy 1.20.011-P provides for the duties of the Board chair, including signing instruments as the Board may authorize.

D. The Board of Education has led a superintendent search process and is advancing a final candidate, to be hired as the new Superintendent of Portland Public Schools.

RESOLUTION

The Board of Education authorizes and approves the employment contract for Dr. Kimberlee Armstrong to serve as the Superintendent of Portland Public Schools (Superintendent Contract). The Board Chair is authorized on behalf of the Board to sign the Superintendent Contract, consistent with terms discussed by the Board.

RESOLUTION No. 6928

Expenditure Contracts that Exceed $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount exceeds $150,000 per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
CDR Labor Law, LLC	7/1/24 through 6/30/25	Legal Services LS 95253	Legal services on an as-needed basis. Direct Negotiation – Legal Services PPS-46-0525(13)	$350,000	L. Large Fund 101 Dept. 5460	No
Sankofa Counseling	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95195	RESJ student support services. Request for Proposals 2024-008	Original Term: $123,682 Total through all renewals: $618,410	R. Adams Fund 101 Dept. 5432	MBE, WBE, ESB
Camp Fire Columbia	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95197	RESJ student support services. Request for Proposals 2024-008	Original Term: $100,000 Total through all renewals: $500,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Coalition of Black Men	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95214	RESJ student support services. Request for Proposals 2024-008	Original Term: $120,000 Total through all renewals: $600,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Maurice Lucas Foundation	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95203	RESJ student support services. Request for Proposals 2024-008	Original Term: $50,000 Total through all renewals: $250,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Samoa Pacific Development Corporation	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95216	RESJ student support services. Request for Proposals 2024-008	Original Term: $35,000 Total through all renewals: $175,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Self Enhancement, Inc.	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95236	RESJ student support services. Request for Proposals 2024-008	Original Term: $1,750,907 Total through all renewals: $8,754,535	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
African Youth & Community Organization	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95226	RESJ student support services. Request for Proposals 2024-008	Original Term: $100,000 Total through all renewals: $500,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Immigrant & Refugee Community Organization (IRCO)	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95232	RESJ student support services. Request for Proposals 2024-008	Original Term: $832,000 Total through all renewals: $4,160,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
African Refugee Immigrant Organization (ARIO)	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95234	RESJ student support services. Request for Proposals 2024-008	Original Term: $168,271 Total through all renewals: $841,355	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Open School, Inc.	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95233	RESJ student support services. Request for Proposals 2024-008	Original Term: $1,200,000 Total through all renewals: $6,000,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
REAP, Inc.	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95235	RESJ student support services. Request for Proposals 2024-008	Original Term: $250,000 Total through all renewals: $1,250,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Girl Scouts of Oregon and SW Washington	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95237	RESJ student support services. Request for Proposals 2024-008	Original Term: $200,000 Total through all renewals: $1,000,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
The I AM Academy	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95238	RESJ student support services. Request for Proposals 2024-008	Original Term: $210,000 Total through all renewals: $1,050,000	R. Adams Fund 101 Dept. 5432	No

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Admin, Funding Source	Certified Business
Native American Youth and Family Center (NAYA)	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95240	RESJ student support services. Request for Proposals 2024-008	Original Term: $680,380 Total through all renewals: $3,401,900	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Portland Opportunities Industrialization Center (POIC)	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95242	RESJ student support services. Request for Proposals 2024-008	Original Term: $160,000 Total through all renewals: $800,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
iUrban Teen	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95244	RESJ student support services. Request for Proposals 2024-008	Original Term: $150,000 Total through all renewals: $750,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Center for Intercultural Organizing (Unite Oregon)	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95241	RESJ student support services. Request for Proposals 2024-008	Original Term: $90,000 Total through all renewals: $450,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Chess for Success	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95227	RESJ student support services. Request for Proposals 2024-008	Original Term: $115,000 Total through all renewals: $575,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Boys & Girls Club of Portland Metro	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95243	RESJ student support services. Request for Proposals 2024-008	Original Term: $100,000 Total through all renewals: $500,000	R. Adams Fund 101 Dept. 5432	N/A – Nonprofit
Latino Network	7/1/24 through 6/30/25 Option to renew for up to four additional one-year terms through 6/30/29	Personal Services PS 95255	RESJ student support services. Request for Proposals 2024-008	Original Term: $1,263,120 Total through all renewals: $6,315,600	R. Adams Fund 101 Dept. 5432	N/A - Nonprofit

*A Certified Business is a for-profit business certified as a Minority-Owned Businesses (MBE), Women-Owned Businesses (WBE), Emerging Small Businesses (ESB), and/or Service-Disabled Veteran Businesses (SDV) by the State of Oregon Certification Office for Business Inclusion and Diversity.

NEW COOPERATIVE PURCHASING AGREEMENTS

Contractor	Contract Term, Renewal Options	Administering Contracting Agency	Description of Goods or Services	Estimated Spend During Contract Term	Responsible Administrator, Funding Source	Certified Business

Office Depot	6/26/24 through 12/31/26	Region 4 ESC – OMNIA Partners COA 95180	Provide school and office supplies on an as-needed basis District-wide via the PPS Private Marketplace.	$2,000,000	M.Leigh Funding Source Varies	No

NEW INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No new IGAs

AMENDMENTS TO EXISTING CONTRACTS

Contractor	Amendment Term	Contract Type	Description of Services	Amendment Amount, Contract Amount	Responsible Admin, Funding Source	Certified Business
Passport to Languages	6/26/24 through 6/30/25 Option to renew for up to three additional one-year terms through 6/30/28	Personal Services PS 93579 Amendment 1	Interpretation services on an as-needed basis. Request for Proposals 2022-036	$120,000 Total through all renewals $580,000	L. O'Dell Funding Source Varies	WBE
Immigrant & Refugee Community Organization (IRCO)	6/26/24 through 6/30/25 Option to renew for up to three additional one-year terms through 6/30/28	Personal Services PS 93581 Amendment 1	Interpretation services on an as-needed basis. Request for Proposals 2022-036	$120,000 Total through all renewals $500,000	L. O'Dell Funding Source Varies	N/A – Nonprofit
PowerSchool Group LLC	7/1/24 through 6/30/25	Digital Resource DR 93928 Amendment 1	License and subscription to student reporting platform for 24/25 school year. Special Class Procurement – Software/Hardware Maintenance or Upgrades PPS-47-0288(11)	$79,579 $155,937	R. Adams Fund 101 Dept. 5439	No

New encumbered contracts: $32,176,200

On-call, potential spend contracts: $3,430,000

Amendments: $79,579

PORTLAND PUBLIC SCHOOLS

Racial Equity and Social Justice Department

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-2000
Mailing Address: P. O. Box 3107 / 97208-3107

Memorandum

TO: Portland Public Schools Board of Education

FROM: Renard Adams Ed.D., Chief Accountability and Equity Officer

CC: Dr. Sandy Husk, Interim Superintendent

DATE: June 10, 2024

SUBJECT: 2024-25 Racial Equity and Social Justice (RESJ) Student Support Services

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This memo will provide an update on the competitive process for the Racial Equity and Social Justice Support Services Request for Proposal (RFP) for the 2024-25 RESJ partnerships, in advance of the contract approval requests at the June 25, 2024 School Board Study Session meeting.

Funded Proposals and Planning Process:

The Racial Equity and Social Justice (RESJ) department led a rigorous form RFP process to arrive at this funding recommendation. Over an eight week process, including a one 1-hour information session to describe the goals of the RFP, we received twenty-eight proposals by the published deadline. Proposals were scored by a diverse set of PPS staff across instructional and operational departments using the published scoring criteria in the formal solicitation process. Based on the scoring, 23 organizations are being recommended to move into contract negotiations.

The Racial Equity Partnerships:

The PPS Racial Equity Student Support Services Strategy describes how we can continue to partner with culturally specific and multiracial organizations to implement strategies in collaboration with PPS educators and leaders. This approach is grounded in the belief that culturally specific organizations are uniquely positioned to partner with PPS to support our racial equity and social justice goals on our mission to realize our vision of the Graduate Portrait. These strategies include:

1. Culturally Specific Family Engagement
2. Wrap Around Services
3. Mentoring /Leadership Development
4. Extended Learning and Enrichment
5. Student Advocacy/Positive Cultural Identity Development

Beginning on page 2, you will find detailed information about each proposed organization including organization name, contract award amount, RESJ Strategy(ies) being implemented, Smart Goals, and for returning organizations, an impact analysis that was performed by the PPS research and evaluation team.

RESJ Partnership Programs (Require Board Approval)

Proposer	Contract Amount	Program Summary/Strategy	Schools	Impact Summary SMART Goals
African Refugee Immigrant Organization	$168,270.73	**Strategy 5:** Youth will gain leadership skills, learn to advocate for themselves and their peers, and increase their positive cultural identity. Youth who get training, will in turn be supported to become advocates and leaders and be mentors for younger youth.	McDaniel, Roosevelt, Franklin, Grant, Cleveland, Ida B. Wells, Roseway Heights, Harrison Park, George, Kellogg, Lane, Jackson, Hosford, Beaumont	**No Impact Summary** **Goal #1:** Students have a 10% increase in attendance from the previous year, or maintain 90% attendance or better through participation in a youth leadership group that integrates positive cultural identity development and includes skill development in advocacy. **Goal #2:** High-school students pass 80% or more of their classes, through participation in a youth leadership group that integrates positive cultural identity development and includes skill development in advocacy, supporting problem solving around areas of academic challenges. **Goal #3**: Students see an improved student sense of belonging and reduced barriers to family engagement as measured by a 5% increase in the successful schools survey from the baseline year, through participation in a youth leadership development group that provides youth with peer relationships that increase sense of belonging, as well as creating shared knowledge that their cultural identities do belong in the school setting. **Goal #4:** Students will have a reduced number of disciplinary referrals through participation in a youth leadership group that develops communication and social and emotional skills that reduce discipline referrals as well as

				increasing youth ability to advocate for themselves and their peers.
African Youth and Community Organization	$100,000	**Strategy 2:** AYCO's UPLIFT program bridges the gap between students, parents, and schools to offer culturally-specific wrap-around support and mentoring to successfully navigate the educational system. Engage youth in value-rich activities with positive role models to help them stay on track not only academically, but also in the rest of their lives.	Ida B Wells, Franklin, McDaniel, Roosevelt, Jackson, Harrison Park,Woodmere, Lane, Markham, Rosa Parks, Roseway Heights.	Impact Summary **Goal #1:** Increase weekly on-site presence of AYCO Cultural Navigators (CN) at PPS schools from 5 CN to 6 CN with the goal of improving student attendance (for nearly 300 youth) by at least 5% via regular engagement at schools and regular follow-up/ check-in. Increased CN will also support increased capacity to reach out to parents and help them support their youth in getting to school. We will be able to make sure that all schools have at least one weekly afterschool program to support youth and their goals in attendance, academic achievement, sense belonging, and safety. **Goal #2:** Increasing the number of CN at PPS schools will enable us to better develop and partner with academic tutoring programs to increase academic achievement for our students. We will monitor student progress via report cards and teacher engagement. Our goal is to have all youth not passing classes to engage in academic tutoring as a first step. Our goal is to see a minimum 5% increase in youth passing courses / on track for graduation. **Goal #3:** CN will increase on-site school day presence to at least 2x/week (some have multiple schools) and up to 5x/wk across all PPS schools that we serve. Increased CN presence will contribute to creating a sense of belonging for immigrant and refugee students. We will also make a point of holding at least 2 large parent conferences (held at schools) to both inform parents and help them get connected, but also help them feel more comfortable with their schools and better able

				to advocate for themselves **Goal #4:** Increasing the number of CN able to work across PPS schools will allow us to better advocate for youth and prevent misunderstandings, being both a safe presence to encourage youth to speak up/express themselves and also an ally to help mediate challenging situations. We expect to see a decrease of approx 5% in disproportionate discipline for the youth we serve via wrap-around support and advocacy.
Black Excellence	$450,000	**Strategy 5**: Black Excellence Group program provides 25 weeks of black affinity small groups through a structured 5 module curriculum that intentionally pours into the students in a weekly small group play-based format that takes the students through our BE affirmational truths that they Belong, are Valued, Loved, Able, and Excellent.	Markham, Bridlemile, Rosa Parks, Dr. Martin Luther King Jr., Jackson, West Sylvan	Impact Summary **Goal #1**: Through weekly BE group, engagement experiences, advocacy, and custom student supports our BE students will have a 5% increase in attendance compared to their baseline. **Goal #2:** Through weekly BE group, advocacy, and custom student supports our BE students will have weekly increased instructional time for historically underserved black students. We will conduct targeted advocacy for our BE students to have “necessary growth” for our students, not just “normative growth” measured by one or more ELA assessment tools. We need necessary growth for BE students so they are accelerated to meeting benchmark standards for their grade level. Scores will vary for our BE students, but average growth of 5% each year would be seen by 80% of BE students across schools. **Goal #3:** Through our intentional culturally relevant social emotional weekly BE affinity group, barrier reducing excellence experiences, advocacy, and custom student supports our BE students will see a 5-10% increase in Black students' sense of belonging in the Successful

				School Survey in comparison to PPS students' average belonging levels who do not receive our services. **Goal #4:** Through relationship building and positive identity development at weekly BE group, engagement experiences, school climate advocacy/recommendations to school staff, and custom student supports our BE students will see a 5% decrease in disproportionate discipline for Black students through our program efforts and school relationships.
Boys and Girls Club	$100,000	**Strategy 4**: This grant will support out-of-school time extended learning and enrichment programming (after school and summer). Programming model revolves around a full-age continuum of essential skills building, which means we intentionally create an environment for youth and teens to develop essential skills from ages 6-18 for success in school, life and career through project-based, experiential learning, exploration, exposure, and application/practice.	Blazers Club (NE Portland) Wattles/Clegg Club (SE Portland)	**No Impact Summary** **Goal #1:** Average daily attendance will improve 10% from previous years for elementary and middle school members through out-of-school time enrichment programs including academic support, and experiential project- based learning across a full- age continuum. Programs include: reading literacy, STEAM, Coaching & Mentoring (using the Positive Coaching Alliance as a framework) 100% of high school members will participate in skill-building and leadership development opportunities during out-of-school time through Life & Career Readiness opportunities. **Goal #2:** 75% of youth members will build reading and financial literacy skills from a foundational to intermediate to advanced level across a full-age continuum model, depending on grade levels. Our programs will focus on literacy growth in BIPOC communities by supporting reading literacy environments that model strong reading skills and provide members with opportunities to improve their reading skills. We will also focus on building financial literacy skills from an early age through project-based and experiential learning

				Goal #3: 92% of members will feel that they have a sense of belonging, measured by our annual NationalYouth Outcomes Initiative (NYOI). Our Clubs will hold intentional family engagement nights 4 times a year to increase family engagement and access to resources and support at our Clubs and in the community. (tailored to the priorities of the community's relevant needs). **Goal #4**: 92% of members will feel that they have a sense of emotional and physical safety, measured by our annual National Youth Outcomes Initiative (NYOI). High-level incident reports and behavioral events will be reduced by 5% from previous years through individualized case management support (restorative justice).
Camp Fire Columbia	$100,000	**Strategy 3:** Throughout the program, staff will administer informal youth focus groups. During 1:1 and group mentorship, CFC will work with students to identify and implement strategies for creating an inclusive environment and interrupting and ending oppression and its many expressions.	Cesar Chavez, Lane, Harrison Park, George	Impact Summary **Goal #1:** Student participants will have a 10% increase in school attendance from the previous year through group and individual mentoring, which includes weekly classroom push-ins (academic support), identity and leadership development, regular interactions with school staff and admin, and connection with caregivers. **Goal #2:** Students in our program will pass 80% of their school year classes, ensuring that they are on track to graduate on time through our mentorship and RESJ-Based Practices. Goal #3: BIPOC youth participants will see a 10% increase in the successful school survey from the previous year, through engaging programing that includes positive adult relationships, culture and identify exploration and reflection, and social justice curriculum. **Goal #4:** We will see a 5% in disproportionate discipline for BIPOC students through authentic

				engagement of the Camp Fire Columbia team who work with school staff and caregivers, and will mentor students and provide positive identity development. Because students feel safe, heard and accepted, there will be a decrease in disruptive classroom behaviors. When there are disruptive classroom behaviors, students will work through conflict resolution with community partner and the school.
Center for Intercultural Organizing (Unite Oregon)	$90,000	**Strategy 3:** Students will engage in weekly after-school programming sessions lasting approximately two hours each to foster personal growth and community engagement. Within their cohort, participants will collaboratively undertake an advocacy service project, enhancing their understanding of community dynamics and the importance of advocacy.	Cesar Chavez, Harrison Park, Ockley Green	No Impact Summary **Goal #1:** Through active participation in weekly YIELD meetings and field trips, YIELD students will increase attendance by 15% from the previous year. At least 85% of students (n=60) in all YIELD cohorts will attend 80% of weekly after-school YIELD meetings throughout the academic year, be trained in leadership and advocacy in 6 social issues, and build positive connections among peers and the YIELD Organizer. **Goal #2:** YIELD students will attend and engage in weekly after-school programming for two hours. In addition, they will complete an advocacy service project for their school on issues to raise awareness. Improve youth worldview of community and advocacy after completing leadership/advocacy trainings. Reduce discipline incidents among immigrant, refugee, and Black, Indigenous, people of color (IR-BIPOC) youth through social-emotional learning and skill building to regulate behaviors with mindful moments, gratitude exercises, and breathing techniques; mentorship and providing the students and their parents with additional resources **Goal #3:** IR-BIPOC youth will develop a sense of community and positive relationships with

				peers by engaging in YIELD leadership and advocacy training, skill building, social-emotional learning, and culture and identity exploration by sharing cultural experiences and traditions with the YIELD cohort. Reduce barriers to family engagement by referring parents to our parent leadership program BUILD, which is in partnership with GEAR UP. Students and Parents will be able to communicate with the YIELD Organizer for support and resources Unite Oregon provides to communities in the Portland area
Chess for Success	$115,000	**Strategy 4:** Chess for Success provides safe, inclusive, structured, fun and engaging activities that enhance and expand the learning of students outside of school hours.	Arleta, Beach, Bridger, Chief Joseph, James John, Kelley, Kellogg, MLK, Marysville, Ockley Green, Rigler, Rosa Parks, Roseway Heights, Sabin, Vernon, Woodlawn	No Impact Summary **Goal #1:** As measured by school attendance records in December and April (Need RESJ help to assess this goal) ● 90% of students participating in Chess for Success will have a lower absence rate vs the school average during the contract period ● 90% of students participating in Chess for Success will have less unexcused absences vs the school average during the contract period **Goal #2:** As measured by MAPS and OSAS scores (Need RESJ help to assess this goal) ● 90% of students participating in CFS programs will meet or exceed math standards, at a higher rate than the school and district average **Goal #3:** As measured by the end of year survey conducted by Chess for Success, at least 90% of students responding will answer yes to the following statements: ● I like being in school ● Chess club makes me feel like I belong

				• Other students like me • I am proud to be in Chess Club • Chess Club helps me be a better student • Chess helped me make friends
Coalition of Black Men	$117,299.95	**Strategy 3:** The program seeks to continue its work of focusing on cultural identity, career exploration, self-efficacy, and leadership through its full school year vision board development journey. The program also includes a reading support feature, titled "Readers Become Leaders," led by a former high school teacher with extensive knowledge in special education.	Astor, Faubion, Ockley Green, and George	Impact Summary **Goal #1:** African American/Black male students and others in our program will have a 5% increase in school attendance. **Goal #2:** African American/Black male students and others in our program will have will experience a 5% increase in the successful school survey from previous year **Goal 3:** We will see a 3% decrease in disproportionate discipline for African American/Black students and others in our program
Girl Scouts	$200,000	**Strategy 4**: Girl Scouts provides provide opportunities for students of color to access enriching after school programming, improve engagement in school, build and recognize a sense of achievement (self & others), grow interpersonal and inter-relational skills with peers and adult mentors, build a sense of belonging and safety through tools and practice with emotional resilience, mental wellness, and community familiarity.	Rosa Parks and Martin Luther King Jr.	Impact Summary: N/A **Goal #1:** Promote school attendance each trimester by: filling our after-school programming to 90% registration capacity; and attaining end-of-trimester program attendance of 90% of the time or more for 85% of participants, including youth of color. **Goal #2:** Advance achievement each trimester through: delivering curriculum for 3 badges* with an academic/life skills focus; attaining consistent program levels of 70% or more participants who are very engaged or eager to meet 90% of the time; and increasing participant self-recognition of confidence with 10 of 15 participants in each session self-identifying as confident and curious learners 90% of the time. *In total 4 badges will be earned each trimester

				- 3 with an academic/life skills focus, and 1 with a cultural focus.
IRCO	$832,000	**Strategy 1:** Supporting academic, social, and emotional learning and positive cultural identities is integral to IRCO's programming by providing individualized support, in home learning, family group activities and outreach engagement **Strategy 2:** Bilingual/Bicultural Advocates provide individualized support to a caseload of students to support with grades, attendance, sense of belonging at school, academic skill building, by providing case management, student group activities, and summer programming. **Strategy 3:** Mentoring/Leadership, Bilingual/Bicultural mentors will provide relationship-based mentorship to a caseload of students to support with grades, attendance, academic skill building, linkages to other services and programs (e.g., SUN community schools), support with communication with teachers about progress and challenges, support with disciplinary incidents, and preparation for high school success. **Strategy 5:** Programming will provide youth with exposure and opportunities to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of	Strategy 1 - Sitton, Jason Lee, Clark (HP), Kelly Strategy 2 - Roosevelt HS, McDaniel HS, Franklin HS Strategy 3 - Roseway Heights, Harrison Park, Lane Strategy 5 - George (cluster), Roseway (cluster), Harrison Park (cluster) – whole family cultural events may include students from ES and/or HS.	Impact Summary **Goal #1**: 75% of students will attend 90% or more of school days through ongoing culturally specific family engagement, supporting parents/caregivers with school to home and home to school communication and addressing barriers related to student attendance **Goal #2:** -90% of 45 parents/caregivers will receive supports with communicating with school staff about child's academic progress (e.g., math, literacy, homework completion and linkages to other resources/programs that promote academic success) -90% of 10 parents/caregivers will receive supports related to in-home learning, especially as it relates to math and literacy skill building, homework completion, etc. -80% of 65 parents/caregivers will participate in monthly parent meetings (e.g., family story times; school programs and policies workshops, etc.) home learning support activities (e.g., in-home tutoring) **Goal #1:** Percent of "Regular Attenders" will increase by 5% from 2022- 2023 to 2023-2024 school year through ongoing culturally specific academic advocacy and wraparound supports **Goal #2:** -75% of eligible students will receive supports/information with at least one of following: AP, IB, Dual Enrollment and/or CTE courses. -75% of students will graduate on-time **Goal #4:** Disciplinary referrals/incidents will decrease by at least 2% for participants through ongoing advocacy, proactive communication with school staff and support with disciplinary incidents. **Goal #1:** 75% of students will attend 90% or

		self-expression in a safe and culturally affirming environment.		more of school days through ongoing culturally specific mentorship **Goal #2:** 75% of students will participate in academic activities that promote math and literacy skill building **Goal #1:** IRCO After School participants will demonstrate a 5% increase in the successful school survey compared to previous year.
iUrban Teen	$150,000	**Strategy 3**: iMentor addresses unfinished learning grounded in equity that accelerates learning by building on strengths and addressing needs of students and their communities. The program will center on high quality, Culturally Affirming instruction, leadership, and programming. Mentoring programs are vital tools in supporting the success of students of color.	George Middle School, Lane Middle School, McDaniel High School, Jefferson High School.	Impact Summary: N/A **Goal #1:** Achieve a 7% increase in attendance rates within the academic year by facilitating 4:1 student to mentor group sessions with mentors trained in trauma informed care. Our program will create an environment where students feel valued and appreciated, which helps reduce absenteeism. Improving attendance rates aligns with the district's goals of promoting student success and well-being by ensuring regular school attendance **Goal #2:** At the implementation phase of the iMentor program, conduct regular assessments of mentees' academic progress. Aim to achieve the 10% increase in proficiency levels within one academic year. The iMentor program directly supports the district's goal of improving academic achievement by providing personalized support and resources to students who may face barriers to success due to factors such as socio-economic status, race, or language proficiency. **Goal: 3:** At the implementation phase of the iMentor program, administer the pre- program survey to assess baseline sense of belonging. Conduct the post-program survey at the end of the academic year to measure improvements. Aim to achieve a 7% increase in sense of belonging scores within one school year.

				Enhancing students' sense of belonging aligns with the district's commitment to creating an inclusive and equitable learning environment where all students feel valued, respected, and supported in reaching their full potential.
Latino Network	$1,263,120	**Strategy 1**: Juntos Aprendemos program brings Latino children and their parents or caregivers to their neighborhood school for 30 weekly, 2 hour-long classes. In Juntos, children become confident participants in our weekly reading circle; they engage in age-appropriate activities for learning letters, numbers, and colors; they enhance their ability to use language and to socialize positively with peers and teachers; and they experience themselves as successful in the school environment. **Strategy 2:** Our program aims to foster better academic outcomes and advocate for a fairer educational experience by focusing on mentoring, leadership, and support for both students and parents. This includes group sessions focused on academic support, tutoring, social-emotional skill development, healthy relationship building, and engaging enrichment opportunities promoting positive cultural identity and college and career readiness. **Strategy 5:** Students Organizing for Leadership (SOL) is an 8-month culturally specific youth leadership program that empowers students to engage in civic activities grounded in	Strategy 1 - Cesar Chavez, Scott, Lent Strategy 2 - Roosevelt, Jefferson, Franklin, Benson Strategy 5 - Roseway Heights, Harrison Park, Beaumont, Hosford, Robert Gray, Faubion, George, Harriet Tubman, Vernon, daVinci, Jackson, Astor,	Impact Summary **Goal #1:** There will be an increase in enrollment and attendance of at least 10% from the previous year by continuing to address the pandemic impact and the needs of the families, implementing new outreach and communication strategies, and improving our registration process to allow for more in-person relationship-building opportunities. **Goal #2:** 70% of children participating in Juntos Aprendemos will demonstrate gains in early learning literacy skills, develop the first crucial building blocks of academic success in their primary language, and enter kindergarten prepared and ready for school. **Goal #1:** The Early Escalera & Escalera program will improve student attendance rates by implementing targeted interventions and support mechanisms, aligning with the Board's goal of achieving a 5% improvement annually. Leveraging the culturally specific services and resources of Latino Network, the program will foster a sense of belonging and engagement among students and families. By tracking attendance records and comparing them to previous years' data, the program will ensure progress toward the ultimate goal of achieving 90% attendance for at least 90% of students. Through individualized development plans and culturally tailored educational supports, Escalera will encourage regular attendance and promote academic success and

		social justice, community empowerment and the promotion of their wellbeing. SOL invites Latinx middle school students from across Multnomah County to explore leadership, issue-based advocacy, higher education, and professional development.		socio-emotional well-being among Latino youth. **Goal #1:** Through focused recruitment and retention activities, SOL will achieve a 70% retention of students over the school year and 80% attendance per program session. **Goal #2:** Using a survey with a retrospective design, 70% of students will demonstrate growth in their awareness about academic supports offered in and out of school
Maurice Lucas Foundation	$50,000	**Strategy 4:** The program of services MLF is proposing is based on our established Academy Program, which forms the core of our mission of Teaching Life Lessons Through Education and Sport – with after school services including character development exercises, culturally responsive curricula, physical activities, academic supports, guest speakers, college tours, family engagement events and educational field trips. The program will also be enhanced and strengthened by the addition of social emotional learning, career awareness opportunities and high dosage tutoring in smaller group settings.	Harriet Tubman	Impact Summary **Goal #1:** Students in our program will have a 5% increase in attendance from previous year through consistent daily touch points, attendance monitoring followed up with connections to guardians and school staff, culturally responsive program engagement activities, and 3 hours weekly of dedicated academic support time **Goal #2:** Students in our program will maintain a passing grade in at least 6 of their 7 classes through 3 hours of dedicated academic support time per week, along with the opportunity for one-on-one subject-specific tutoring if requested. **Goal #3:** The successful school survey will indicate a 5% increase from previous year for students of color in our program through engaging in culturally responsive character development lessons and activities, educational/college field trips, and guest speaker sessions which promote social emotional development and culture and identity exploration.
Native American Youth and	$680.380	**Strategy 1:** NAYA Youth Advocates work to support families accessing school and school staff and to assist with	Strategy 1 - NAYA, schools that are fed by youth in the Cully neighborhood, and	Impact Summary **Goal #1:** Kindergarten age youth will have 85% attendance. Those with low first quarter

Family Center (NAYA)		building positive relationships throughout the education process. These positive relationships encourage meaningful connection to the educational experience by lending a hand with tutoring, parent teacher meetings, IEP and 504 meetings, and if needed, disciplinary meetings. **Strategy 2:** NAYA Family Center has provided after school tutoring and educational advocacy, working one-on one with the students, for over seventeen years to help youth understand their academic strengths and to address challenge areas. Advocates meet with students at NAYA and in their schools and homes so that relationships can be built with educators and family members. **Strategy 3:** These positive relationships encourage meaningful connection to the educational experience by lending a hand with tutoring, parent teacher meetings, IEP and 504 meetings, and if needed, disciplinary meetings. When needed, NAVA provides or refers to its own wrap around support to meet the critical needs of the community and provide stability. **Strategy 5**: Our programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens. For this grant, we are seeking to fund Culture, Education, and Wellness activities within our	throughout PPS. Strategy 2 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS. Strategy 3 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS. Strategy 5 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.	attendance will increase 5% by the second semester. Youth in grades 1-12 will increase attendance from previous years by 5% through Youth and Parent Advocacy **Goal #2:** Kindergarten age youth will begin school prepared for learning. students engaged in NAYA programming will be in track with their learning goals in reading literacy **Goal #1:** Through back-to-school events, parent/guardian involvement educational programming, literacy activities, and tutoring students in our program, and positive cultural identity development we will see a 5% increase in attendance from youth that do not receive services. **Goal #3:** Students engaged in NAYA programming (Learning Center, College and Career Center, Youth Advocacy) will have a 5% increase in their attendance from the previous semester due to stability in the home. **Goal #1**: NAYA will support through advocacy and coaching to engage 10 youth to attend leadership activities such as Portland Youth and Elders Council and community Advisory groups in the community and at NAYA. **Goal #3:** Youth engaged in NAYA programming will attend school at a 5% higher rate than previous years **Goal #1:** Youth entering 9th grade will obtain 6 or more credits their freshman year keeping them on track to graduate **Goal #4:** Youth engaged in NAYA programming will have a 5% decrease in disproportionate discipline with the support of NAYA staff, school staff and their guardians.

		out-of-school programs including Learning Center, Culture Night, Two Spirit Safe Space Alliance, Recreation and Wellness, and Seasonal Camps. The Two Spirit Safe Space Alliance (TSSSA) meets for two hours bi-monthly for 2 hours on site at NAYA throughout the school year, with additional field trips and participation in events such as the Oregon Queer Youth Summit and Portland Pride.		
Open School	1,200,000	**Strategy 2**: Step Up will deliver daily, culturally specific services to promote academic, emotional, and social success for BIPOC, ELL, and other priority students. Services will encompass individual case management, one-on-one and small-group academic tutoring, extensive external service referrals, therapeutic counseling, facilitated student affinity groups, and rigorous progress monitoring. SU's program goals are aligned with district priorities and Smart Goals, ensuring relevance and effectiveness.	Franklin, Roosevelt, and McDaniel High Schools	Impact Summary **Goal #1:** 80% of program participants will see 5%-10% improvement in average daily attendance (ADA), promoting academic achievement, demonstrating belonging and safety **Goal #2:** 70% of participants will earn six or more academic credits, promoting on-track graduation through targeted academic supports. **Goal #3**: 10% increase in family engagement with strong family communications and relationship-building, trauma-informed practices, and a staff focus on cultural humility and equity. We will see a 10% increase in positive responses to surveys about belonging and relationships. **Goal #4:** 10% decrease school suspensions (Level 3 on PPS' summary of disciplinary action model).

POIC	$160,000	**Strategy 3:** POIC+RAHS will deliver a Peer Mentoring Program through which POIC+RAHS students provide group mentoring support for elementary and middle school students enrolled at Portland Public Schools. Students will discuss bullying and prevention; mental health awareness and support for peers; goal setting; self-care; volunteerism; race relations and police interactions; and violence prevention and personal safety.	Clark, Vernon, Rosemary Anderson, Bridger, Marysville	Impact Summary **Goal #1:** Through weekly peer mentorship programming, students will see a 10% increase in attendance from the previous year after engaging with student-driven discussions and events. **Goal #2:** At least 75% of students will experience an increase in academic achievement as shown through improved testing scores, reports from teachers, and credit attainment. **Goal #3:** As a result of positive role modeling through mentorship with culturally-specific high school students 75% of program mentees will report an increased sense of belonging and excitement for engaging with their peers and school community, collected through individual student case notes, discussion groups and parent feedback. **Goal #4:** At least 75% of students will experience an increased sense of safety after learning more about violence prevention and intervention strategies, mental health awareness, and more through peer mentorship, as measured through student program surveys and group discussion.
REAP	$250,000	**Strategy 2:** REAP will provide activities and services to increase family engagement in order to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. Students learn and demonstrate school/community leadership skills; develop and strengthen	Franklin, Kellogg, Lane, and Mt Tabor	No Impact Summary **Goal #1:** Students will receive mentoring, tutoring, and mental and behavioral health support that will increase average daily attendance by 5% across all PPS middle and high schools implementing REAP's programs.

		academic skills needed for school success, college readiness, and future careers; bolster positive behavior, relational communication, and problem-solving skills; and learn the value of serving and collaborating within their community.		The ultimate goal is to have 90% of students attending at least 90% of the time. **Goal #2:** Students of color participating in our programs will receive academic support, mentoring, college/career exploration, and mental and behavioral health support 2 to 4 times per week, which will increase 8th grade readiness by 3% as measured by OSAS and lead to increased graduation rates
Sankofa	$123,682	**Strategy 1:** Family engagement nights: Sankofa Counseling will host quarterly family nights for Black/African American families to gather, connect in affirming community, engage culturally specific practices and learn about community resources. Family nights will include a shared meal and a 10 minute keynote highlighting an aspect of health and wellness. Families will participate in a communal activity, such as AfroFusion yoga, creating a family art project, community team building, etc. We will have a team of therapists available for answering questions and connecting to local mental health services & supports. Quarterly Family Engagement Nights provide a platform for Black/African American families to come together in a culturally affirming environment. By hosting these nights, PPS demonstrates a commitment to partnering with the community and delivering services that center cultural practices. The communal activities, such as AfroFusion yoga and family art projects, are designed to	Jefferson High School, Franklin High School	Impact Summary: N/A **Goal #1:** A minimum 30% of families who attend family nights to return rate a future family/parenting event. Students who attend Family Engagement Nights between September 2024 and January 2025, will demonstrate a 5% increased attendance rate between months of February and June 2025 **Goal #2:** We expect to see improved outcomes in attendance and achievement as a result of our programs over time, though these outcomes may be less visible in year 1. In the short term, we expect 25% of families involved in our programming to attend other programs offered through the school **Goal #3:** All families attending our events will be provided with local resources (food pantries, housing resources, DV information, etc). Wallet cards that include emergency and crisis response information will be available **Goal #4**: 30% of families attending family nights and education nights will engage in on-site mental health screening and referrals

		create opportunities for family bonding and deepening connection with community. **Strategy 2**: These events offer an opportunity for families to connect with BIPOC mental health professionals in a supportive setting. By having therapists available to answer questions and provide information about mental health services and supports, Sankofa Counseling facilitates access to culturally specific resources and support networks for families. Strategy 5: Engaging families in activities that promote cultural connection and community building contributes to the positive cultural identity development of students. By fostering strong connections between families and schools, these events support student advocacy and enhance the overall well-being of students and their families.		
Self Enhancement Inc. (SEI)	$1,750,907	**Strategy 1:** SEI's culturally specific Parent Involvement Program activities and resources, organized and delivered by coordinators assigned to the identified PPS priority schools, build bridges connecting the school, family, community, and child, toward shared goals and outcomes for equity and inclusion; academic achievement; and healthy social-emotional and physical development. **Strategy 2**: SEI In-School Service Coordinators housed on-site address/eliminate barriers to school	Strategy 1: Boise-Eliot Elementary School Strategy 2: Jefferson High School Strategy 4: Jefferson High School	Impact Summary **Goal #1**: Parent Coordinators will conduct home visits to all current 2nd and 5th graders by the end of the 1st quarter to identify barriers affecting student success. **Goal #2:** Providing clear and concise information to increase parent/family awareness and understanding of PK5 performance benchmarks and how to support school readiness through home visits and/or engagement events, SEI students will see an increase of 5.5 percentage points per year in

		success and improve assets among participating students, consistent with school and district goals; e.g., improved academic achievement, on-time promotion to the next grade level, and on-time high school graduation. SEI also provides family outreach, engagement, education, and other support and resources designed to help parents/caregivers be effective partners in their children's learning, at home and at school. **Strategy 4:** SEI's After-School Program (ASP) proposes to expand culturally specific academic support and enrichment classes for African American middle and high school students from the targeted PPS priority schools. ASP is offered at the Center for Self Enhancement in three-hour blocks on Mondays-Thursdays for 27 weeks (including SEI Enhancement Days over breaks) during the regular school year, starting in October. Middle and high school students each spend two days at the Center (and take part in regular shared cross-grade events), and ASP is coordinated with SUN Community School activities at their buildings on other days.		reading by 3rd grade and 4.4 percentage points per year with the goal of being at benchmark by 5th grade. **Goal #3:** The bond between Black/African American families and schools will be enhanced through the proactive efforts of Parent Coordinators, who will organize a minimum of 1 family engagement event per quarter. These events aim to foster active school involvement, fortify community ties, raise awareness, and improve access to vital services and resources. Anticipated outcome: a targeted 5% increase in family participation at school events. **Goal #4:** By providing a voice and advocacy for our students, supporting and encouraging improved home/school communication, we will see a 5% reduction in the number of discipline incidents (in school referrals and suspensions) for SEI students by 5% each year.
Samoan Pacific Development Corporation (SPDC)	$35,000	**Strategy 2**: SPDC's experience piloting this program since 2022 has shown that culturally responsive mentoring, academic and career support, leadership development, cultural enrichment activities and financial	Roosevelt High School	Impact Summary **Goal #1:** By offering weekly tutoring sessions, monitoring attendance and assignments, and communicating regularly with parents, students

		assistance to families are effective in improving outcomes for PI youth.		will have a 5% increase in attendance rates from the previous year. **Goal #2:** By offering weekly tutoring and mentoring sessions led by Pacific Islander staff and college students, students will pass 6 of their classes, see improved grades, stay on track to graduate, and participate in college preparation, and professional development opportunities centered around leadership and cultural identity affirmation **Goal #3:** By offering culturally specific activities, such as guest speakers, Pacific history and geography, learning dances and songs, cultural identity sharing sessions, and Pacific Islander cultural events, students will experience a positive and stronger sense of belonging and understanding of their Pacific Islander identity. **Goal #4:** By hosting quarterly events, workshops, and communicating regularly with parents to discuss students' academic performance and family's well-being, families will be more engaged with their students' education and students will feel better connected to schools and safer overall. By providing financial assistance and service referrals to families, students and their families will experience more stability and this will reduce disciplinary referrals by 10 % and less likelihood to participate in risky behaviors.
The I Am Academy (TIAA)	$210,000	**Strategy 3:** I AM Academy believes the best self-defense against student discontent, disinterest, crime, and the allure of gang involvement, lies in guiding students to explore and cultivate	Roosevelt High School, Franklin High School	Impact Summary **Goal #1:** The I Am Academy will perform weekly monitoring of participants' attendance

		their self-chosen, self-identified goals, and career aspirations, as a means of embracing self-accountability, as well as self-protection.		through data available on Synergy and feedback from administration, teachers, and counselors. **Goal #2**: Students in our program will pass six or more classes ensuring they are on track to graduate at the end of the school year through our Relationship and RESJ-Based Practices. **Goal #3**: The I AM Academy we will see a 5% increase in Black students' extra-curricular activities in school indicating a greater sense of belonging in the Successful School Survey in comparison to their peers who do not receive our services **Goal #4**: We will see a 2% decrease in disproportionate discipline for Black students through active participation on the SIT team. Working with school staff. Supporting student meditation, mentoring students and positive identity development

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Refugee Immigrant Organization (ARIO)

1. **Synopsis of Contractor's Work:**

Youth Leadership Development Group. ARIO will offer a weekly after school group for high school students to develop leadership and advocacy skills. Youth will learn and practice the skills to be able to express themselves as they wish at the schools. Staff will facilitate conversations around what is acceptable and valued in their traditions, and what is acceptable at schools. Youth who get training, will in turn be supported to become advocates and leaders and be mentors for younger youth. We will offer an open space in which youth can meet with each other; ARIO will not direct activities, but instead will guide youth to identify issues they are facing within themselves, families and schools and together to come up with solutions. Expected outcomes: In addition to the outcomes shown in the logic model, ARIO expects to
achieve the following results:

- At least 75 youth gain leadership skills, learn to advocate for themselves and their peers, and increase their positive cultural identity.
- ARIO will keep a record of issues that youth identify and associated solutions and use this list to inform topics for skill building workshops.

ARIO will serve 75 students, at McDaniel, Roosevelt, Franklin, Grant, Cleveland, Ida B. Wells, Roseway Heights, Harrison Park, George, Kellogg, Lane, Jackson, Hosford, Beaumont

- Strategy 5 -

A. **Contract amount per strategy:**
   - Strategy 5 - $168,270.73

B. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   - Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. **Dates will be announced soon via email.**
   - Participate in and support scheduling of RESJ staff site visits partnership of programming
   - Attend all RESJ Professional Learning sessions
   - Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. **Performance Period/ Dates and Times of Service:**

This Contract runs from July 1, 2024 through June 30, 2025.
List days & times
Tuesdays 5-8pm

Wednesdays: 5-8pm
Thusdays: 5-8pm

Saturday/Sunday: 11am – 4Pm

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Students have a 10% increase in attendance from the previous year, or maintain 90% attendance or better through participation in a youth leadership group that integrates positive cultural identity development and includes skill development in advocacy.
Activities designed to help achieve this goal:
Weekly after school and weekend group with leadership development;
Skill building workshops that weave identity and culture;
Mentoring and tutoring delivered from culturally specific youth leaders.
Goal #2: High-school students pass 80% or more of their classes, through participation in a youth leadership group that integrates positive cultural identity development and includes skill development in advocacy, supporting problem solving around areas of academic challenges.
Activities designed to help achieve this goal:
After School and Weekend support for youth to navigate issues that arise in their school setting;
Academic support and tutoring to support youth in passing their classes.
Goal #3: Students see an improved student sense of belonging and reduced barriers to family engagement as measured by a 5% increase in the successful schools survey from the baseline year, through participation in a youth leadership development group that provides youth with peer relationships that increase sense of belonging, as well as creating shared knowledge that their cultural identities do belong in the school setting.
Activities designed to help achieve this goal:
Mentorship and tutoring for youth by culturally specific youth leaders;
After School workshops and celebration of culture, identity and belonging.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Refugee Immigrant Organization (ARIO)

Goal #4: Students will have a reduced number of disciplinary referrals through participation in a youth leadership group that develops communication and social and emotional skills that reduce discipline referrals as well as increasing youth ability to advocate for themselves and their peers.
Activities designed to help achieve this goal:
After school and Weekend workshops and facilitated conversations about social and emotional development.
Facilitated conversations that help youth understand what is acceptable at schools.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Refugee Immigrant Organization (ARIO)

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total:** **Per School:**
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student "This is hours of direct service to a student that the student accessed."	9 hours a week (Weekdays)
Staff Demographics	100% Black/African
Staff FTE	1
Leveraged funding/staffing	2 0.5 FTE
Serve up to (# of students):	75
Student Service Hours	6 hours a week (Weekends)

The District will analyze the following measures regarding partner performance and impact on students:

- Attendance
- Achievement (MAP, Graduation, etc.)
- Sense of Belonging
- Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$168,270.73** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be

considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Refugee Immigrant Organization (ARIO)

Budget:

Strategy #5 - Positive Cultural Identity Development and Advocacy

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Youth Mentor and Advocate: 1.0 FTE	$57,240	$0.00	
Program Director: 0.25% FTE	$15,390	$0.00	
Executive Director: 0.25% FTE	$18,692.37	$0.00	
			$91,322.37
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Student supplies:	$20,000	$0.00	
Curriculum Delivery:	$20,000	$0.00	
Transportation:	$15,000	$0.00	
Administration: 15%	$21,948.35	$0.00	$21,948.35
Total (include total cost per student)			

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Youth and Community Organization (AYCO)

1. Synopsis of Contractor's Work:

AYCO's UPLIFT program bridges the gap between students, parents, and schools to offer culturally-specific wrap-around support and mentoring to successfully navigate the educational system. Our program is called UPLIFT because we have a robust student support system that uplifts youth with programming reflective of our East African values and perspectives. Youth come to believe their cultural, religious, racial, and ethnic identity are an asset in a world of ableism, anti-Blackness, Islamophobia, and xenophobia. We focus on engaging youth in value-rich activities with positive role models that they can identify with to help them stay on track not only academically, but also in the rest of their lives.
In addition to weekly one-on-one tutoring/mentoring and resources for students, UPLIFT staff provide needs-based consultation to school staff and conduct holistic family services. They often accompany parents to school meetings, explain Individualized Education Programs (IEPs), and facilitate communication between schools and families. We also focus on engaging youth in value-rich activities with positive role models to help them stay on track not only academically, but also in the rest of their lives. We offer multiple leadership development programs, with different foci including internships, community/civic and environmental engagement, in addition to athletics, field trips, community events, etc. We also work with parents and families to provide wraparound supports to improve their overall social determinants of health through parent workshops, rental and utility assistance, back to school drives, and more.

Strategy 2 - Wrap Around Services

AYCO will serve a minimum of 200 students (up to 300) of students, at 11 locations:
Ida B Wells, Franklin, McDaniel, Roosevelt, Jackson, Harrison Park,Woodmere, Lane, Markham, Rosa Parks, Roseway Heights.

A. Contract amount per strategy:

- Strategy 2 - $100,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Youth and Community Organization (AYCO)

2. **Performance Period/ Dates and Times of Service:**
   This Contract runs from July 1, 2024 through June 30, 2025.
   List days & times
   Monday-Friday 9:00 AM- 5:30 PM and select weekends for special events.
3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Increase weekly on-site presence of AYCO CN at PPS schools from 5 CN to 6 CN with the goal of improving student attendance (for nearly 300 youth) by at least 5% via regular engagement at schools and regular follow-up/ check-in. Increased CN will also support increased capacity to reach out to parents and help them support their youth in getting to school. We will be able to make sure that all schools have at least one weekly afterschool program to support youth and their goals in attendance, academic achievement, sense belonging, and safety.
Activities designed to help achieve this goal:
Mentoring, academic support, goal setting with students, Regular meetings with school Counselors to follow up on student performance and well being. Regular meetings with teachers for check-in and follow-up on student wellbeing.
Goal #2: Increasing the number of CN at PPS schools will enable us to better develop and partner with academic tutoring programs to increase academic achievement for our students. We will monitor student progress via report cards and teacher engagement. Our goal is to have all youth not passing classes to engage in academic tutoring as a first step. Our goal is to see a minimum 5% increase in youth passing courses / on track for graduation.
Activities designed to help achieve this goal:
After school activities and tutoring, affinity groups. Referrals to youth life counselors
Goal #3: CN will increase on-site school day presence to at least 2x/week (some have multiple schools) and up to 5x/wk across all PPS schools that we serve. Increased CN presence will contribute to creating a sense of belonging for immigrant and refugee students. We will also make a point of holding at least 2 large parent conferences (held at schools) to both inform parents and help them get connected, but also help them feel more comfortable with their schools and better able to advocate for themselves
Activities designed to help achieve this goal:
Organize 2 Parent Conferences on select topics and provide a space for parents to connect and share ideas and concerns.
Goal #4: Increasing the number of CN able to work across PPS schools will allow us to better advocate for youth and prevent misunderstandings, being both a safe presence to encourage youth to speak

up/express themselves and also an ally to help mediate challenging situations. We expect to see a decrease of approx 5% in disproportionate discipline for the youth we serve via wrap-around support and advocacy.
Activities designed to help achieve this goal:
Wrap- around support including career readiness, health and wellness and student empowerment programs.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Youth and Community Organization (AYCO)

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 200-300** **Per School: 20-50**
Number of hours per family	2+hrs/Month
Number of Families served	20-50
Number of hours per student	2hr/Wk
Staff Demographics	1 male, 4 female 100% Black East African
Staff FTE	6 FTE (PPS funding 1 FTE)
Leveraged funding/staffing	5 FTE leveraged
Serve up to:	minimum 200 students, maximum 300. (160 students served currently per our database)
Student Service Hours -	8 hours per staff per day

The District will analyze the following measures regarding partner performance and impact on students:

- Attendance
- Achievement (MAP, Graduation, etc.)
- Sense of Belonging
- Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$100,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
   For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
   - Professional Conduct Training (17 minutes)
   - Child Abuse Prevention and Reporting (35 minutes)
   - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
   - Identifying and Supporting Homeless Youth (8 minutes)
   - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
   - Emergency Preparedness Training (40 minutes)
   - Information Security Awareness Training (10 minutes)
   - Risk Management and Hazard Communication (8 minutes)
   - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education

records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget: $100,000.00

Strategy #2 - Wrap Around Services

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
PPS Cultural Navigator Lead, 1 FTE @ $25/hr	$52,000.00		$52,000.00
Taxes and Benefits (26%)	$13,520.00		$13,520.00

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
African Youth and Community Organization (AYCO)

5 Cultural Navigators, 5 FTE @ $23/hr		$239,200.00	$239,200.00
Taxes Benefits (26%)		$62,192.00	$62,192.00
Staffing Subtotal	*$65,520.00*	*$301,392.00*	*$366,912.00*
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Program Snacks (10 months x $200/month)	$2,000.00	$10,000.00	$12,000.00
Field Trips (3 trips x $500/trip)	$1,500.00	$7,500.00	$9,000.00
Parent Engagement Spring & Fall Conferences (all PPS; 2 x $9,000)	$18,000.00	-	$18,000.00
Program Costs Subtotal	*$21,500.00*	*$17,500.00*	*$39,000.00*
Staffing + Program Costs Subtotal	*$87,020*	*$318,892.00*	*$405,912.00*
Administration (~15%)	$12,980.00	$82,912.00	$95,892.00
Total (include total cost per student)	$100,000.00 50+ youth = $2,500	$401,804.00 150 youth = $2,678.69 / youth	$501,804.00 200+ youth = $2,509.00 / youth

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Boys and Girls Club

1. Synopsis of Contractor's Work:

As an organization that provides out-of-school time extended learning and enrichment programs to underserved youth and teens across the community, the Boys & Girls Clubs of Portland Metropolitan Area (BGCP) is submitting a funding proposal to PPS under Racial Equity Partnership Strategy 4 (Extended Learning & Enrichment).

This grant will support out-of-school time extended learning and enrichment programming (after school and summer) at our Blazers Club (NE Portland) and Wattles/Clegg Club (SE Portland). This grant will help support BGCP's strategic programming that addresses the disparities and opportunity gaps faced by youth and families in the historically marginalized communities we serve.

These two Clubs will serve approximately 125 youth and teens during a full contract year (July 2024 – June 2025). During the school year, our Clubs are open during after-school hours (2:30 pm – 6:30 pm). During school breaks, our Clubs are open for extended hours.

BGCP operates 6 Clubs across the Portland Metro Area; 3 of which are located in neighborhoods within the PPS School District footprint (New Columbia – Regence Club, King – Blazers Club, and Lents - Wattles/Clegg Club). Our Clubs play a critical role in these communities as they represent some of the most underserved and under-resourced zip codes in Oregon. Demographics include families & youth who represent: BIPOC, LGBTQIA+, single-parent households, households with 4+ adults, those experiencing homelessness, foster care system, immigrant and refugee communities.

Our structured programming model revolves around a full-age continuum of essential skills building, which means we intentionally create an environment for youth and teens to develop essential skills from ages 6-18 for success in school, life and career through project-based, experiential learning, exploration, exposure, and application/practice. This full-age continuum scaffolds up from Foundational Skill Building (Grades 1-3) to Intermediate Level 1 Skill Building (Grades 4-5) to Intermediate Level 2 Skill Building (Grades 6-8) to Advanced Skill Building (Grades 9-12). Our programming framework is built around four (4) core-competencies: (1) STEAM, (2) Sport & Play, (3) Financial Empowerment, and (4) Life & Career Readiness, which are all intended to address disparities and opportunity gaps by creating opportunities for Club Members to engage in hands-on project-based/experiential activities, horizon-broadening experiences, and ultimately career opportunity exposures (internships/externships and first-time job experiences) to prepare them for successful transitions into post-secondary pathways. Our programming framework is also designed to be fun, engaging, and innovative to inspire youth and teens to engage more deeply and consistently, which translates to higher club engagement rates (Avg. Daily Attendance/Participation) and transformative outcomes.

A. Contract amount per strategy:

- Strategy 4 - $100,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- CEO and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract

performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.

- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. **Performance Period/ Dates and Times of Service:**
   This Contract runs from July 1, 2024 through June 30, 2025.
   Monday - Friday 2:30 pm - 6:30 pm

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Average daily attendance will improve 10% from previous years for elementary and middle school members through out-of-school time enrichment programs including academic support, and experiential project- based learning across a full- age continuum. Programs include: reading literacy, STEAM, Coaching & Mentoring (using the Positive Coaching Alliance as a framework) 100% of high school members will participate in skill-building and leadership development opportunities during out-of-school time through Life & Career Readiness opportunities.
Activities designed to help achieve this goal: BGCA & BGCP curated curriculum, community partner supported programming. Culturally responsive meals and programming. Accessibility to high quality & engaging sport & play opportunities
Goal #2: 75% of youth members will build reading and financial literacy skills from a foundational to intermediate to advanced level across a full-age continuum model, depending on grade levels. Our programs will focus on literacy growth in BIPOC communities by supporting reading literacy environments that model strong reading skills and provide members with opportunities to improve their reading skills. We will also focus on building financial literacy skills from an early age through project-based and experiential learning
Activities designed to help achieve this goal: BGCA & BGCP curated curriculum in partnership
with community partners including Smart Readers and Our Kids Read
Goal #3: 92% of members will feel that they have a sense of belonging, measured by our annual National Youth Outcomes Initiative (NYOI). Our Clubs will hold intentional family engagement nights 4 times a year to increase family engagement and access to resources and support at our Clubs and in the community. (tailored to the priorities of the community's relevant needs).
Activities designed to help achieve this goal: BGCA & BGCP curated curriculum and assessments including Youth Program Quality Assessment and the Trauma Informed Care Assessment.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Boys and Girls Club

Goal #4: 92% of members will feel that they have a sense of emotional and physical safety, measured by our annual National Youth Outcomes Initiative (NYOI). High-level incident reports and behavioral events will be reduced by 5% from previous years through individualized case management support (restorative justice).
Activities designed to help achieve this goal: BGCA & BGCP curated curriculum and assessments including Youth Program Quality Assesment and the Trauma Informed Care Assessment.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 June 24th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Boys and Girls Club

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 125** **Per School:**
Number of hours per family	4
Number of Families served	100
Number of hours per student	736 hours
Staff Demographics	*Our staff demographic consists of 22% Black, 23% Latinx, 29% White, 6% Asian, 2% Pacific Islander, 11% Bi-racial, 8% Unknown.*
Staff FTE	11
Leveraged funding/staffing	n/a
Serve up to:	125 Students
Student Service Hours -	2:30 PM to 6:30 PM

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$100,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
   For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
   - Professional Conduct Training (17 minutes)
   - Child Abuse Prevention and Reporting (35 minutes)
   - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
   - Identifying and Supporting Homeless Youth (8 minutes)
   - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
   - Emergency Preparedness Training (40 minutes)
   - Information Security Awareness Training (10 minutes)
   - Risk Management and Hazard Communication (8 minutes)
   - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately

notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #4

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	$72,500	$395,353.48	$465,353.48

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Boys and Girls Club

(Clegg/Blazers) see attached budget Applicable Staff highlighted in green			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Art/Educational/STEAM/Sport & Play Supplies Supplies include any expandable materials or consumed during the course of program.	15,000	0	$15,000
Administration	$12,500		
Total (include total cost per student)	$100,000		

STAFFING

Blazers

	Rate of Pay	Hrs/Day	Hrs/Wk	Wks/Yr	Total Wages	Taxes & Benefits	Proposed Cost to PPS
Club Director	$24.04	8	40	2,080	$ 50,000.00	$ 9,550.00	$ 59,550.00
Teen and Family Services Coordinator	$21.63	8	40	2,080	$ 45,000.00	$ 8,595.00	$ 53,595.00
Sport and Play Skills Development Coordinator 1st-2nd	$19.23	8	40	2,080	$ 40,000.00	$ 7,640.00	$ 47,640.00
Sport and Play Skills Development Coordinator (3rd-5th)	$19.23	8	40	2,080	$ 40,000.00	$ 7,640.00	$ 47,640.00
Front Desk	$17.50	4.75	23.75	1,235	$ 21,612.50	$ 4,127.99	$ 25,740.49
Total					$196,612.50	$ 37,552.99	$ 234,165.49

Clegg

	Rate of Pay	Hrs/Day	Hrs/Wk	Wks/Yr	Total Wages	Taxes & Benefits	Proposed Cost to PPS
Club Director	$24.04	8	40	2,080	$ 50,000.00	$ 9,550.00	$ 59,550.00
Career Pathways Coordinator	$20.43	8	40	2,080	$ 42,500.00	$ 8,117.50	$ 50,617.50
STEAM Coordinator	$19.23	8	40	2,080	$ 40,000.00	$ 7,640.00	$ 47,640.00
STEAM Coordinator	$19.23	8	40	2,080	$ 40,000.00	$ 7,640.00	$ 47,640.00
Front Desk	$17.50	4.75	23.75	1,235	$ 21,612.50	$ 4,127.99	$ 25,740.49
Total					$194,112.50	$ 37,075.49	$ 231,187.99

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Camp Fire Columbia

1. Synopsis of Contractor's Work:

During the school year CFC will partner with up to 200 students across four PPS school sites to build healthy relationships, learn self-advocacy, and successfully transition onto high school. CFC will provide each student with a caregiver check-in and:

- Mentoring: 6 hours of 1:1, 9 hours of group mentoring on social-emotional learning, identity exploration, and issues of power and privilege; while developing positive relationships with adults and peers.
- Monthly experiential learning activities: Based on student's interest & passions, peer collaborations with other Camp Fire PPS school sites, and guest speakers
- After-school Programming: At least 56 hours of co-curricular enrichment activities including community-based learning, trauma-informed social justice curriculum, introductions to self-advocacy and activism, and community building experiences; as well as at least 42 hours of homework help and academic support

CFC programming will provide diverse adult relationships that are reflective of students' cultures and identities in order to help students from historically oppressed communities build a sense of belonging. Programming will provide youth with exposure and opportunity to engage in activities that empower them to embrace a positive cultural identity and to share their cultural traditions with peers. Through direct implementation of individual and group mentoring, experiential learning, individualized developmental relationships, and student-directed learning techniques - Camp Fire's Teen Program effectively orients student perspectives towards growth and achievement.
An intersectional anti-racist approach to equity and justice is foundational to all CFC programming. In addition to providing frequent opportunities for individual youth to take pride in and share their cultural and racial identities, CFC works to counter the ways white supremacy shows up on a systemic and/or cultural basis in the classroom - including communication norms, behavioral standards, and performance expectations. In addition to daily practices like remaining vigilant to microaggressions while talking frankly about systemic racism, staff partner with youth and communities to create inclusive learning environments.

Throughout the program, staff will administer informal youth focus groups. During 1:1 and group mentorship, CFC will work with students to identify and implement strategies for creating an inclusive environment and interrupting and ending oppression and its many expressions. This will lead to our outcome in which students will have the knowledge and ability to identify and challenge isms impacting they and their peers' opportunities for success. CFC's approach is rooted in Social Emotional Learning and Trauma Informed practices. We focus on youth led topics such as; identity exploration, power & privilege, and positive relationships. We explore; social justice issues, community-based learning, advocacy, activism, generational trauma, academics, & inclusivity through community building. Through these activities, youth see that their voice matters and that they have agency.

Camp Fire Columbia will serve up to 200 students at:

- Strategy 3 - Cesar Chavez, Lane, Harrison Park, George

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Camp Fire Columbia

A. Contract amount per strategy:

- Strategy 3 - $100,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

Summer Programming:

- 4-5 weeks between July 1, 2024-August 17, 2024
- Times vary between 10am-3pm, depending on activity
- 12-14 hours of programming

School Year Programming:

- September 1st, 2024- June 30th, 2025
- Monday through Thursday for After School Programming (ASP), 2 hours from the end of the school day. Each school may have a different release time. SUN School term dates also affect times for ASP.
- Monday through Thursday during the school day hours for 1:1 supports, Push-ins into classrooms, hold group lunch spaces, attend meetings with caregivers, teachers, admin, community partner gatherings.
- Offer an overnight experience at Camp Fire's Camp Namanu.
- Fridays are team meetings, supervision meetings, administration and data maintenance.

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Student participants will have a 10% increase in school attendance from the previous year through group and individual mentoring, which includes weekly classroom push-ins (academic support), identity and leadership development, regular interactions with school staff and admin, and connection with caregivers.
Activities designed to help achieve this goal:

Each mentor will work individually with each student on their caseload weekly by providing 1:1 mentoring sessions as needed and provide classroom push-ins to support each participant in courses they may be struggling in, while working closely with the classroom teacher to offer the student a more supportive environment.
Goal #2: Students in our program will pass 80% of their school year classes, ensuring that they are on track to graduate on time through our mentorship and RESJ-Based Practices.
Activities designed to help achieve this goal:
• The Camp Fire mentor will review each student's academic progress through weekly or monthly progress reports to ensure the student is on track with assignments. • The mentor will work with each student to design a plan to get back on track with missing assignments • The mentor will reach out and connect with the classroom teacher in which the student may be struggling with their assignments • The mentor will offer weekly homework assistance during After School Programming
Goal #3: BIPOC youth participants will see a 10% increase in the successful school survey from the previous year, through engaging programing that includes positive adult relationships, culture and identify exploration and reflection, and social justice curriculum.
Activities designed to help achieve this goal:
The Camp Fire mentor will develop activities centered on the individual identities and cultures of the students in their cohort.
Goal #4: We will see a 5% in disproportionate discipline for BIPOC students through authentic engagement of the CFC team who work with school staff and caregivers, and will mentor students and provide positive identity development. Because students feel safe, heard and accepted, there will be a decrease in disruptive classroom behaviors. When there are disruptive classroom behaviors, students will work through conflict resolution with community partner and the school.
Activities designed to help achieve this goal:

The Camp Fire mentor builds activities that build capacity of students to manage hard emotions, self regulate and advocate for themselves when needed.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 200**

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Camp Fire Columbia

	Per School: CCMS= 25, GMS= 75, HPMS= 25, LMS= 75
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student	56
Staff Demographics	90% of Teen Department staff identify as BIPOC.
Staff FTE	9 Full time staff: 8 mentors and 1 Director
Leveraged funding/staffing	$590,792.52
Serve up to:	280 Students
Student Service Hours -	56

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$100,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:

- Professional Conduct Training (17 minutes)
- Child Abuse Prevention and Reporting (35 minutes)
- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)
- Emergency Preparedness Training (40 minutes)
- Information Security Awareness Training (10 minutes)
- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #3 - Mentoring and Leadership

Budget Item	Proposed Cost to PPS	Total Other Funds	Total Program Budget
Staffing **Wages and Benefits**			
Director of Teen Programs (20%)	$ -	$ 21,185.20	$ 21,185.20
(8) Youth Development Site Manager (80%)	56,028.60	$ 409,258.40	$ 465,287.00

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Camp Fire Columbia

student supplies, curriculum for students, and/or student transportation* *For detailed description and cost of each proposed item, please see Budget Narrative*			
Employee Recognition	$ 0	800.00	$ 800.00
Medical Supplies	$ 150.00	$ 1050.00	$ 1200.00
Transportation	$ 1600.00	$ 11,200.00	$ 12,800.00
Food	$ 3,162.50	$ 22,137.50	$ 12,800.00
Specific Program Supplies	$ 2,655.63	$ 18,589.97	$ 21,245.60
Trip & Special Activities	$ 23,361.40	$ 20,729.80	$ 44,091.20
Wages, Benefits, Equipment, Supplies & Tuition Subtoal	**$86,958.13**	**$504,950.87**	**$591,909.00**
Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) **May not exceed 15% of total staffing and supplies costs of program**	Proposed Percentage: 15% Total Cost: $ 13,041.87	$ 85,841.65	$ 98,883.52
Total	Total Cost of Program: $100,000 Number of Students Served: PPS Cost per Student:	$ 690,792.52 280 $ 2,467.12	

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Center for Intercultural Organization (Unite Oregon)

1. Synopsis of Contractor's Work:

Youth-led Involvement through Engagement and Leadership Development (YIELD) offers an intensive cohort leadership development training program for middle school students in grades six through eight in Cesar Chavez, Harrison Park, and Ockley-Green middle schools. YIELD programming focuses on youth organizing, community-based leadership development, reducing discipline incidents, and advocacy to address common issues in education for students impacted by disproportionate discipline. This will be achieved by focusing on and addressing six topics impacting Oregonian youth: climate, housing, economic justice, education and health equity, and community safety. Additionally, through social-emotional learning and mentorship, YIELD organizers will impact the reduction of discipline incidents and, in doing so, provide resources and services to YIELD students and their families in need of support. Students will engage in weekly after-school programming sessions lasting approximately two hours each to foster personal growth and community engagement. Within their cohort, participants will collaboratively undertake an advocacy service project, enhancing their understanding of community dynamics and the importance of advocacy. Through a multifaceted approach, students will increase their awareness of social issues, broaden their worldview, and develop essential social-emotional skills. This includes learning techniques to regulate their behaviors, such as mindfulness moments, gratitude exercises, and breathing techniques, contributing to a supportive and nurturing learning environment in efforts to reduce discipline incidents.

Unite Oregon will serve 20 of students, at locations:

- Strategy 3 - Cesar Chavez, Harrison Park, Ockley Green

A. Contract amount per strategy:

- Strategy 3 - 90,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

List days & times

Monday @ Ockley Green from 2:30 - 5pm

Tuesday @ Cesar Chavez from 2:30 -5pm
Wednesday @ Harrison Park from 2:30 - 5pm

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Through active participation in weekly YIELD meetings and field trips, YIELD students will increase attendance by 15% from the previous year. At least 85% of students (n=60) in all YIELD cohorts will attend 80% of weekly after-school YIELD meetings throughout the academic year, be trained in leadership and advocacy in 6 social issues, and build positive connections among peers and the YIELD Organizer.
Activities designed to help achieve this goal:
The YIELD organizer will build rapport with the youth to mentor them and inquire about attendance issues and reported behaviors from school administration to discuss the support needed to improve overall school attendance and class performance.
Issues will be recorded using CaseWorthy.
Goal #2: YIELD students will attend and engage in weekly after-school programming for two hours. In addition, they will complete an advocacy service project for their school on issues to raise awareness. Improve youth worldview of community and advocacy after completing leadership/advocacy trainings. Reduce discipline incidents among immigrant, refugee, and Black, Indigenous, people of color (IR-BIPOC) youth through social-emotional learning and skill building to regulate behaviors with mindful moments, gratitude exercises, and breathing techniques; mentorship and providing the students and their parents with additional resources
Activities designed to help achieve this goal:
Through social-emotional learning and skill building to regulate behaviors with mindful moments, gratitude exercises, and breathing techniques; mentorship and providing the students and their parents with additional resources
Goal #3: IR-BIPOC youth will develop a sense of community and positive relationships with peers by engaging in YIELD leadership and advocacy training, skill building, social-emotional learning, and culture and identity exploration by sharing cultural experiences and traditions with the YIELD cohort. Reduce barriers to family engagement by referring parents to our parent leadership program BUILD, which is in partnership with GEAR UP. Students and Parents will be able to communicate with the YIELD Organizer for support and resources Unite Oregon provides to communities in the Portland area
Activities designed to help achieve this goal:

Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
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Center for Intercultural Organization (Unite Oregon)

The expected results for the YIELD program encompass specific output measures and activities aimed at fostering leadership development, improving school attendance, and ensuring consistent participation. These results will be measured through quantitative and qualitative metrics, ensuring a comprehensive evaluation of the program's impact. The following outlines the key output measures and activities to be completed:

1. Recruitment and Retention:
- Goal: Successfully recruit and retain 45-60 YIELD participants for the 2024-2025 school year.
- Activities:
    a. Conduct outreach campaigns with Portland Public Schools and community organizations.
    b. Host informational sessions and workshops for students and parents to introduce the YIELD program and its benefits.
    c. Utilize social media, newsletters, and school announcements to reach potential participants.
    d. Implement an onboarding process that includes orientation sessions to familiarize new participants with the program.

2. Improving School Attendance:
- Goal: Address attendance issues in collaboration with school administration to increase school attendance of YIELD students by 15%.
- Activities:
    a. Partner with school administration to identify YIELD students with chronic attendance issues.
    b. Develop personalized attendance improvement plans for identified students, involving parents and guardians.
    c. Implement regular check-ins with students to monitor attendance and provide support as needed.
    d. Offer incentives for improved attendance, such as recognition awards, certificates, or small rewards.

3. Consistent Participation:
- Goal: Ensure that 85% of students across all YIELD cohorts consistently attend 80% of the weekly after-school YIELD meetings throughout the academic year.
- Activities:
    a. Design engaging and relevant weekly sessions covering various topics, including leadership development, community engagement, and social-emotional skills.
    b. To maintain student interest, utilize interactive teaching methods, such as group discussions, hands-on projects, and guest speakers.
    c. Foster a supportive and inclusive environment where students feel valued and motivated to participate regularly.
    d. Implement a tracking system to monitor attendance and follow up with students who miss sessions to understand and address barriers to participation.

4. Advocacy and Community Projects:
- Goal: Enhance students' understanding of community dynamics and the importance of advocacy through collaborative projects.
- Activities:
    a. Guide students in identifying community issues they are passionate about and developing actionable advocacy projects.
    b. Provide resources and support for project planning, execution, and evaluation.
    c. Encourage students to present their projects to school officials, community leaders, and peers to foster a sense of accomplishment and impact.

5. Leadership and Social-Emotional Skills Development:
- Goal: Increase students' awareness of social issues, broaden their worldview, and develop essential social-emotional skills.
- Activities:
    a. Incorporate mindfulness moments, gratitude exercises, and breathing techniques into weekly sessions to teach behavior regulation and conflict de-escalation.
    b. Conduct workshops on violence prevention, communication skills, and emotional intelligence.
    c. Offer opportunities for students to practice leadership skills through roles in group activities and projects.

6. Youth Leadership Council:
- Goal: Establish a student-led council for youth from diverse backgrounds, focusing on those involved with the child welfare and juvenile justice systems.
- Activities:
    a. Form the Youth Leadership Council and provide leadership and advocacy training to members.
    b. Facilitate council meetings where members participate in planning, policy development, and decision-making.
    c. Support council members in presenting their ideas and recommendations to relevant stakeholders.

Goal #4: Students in the YIELD program will work through conflict resolution and social-emotional learning, engage in program activities and training, and contribute to a 10% decrease in discipline incidents among IR-BIPOC.

Activities designed to help achieve this goal:

YIELD Organizer will model professionalism and implement an open door policy to any students in need of support and advocacy on their behalf to improve navigation in school settings, develop communication skills, and mentor.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 60** **Per School: 20**
Number of hours per family	N/A

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Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Center for Intercultural Organization (Unite Oregon)

Number of Families served	N/A
Number of hours per student	120
Staff Demographics	African-American(2), Latinx-American(1), Native American(2)
Staff FTE	3 FTE positions (Education Equity Manager and Education Equity Organizer)
Leveraged funding/staffing	$90,916.61/ 80% of Education Equity Organizer/ 100% of YIELD Organizer
Serve up to:	60 Students

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$90,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
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- Information Security Awareness Training (10 minutes)
- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #3-

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Education Equity Manager at 55% x 9 months Salary: $30,937.50 Fringe Benefits: $7,412.67	$38,350.17		
Education Equity Organizer at 20% Salary: $8,675.71 Fringe Benefits: $1,590.72	$10,266.43		
Total Personnel:	**$48,616.60**	**$74,441.19**	**$123,057.79**
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each			

proposed item)			
Monthly subscription to Caseworthy and EveryAction Data Software for student advocacy projects	$5400		
Student workbooks, Books, and Printed Resource Materials	$1283.40		
- Positive Youth Development Workshops (SEL) (includes cost of specialist and supplies for students across all three schools) @ $2000 -Interactive Leadership Workshops (includes guest speakers for students at all three schools following curriculum and materials) @ $2000 - Youth Leadership Retreat (includes space, food, materials) @ $2000	$6000		
Program Weekly Workshop Materials	$4000		
Misc. Expenses - to cover the cost of an increase in student engagement per site that is not covered in the other line items. (@ $400 per school x3) = $1200	$1200		
Field Trip Expenses			
Transportation	$5000		
Admission Expenses	$2000		
Meals	$3000		
Total	**$27,883.4**	**$6,377.6**	**$34,261**
Administration 15%	**$13,500**	**$10,097.82**	**$23,597.82**
Total (include total cost per student)	$90,000 Cost per student = $1,500	Leveraged Funds: $90,916.61	Total Cost of Program: $180,916.61 Number of Students Served: 60 Cost per Student: $3,015.28

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Chess for Success

1. **Synopsis of Contractor's Work:**

Chess for Success will serve 400 students, at 16 locations:

- Strategy 4: Enrichment, Extended Day - Proposed Locations: Arleta, Beach, Bridger, Chief Joseph, James John, Kelley, Kellogg, MLK, Marysville, Ockley Green, Rigler, Rosa Parks, Roseway Heights, Sabin, Vernon, Woodlawn

A. Contract amount per strategy:

- Strategy 4 - $115,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. **Performance Period/ Dates and Times of Service:**

This Contract runs from July 1, 2024 through June 30, 2025.

List days & times: Schedules will vary based on the schools. CFS will provide a schedule for RESJ programs no later than 10/31/24, once schedules have been finalized.

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: As measured by school attendance records in December and April (Need RESJ help to assess this goal) - **90% of students participating in Chess for Success will have a lower absence rate vs the school average during the contract period** - **90% of students participating in Chess for Success will have less unexcused absences vs the school average during the contract period**
<u>Activities designed to help achieve this goal:</u>
Chess for Success provides safe, inclusive, structured, fun and engaging activities that enhance and expand the learning of students outside of school hours. Research has shown that student engagement in afterschool programs like Chess for Success can lead to improved academic performance, better connection to school and peer groups and improved attendance.
Goal #2: As measured by MAPS and OSAS scores (Need RESJ help to assess this goal)

- **90% of students participating in CFS programs will meet or exceed math standards, at a higher rate than the school and district average**
Activities designed to help achieve this goal:
Research shows that playing chess can help students improve both math and critical thinking skills.
Goal #3: As measured by the end of year survey conducted by Chess for Success, at least 90% of students responding will answer yes to the following statements: - **I like being in school** - **Chess club makes me feel like I belong** - **Other students like me** - **I am proud to be in Chess Club** - **Chess Club helps me be a better student** - **Chess helped me make friends**
Activities designed to help achieve this goal:
Chess for Success provides safe, inclusive, structured, fun and engaging activities that enhance and expand the learning of students outside of school hours. Research has shown that student engagement in afterschool programs like Chess for Success can lead to improved academic performance, better connection to school and peer groups and improved attendance.
Goal #4: As measured by the end of year survey conducted by Chess for Success, at least 90% of students responding will answer yes to each of the following statements: - **Chess club helps me feel safe at school** - **I feel safe when I am in Chess Club** - **My coach is fair to me** - **I am accepted by my peers** - **Chess club helped me to think before I act**
Activities designed to help achieve this goal:
Chess for Success provides safe, inclusive, structured, fun and engaging activities that enhance and expand the learning of students outside of school hours. Research has shown that student engagement in afterschool programs like Chess for Success can lead to improved academic performance, better connection to school and peer groups and improved attendance.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;

- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 400** **Per School: 25 per school**
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student	52 hours of after school programs; plus students can register for free to play in our chess tournaments which are typically 5 hours per tournament
Staff Demographics	29% Female; 29% BIPOC;

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Chess for Success

Staff FTE	7 Full Time
Leveraged funding/staffing	
Serve up to:	400 Students
Student Service Hours -	After School, depends on school schedule. 2-3 hours per week from October-April

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$115,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and

operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Chess for Success

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our training via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #4 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	72,435	15,365	$87,800
Michael Malone 32 hours per week, salaried			47600
16 coaches @ $25 per hour			32000
Substitutes			1000
Extra staff for clubs over 25 students			7200
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	27,435	5,365	32,800
Student T-shirts $15 each			6000
Chess Boards $15 each			6000
Awards, Snacks and Incentives $25 per student			10000
Tournaments $10 per student			4000
Curriculum Fee $300 per club			4800
Coaching Supplies			1000
Mileage			1000
Administration	15,130	2,960	18090

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
Chess for Success

Total (include total cost per student)	115,000 $287.50 per student	23,690	$138,690 $344 per student

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Coalition of Black Men (COBM)

1. Synopsis of Contractor's Work:

Our mentoring enrichment program, "Dream Bigger," is currently completing its 9th consecutive year partnering with PPS. The program seeks to continue its work of focusing on cultural identity, career exploration, self-efficacy, and leadership through its full school year vision board development journey. For the past two years, the program also includes a reading support feature, titled "Readers Become Leaders," led by a former high school teacher with extensive knowledge in special education. It focuses on 15-20 students most in need of reading support; hosting at least two culturally relevant PH. D.'s to share their latest research in a community forum; providing wraparound services in the form of 1-1's with students and their parents; and hosting Parent Orientation Gatherings for parents of current students. Our target population is young African American/Black ("AA/B") boys in middle school; however, no one is denied participation.

Coalition of Black Men will serve 60 of students, at 4 locations:

- Strategy 3 - Astor, Faubion, Ockley Green, and George

A. Contract amount per strategy:

- Strategy 3 - $117,299.95

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.
List days & times: (Exact Days and times to TBD)

Astor School - 90 mins
Faubion School - 100 mins
George Middle School - 90 mins
Ockley Green Middle School - 65 mins

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Coalition of Black Men (COBM)

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: African American/Black male students and others in our program will have a 5% increase in school attendance.
Activities designed to help achieve this goal:
Weekly group sessions led by culturally competent mentors (African-American/Black staff with shared experiences), focused on positive identity development; social emotional learning through group check ins and guided group exercises on explaining and labeling emotions; and education/career readiness through the vision board process where student chose and explore a chosen careers.
Staff will prioritize bi-weekly 1-1's with students and parent engagements based on history of working with each student as well as discussions with school staff (e.g., principals, teachers, counselors, and climate specialists)
Increased student buy-in to education is expected to translate to increased attendance.
Goal #2: African American/Black male students and others in our program will have will experience a 5% increase in the successful school survey from previous year
Activities designed to help achieve this goal:
regular attendance by students at weekly sessions throughout the year focused on positive, empathetic and interactive discussions led by culturally competent mentors (African-American/Black staff with shared experiences) focused on (1) collecting why each of them attend school while ensuring each conversation entails highlighting and elevating education's role in accomplishing their career goals (2) identifying their network of academic and social supporters to reinforce student's perceptions of his existing scaffolds (3) building a timeline to their chosen careers, introducing some and exposing others to SMART goals to ensure academic confidence and success (4) social emotional learning through naming their current mood and exploring their current mood in a safe space and (5) culture and identity exploration including interactive discussions on current events pertaining to healthy and unhealthy African American/Black male masculinity.
Staff will prioritize bi-weekly 1-1's with students and parent engagements based on history of working with each student as well as discussions with school staff (e.g., principals, teachers, counselors, and climate specialists). An increase in the student's connection with peers and the school is expected to demonstrate an increased sense of belonging.
Goal 3: We will see a 3% decrease in disproportionate discipline for African American/Black students and others in our program
Activities designed to help achieve this goal:

(1) Student will demonstrating regular attendance at weekly group mentoring sessions (2) culturally competent mentors (African-American/Black staff with shared experiences) prioritizing bi-weekly 1-1's with students and parent engagements identified as most in need support through discussion with school staff and referencing synergy-generated reports (3)staff participating in student mediations and (4) program fostering positive African American/Black male identity by hiring culturally relevant staff, all translating to increase a sense of safety by lowering the number disciplinary referrals.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. **Contract Performance Measures (provided by RESJ Partner)**:

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Scope of Work and Performance Requirements
2024-25 School Year
Coalition of Black Men (COBM)

Number of students served (total and per school)	**Total: 60 Students (15 at each of the 4 identified schools)** **Per School:**
Number of hours per student	Group Sessions: 40.13 hours 1-1's: 28 hours
Staff Demographics	3 African American males
Staff FTE	1 FTE - 2 Staff .6 FTE - 1 Staff
Leveraged funding/staffing	TBD
Serve up to:	60 Students
Student Service Hours	3,108

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$117,299.95** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.

For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:

- Professional Conduct Training (17 minutes)
- Child Abuse Prevention and Reporting (35 minutes)
- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
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PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #3 - Mentoring/Leadership

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Coalition of Black Men (COBM)

Budget Item	Proposed Cost to PPS	Total Other Funds (Funds covering the expenses below have not been realized; they are expected to materialize with mentoring program winning a second two-year grant from ODE.	Total Program Budget
Staffing **Wages and Benefits** **Direct Service Staff** **1 FTE - Program Manager/Mentor - $66,469.63** **1 FTE – Program Coordinator/Mentor - $54,000** **.6 FTE – Executive Director/Mentor - $81,210.00**	**$101,999.96**	**$126,814.16**	**$228,814.12**

Costs of any student supplies, curriculum for students, and/or student transportation* **Provide detailed description and cost of each** **proposed item**	**$0**	**$159,414.41**	**$159,414.41**
Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) **May not exceed 15% of total staffing and supplies costs of program**	**Proposed Percentage: 15%** **Total Cost: $15,299.99**	**$42,934.29**	**$58,586.46**

Total	**Total Cost of Program:** **$117,299.95** **Number of Students Served:** **60** **PPS Cost per Student:** **$1,955.00**	**$329,162.86**	**$446,462.81**

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Girl Scouts

1. Synopsis of Contractor's Work:

Girl Scouts provides provide opportunities for students of color to access enriching after school programming, improve engagement in school, build and recognize a sense of achievement (self & others), grow interpersonal and inter-relational skills with peers and adult mentors, build a sense of belonging and safety through tools and practice with emotional resilience, mental wellness, and community familiarity. Girl Scouts is unique in our focus on GIRL-LED, community-driven activities, with a focus on civic engagement. Girls in K-12th grade, with the support of trained adults, learn and implement leadership practices themselves. Through collaborative, hands-on learning, girls discover their values, skills, and the world around them; connect with others in an inclusive environment; and take action to make a difference in their world. Girl Scouts of the USA (GSUSA) develops research-backed programming, with hundreds of age-progressive badges in four program pillars: Life Skills, STEM (Science, Technology, Engineering, and Math), Entrepreneurship, and Outdoor Leadership. This is often done with industry partners. Mental wellness curriculum included in proposal was made in partnership with the HCA Healthcare Foundation and the National Alliance on Mental Illness (NAMI). This includes new mental wellness badges for girls in 4th-12th grade. Our organization engages in robust data support and program metrics, including: member demographics, girl membership in comparison to local girl populations, girl engagement, girl feedback, caregiver feedback, community partner feedback, staff satisfaction, and more.

Girl Scouts of Oregon and Southwest Washington will serve 180 of students, at 2 locations:

- Strategy 4 - Rosa Parks and Martin Luther King Jr.

A. Contract amount per strategy:

- Strategy 4 - $200,000.00

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Girl Scouts

This Contract runs from July 1, 2024 through June 30, 2025.
List days & times:
Days & Times: After-school two days per week per grade group (2-3 or 4-5) / Alternating or consecutive days–Monday, Tuesday, Wednesday, Thursday
Schedule: Nov 5-Dec 20, 2024 / Feb 3-March 14, 2025 / April 8-May 16, 2025

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Promote school attendance each trimester by: filling our after-school programming to 90% registration capacity; and attaining end-of-trimester program attendance of 90% of the time or more for 85% of participants, including youth of color.
Activities designed to help achieve this goal:
- Provide engaging after-school enrichment programming throughout the school year through three 6 week sessions. 180 total students will be served; 90 students per school in 2 schools, with 30 students per trimester and 15 students per grade group (grades 2-3 and 4-5).
- Sessions will be two times a week per grade group and 2 hours direct programming/per grade group for each school. Staff expenses also include prep and post-work for each session.
- All activities are hands-on, collaborative, and youth-led. Program Activity Leaders evaluate program delivery directly after each session, and adjust upcoming sessions as needed to ensure highest participant engagement in real time.
Goal #2: Advance achievement each trimester through: delivering curriculum for 3 badges* with an academic/life skills focus; attaining consistent program levels of 70% or more participants who are very engaged or eager to meet 90% of the time; and increasing participant self-recognition of confidence with 10 of 15 participants in each session self-identifying as confident and curious learners 90% of the time. ***In total 4 badges will be earned each trimester - 3 with an academic/life skills focus, and 1 with a cultural focus.**
Activities designed to help achieve this goal:

- Deliver Girl Scouts of the USA (GSUSA) research-backed badge curriculum in alignment with the academic calendar, 3 academic/life skills badges per trimester:
  - Fall: making new friends, sense of self, Resilient. Ready. Strong. mental wellness.
  - Winter: entrepreneurship, troop engagement, STEAM.
  - Spring: outdoors, STEAM in outdoors, aspects of the natural world.
  - Mental wellness activities will also occur each trimester, building and reinforcing participants' confidence and positive sense of self.

- Tangible awarding of badges after completion each trimester increases participant confidence and community recognition of their achievements.
- Program Activity Leaders assess participant level of engagement during each session, and engage participants in self-reflective activities to help participants build interest in academic subjects and personal interests and recognize their own strengths and ability to overcome challenges. Program Activity Leaders and participants also compare participant changes from the start and end of trimester.
Goal #3: Increase participants' sense of belonging each trimester by: working with staff whose identities, culture, and language (i.e. bilingual & bi-cultural with English & Spanish) are aligned with their own; completion of 1 badge exploring/celebrating cultural heritage; increased participant confidence through progression, where Program Activity Leaders record of a majority of students being very reserved/hesitant to more open/confident in sharing their thoughts and ideas by the end of the trimester; and providing community and transportation support in attending up to 3 larger Girl Scout events (i.e. OMSI Family Science Night, Family Day at Camp, and/or STEM Day).
Activities designed to help achieve this goal:
- Provide local staff whose identities, culture, and language are aligned with participants. In addition to building culturally-aligned support networks for students, this also increases visibility of leadership pathways and positive role models for participants.
- Deliver 1 cultural badge each trimester, fostering a sense of curiosity and pride in participants' identities, and those of their peers.
- Inclusion of badges and uniforms (a visible place to display them) creates a sense of pride, accomplishment, and belonging within broader communities for participants–this component is EXTREMELY well-loved by participants.
- Youth-led programming with a focus on collaboration, guided by community mentors, affirms participant voice and choice, creating an affirming environment to more fully explore/inhabit/express ones' identities. Program Activity Leaders record changes from a majority of participants being very reserved/hesitant on Day 1 of the trimester to more open/confident in sharing their thoughts and ideas by the end of the trimester.
- Support participation of students and family members in up to 3 program events (outside of after-school program sessions and any program-specific family meetings), such as: OMSI Family Science Night, Family Day at Camp, and/or STEM Day. Provision and coordination of transportation, and familiarity of attending with peers increases a sense of comfort and safety for both participants and their family members.

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Goal #4: Increase participants' sense of safety and reduce behavioral challenges each trimester through: providing programming by trained and culturally competent staff; introducing and integrating conflict resolution tools and practices with participants each session; delivering mental wellness curriculum; empowering participants to engage in conflict resolution and peer support through youth-led framework (i.e. collaboratively creating troop agreements, participants helping each other understand and follow rules and complete tasks, being a friend); and increasing familiarity and comfort level in school settings through a positive after-school environment.
Activities designed to help achieve this goal:
- Provide local, trained staff who understand: how and why to implement safety protocol; how to successfully guide groups of youth through programming with a youth-led framework; high levels of cultural competency and trauma-informed care; and understanding of badge curriculum.
- Engage youth in collaborative decision-making each session (i.e. youth decide as a group how they want to complete badge activities, topics to focus on, activities–which game the group will play, etc.), with the expectation that although Program Activity Leaders are providing support appropriate for the age level of the group, the participants are ultimately making key decisions.
- Complete mental wellness curriculum each trimester; primary curriculum resources were developed by GSUSA in partnership with National Alliance on Mental Illness (NAMI) and HCA Healthcare Foundation. This supports youth in understanding and processing their emotions in supportive ways.
- Begin each trimester with youth-led creation of collaborative community agreements. The group then follows these agreements throughout the trimester.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
    - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
    - Student selection methods;
    - Staff diversity and qualifications; and
    - Funding leveraged from other sources.

    Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Girl Scouts

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 180** **Per School: 90**
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student	24
Staff Demographics	3 FTE Latine, 1 FTE African American (supervisory role-COO - Mission Delivery) 3 FTE Bilingual (English & Spanish) For positions to be filled (PPS Program Manager and Seasonal Program Activity Leaders), we work to hire staff whose identities are aligned with participants. Approximately 36% of Seasonal Program Activity Leaders within the last year are staff members of color, a majority of whom are Latine.
Staff FTE	FTE Manager (PPS Program) (1) FTE Manager (1) - 198 hrs of total time FTE Latina Engagement Specialist (2) - 60 hrs of total time each PTE Program Activity Leaders (10) - 323 hrs each

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
Girl Scouts

Leveraged funding/staffing	We are leveraging funding to support staff memberships, event fees for participants, staff mileage, training (PPS and Girl Scouts-delivered), and background checks/fingerprinting. The $24,243.44 covered by our council includes support from general program revenue and foundation support. We continue to seek ways to diversify our funding streams and leverage partnerships for various resources and support.
Serve up to	180 Students
Student Service Hours	4,320

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)

- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #4 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
FTE Manager (1)	$4,971.24		$4,971.24
FTE Manager (PPS Program) (1)	$73,707.92		$73,707.92
FTE Latina Engagement Specialist (2)	$7,672.80		$7,672.80
Program Activity Leaders Seasonal (10)	$77,040.00		$77,040.00
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
GSOSW Membership/curriculum for youth (180)	$4,500.00		$4,500.00
Girl Scout Sash & Insignia (180)	$5,400.00		$5,400.00

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Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
Girl Scouts

GSOSW Staff Membership (10)	$0.00	$250.00	$250.00
Supplies (Grades 2-3) (90)	$8,235.00		$8,235.00
Supplies (Grades 4-5) (90)	$8,235.00		$8,235.00
Safety and Sanitation Supplies (2 schools)	$600.00		$600.00
Program Supplies (2 schools)	$532.98		$532.98
Snacks & Water (180)	$2,160.00		$2,160.00
Transportation - to council event	$5,617.50		$5,617.50
Event Fees - OMSI Family Science Night and STEM Day	$1,327.56	$1,372.44	$2,700.00
Staff Mileage	$0.00	$840.00	$840.00
Administration			
Training - PPS, GSOSW Training (13 staff)	$0.00	$20,494.00	$20,494.00
PPS BRC & Fingerprint (13 staff)	$0.00	$1,287.00	$1,287.00
Total (include total cost per student)	**$200,000.00**	**$24,243.44**	**$224,243.44**

Total cost per student: $1,2145.79

*Proposed PPS investment total is not inclusive of 15% administrative fee.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Immigrant and Refugee Community Organization (IRCO)

1. Synopsis of Contractor's Work:

Strategy 1: Culturally Specific Family Engagement:

Supporting academic, social, and emotional learning and positive cultural identities is integral to IRCO's programming which weaves together multiple practice- and evidence-based approaches to reduce or eliminate institutional barriers for Black, Indigenous People of Color (BIPOC) and immigrant and refugee communities and support families as they navigate meeting their students' needs.

Individualized Support- including school to home and home to school communication with a focus on student academic and social and emotional progress and challenges, attendance, reducing barriers to attendance, support with behavior and advocacy within schools to reduce disciplinary incidents, support navigating mainstream systems and schools, and linkages to additional resources to stabilize the whole family (e.g., rent/utility assistance, food boxes, etc.)

In Home Learning- FACES Bilingual/Bicultural Family Engagement Specialists will bolster in-home learning by empowering parents with skills like checking for homework in children's backpacks and by supplying families with multilingual in-home learning tools and skills building kits (e.g., books, math games, reading activities, etc.). We will also support a core group of students through in-home tutoring via volunteers from the community.

Family Group Activities- empower immigrant and refugee parents/caregivers to be advocates for their children, better understand U.S. education systems and school programs and policies and promote positive cultural identities and cultural sharing with the whole school community.

Outreach and Engagement will focus on parents/caregivers of children who are most in need of services based on community input/knowledge, school attendance records, grades, and MAP and OSAS assessment scores (e.g., 3rd grade reading and 5th grade math), students/families who need support with sense of belonging and safety in school. Students who need support in these areas and are interested in engaging in programming will be prioritized for services.

Strategy 2: Wrap-around Services for Student Success

Case Management/Academic Advocacy- Bilingual/Bicultural Advocates provide individualized support to a caseload of students to support with grades, attendance, sense of belonging at school, academic skill building, linkages to other services and programs (e.g., AP, IB, Dual Enrollment and CTE opportunities), support with communication with teachers about progress and challenges, support with disciplinary incidents, credit attainment, and high school graduation. They will also support with 8th grade transition to 9th grade and transition to post-secondary opportunities (e.g., college and career).

Student Group Activities- Out of school activities will promote academic skill building (e.g., tutoring, test preparation, English Language Development supports) and social and emotional well being (e.g., physical and mental wellness, substance use prevention and education, positive cultural identity and cultural arts, etc.).

Summer Programming- IRCO Advocates will support enrollment into PPS summer programs for credit attainment and academic skill building and offer enrichment and sports activities after school/district led summer activities.

Outreach and Engagement. We will outreach to youth and parents/caregivers of students who are most in need of services based on community input/knowledge, school attendance records, grades, and MAP and OSAS assessment scores. Students who need support in these areas will be prioritized for services.

Strategy #3: Mentoring/Leadership

Mentoring/Leadership–Bilingual/Bicultural Mentors will provide relationship-based mentorship to a caseload of students to support with grades, attendance, academic skill building, linkages to other services and programs (e.g., SUN community schools), support with communication with teachers about progress and challenges, support with disciplinary incidents, and preparation for high school success. Mentors will also support with 8th to 9th grade transition.

Student Group Activities-Out-of-school time group mentoring activities will promote academic skill building (e.g., homework help, tutoring, test preparation, academic skill building for ELL students) and social and emotional wellbeing (e.g., physical and mental wellness, substance use prevention and education, positive cultural identity and cultural arts, etc.). Mentoring groups use popular education and creative group facilitation strategies to let students co-lead afterschool groups. Students help set and reinforce group expectations, plan field trips, and support a positive learning environment.

Summer Programming-IRCO Mentors will support enrollment into PPS summer programs for credit attainment and academic skill building and offer enrichment and sports activities after school/district led summer activities.

Strategy 5: Positive Cultural Identity Development and Advocacy

Programming will provide youth with exposure and opportunities to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. As noted in the PPS Racial Equity Student Support Services Strategy, consistent evidence highlights the importance of developing positive racial-ethnic identities and having stronger perceptions of cultural socialization in school and home settings for students of color on their academic and social well-being. Supporting Positive Cultural Identity is integral to our work and activities will be braided throughout all 5 strategies (e.g., cultural arts, community events and celebrations in schools and through the use and instruction of Native/Heritage languages).

IRCO RESJ will serve _154_# of students and caregivers, at _10_ locations: Roosevelt, McDaniel, Franklin, George, Roseway Heights, Harrison Park, Lane, Sitton, Jason Lee, Clark (HP), Kelly

(List by strategies & sites…)

- Strategy 1 - Sitton, Jason Lee, Clark (HP), Kelly – whole family events may include family members from MS/HS in cluster
- Strategy 2 - RHS, MHS, FHS

- Strategy 3 - Roseway Heights, Harrison Park, Lane
- Strategy 5 - George (cluster), Roseway (cluster), Harrison Park (cluster) – whole family cultural events may include students from ES and/or HS.

A. Contract amount $832,000:

- Strategy 1 - $287,118
- Strategy 2 - $238,778
- Strategy 3 - $192,696
- Strategy 5 - $113,408

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.
List days & times

School linked supports Mondays – Thursdays during school day and afterschool
Some Fridays, evenings and weekends

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Strategy 1: Culturally Specific Family Engagement

Goal #1: 75% of students will attend 90% or more of school days through ongoing culturally specific family engagement, supporting parents/caregivers with school to home and home to school communication and addressing barriers related to student attendance
Activities designed to help achieve this goal:

Caregiver group workshops
Individual support/case management
Resource referral/navigation
Goal #2: -90% of 45 parents/caregivers will receive supports with communicating with school staff about child's academic progress (e.g., math, literacy, homework completion and linkages to other resources/programs that promote academic success) -90% of 10 parents/caregivers will receive supports related to in-home learning, especially as it relates to math and literacy skill building, homework completion, etc. -80% of 65 parents/caregivers will participate in monthly parent meetings (e.g., family story times; school programs and policies workshops, etc.) home learning support activities (e.g., in-home tutoring)
Activities designed to help achieve this goal:
Caregiver group workshops
Individual support/case management
Goal #3: IRCO FACES participants will demonstrate a 5% increase in the successful school survey compared to previous year
Activities designed to help achieve this goal:
Caregiver group workshops
Individual support/case management
Goal #4: 80% of parents/caregivers will receive supports with navigating U.S. systems, including communicating with school staff proactively to minimize disciplinary referrals, and support if/when a referral is made
Activities designed to help achieve this goal:
Caregiver group workshops
Individual support/case management

Strategy 2: Wrap-around Services for Student Success

Goal #1: Percent of "Regular Attenders" will increase by 5% from 2022- 2023 to 2023-2024 school year through ongoing culturally specific academic advocacy and wraparound supports
Activities designed to help achieve this goal:
Afterschool groups

Individual support/case management
Resource referral/navigation
Goal #2: -75% of eligible students will receive supports/information with at least one of following: AP, IB, Dual Enrollment and/or CTE courses. -75% of students will graduate on-time
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management
Goal #3: IRCO WAS participants will demonstrate a 5% increase in the successful school survey compared to previous year.
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management
Goal #4: Disciplinary referrals/incidents will decrease by at least 2% for participants through ongoing advocacy, proactive communication with school staff and support with disciplinary incidents.
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management

Strategy 3: Mentoring/Leadership

Goal #1: 75% of students will attend 90% or more of school days through ongoing culturally specific mentorship
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management
Resource referral/navigation
Goal #2: 75% of students will participate in academic activities that promote math and literacy skill building
Activities designed to help achieve this goal:

Afterschool groups
Individual support/case management
Goal #3: IRCO Mentoring participants will demonstrate a 5% increase in the successful school survey compared to previous year.
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management
Goal #4: Disciplinary referrals and incidents will decrease by at least 2% for project participants through ongoing culturally specific advocacy, proactive communication with school staff and support if/when disciplinary incidents arise
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management

Strategy 5: Positive Cultural Identity Development and Advocacy

Goal #1: IRCO After School participants will demonstrate a 5% increase in the successful school survey compared to previous year.
Activities designed to help achieve this goal:
Afterschool groups
Individual support/case management

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);

- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students and caregivers served (total and per school).	**Total: 154** **Per School: RHS (28), MHS (12), FHS (12), George (10), Roseway (19), Harrison Park (19), Lane (6), Sitton* (10), Jason Lee* (20), Clark* (6), Kelly* (12) *CSFE Program (RESJ FACES) primarily serves caregivers not students. Caseload number reflects caregivers.**
Number of hours per family	50 per family per FTE per year
Number of Families served	Estimated 77 total; 29 in CFSE
Number of hours per student	50 per student per FTE per year

Staff Demographics	Asian (2), Black (4), Pacific Islander (3), Slavic/Eastern European (3)
Staff FTE	9.27
Leveraged funding/staffing	IRCO SUN CS (George, MHS, Jason Lee, Harrison Park); other IRCO school linked youth programs may supplement staff FTE as needed (eg INSPIRE, SYAP).
Serve up to:	_154_ Students & Caregivers (CFSE client is caregiver)
Student Service Hours -	7700

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$832,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)

- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)
- Emergency Preparedness Training (40 minutes)
- Information Security Awareness Training (10 minutes)
- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #_ -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			

Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Administration			
Total (include total cost per student)			

Strategy #_ -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Immigrant and Refugee Community Organization (IRCO)

Administration			
Total			

Budget Item
Personnel
Division Director (Lyn Tan): $95,000 x .05 FTE
Program Manager at $70,000 at .1 FTE (TBD)
Program Coordinator at $67285 x 1 FTE (Kuko Mofor)
INSERT Direct Service Staff at 48,600- 59,400 x .25 FTE (African) (Anisa Abdirahman)
INSERT Direct Service Staff 48,600- 59,400 x .75 FTE (Asian) (Thi Luong)
INSERT Direct Service Staff 48,600- 59,400 x .4 FTE (Pacific Islander) (Hilivaha Iongi)
INSERT Direct Service Staff 48,600- 59,400 x .5 FTE (Slavic) (Larisa Buze)
Volunteer Coordinator at 48,600 - 59,400 x .06 FTE (TBD)
IRCO provides all regular employees with a standard compensation package that includes health/dental/vision, paid time off, retirement contributions, educational financial assistance, workers compensation, and other coverages, in addition to payroll taxes and other required employer contributions, including unemployment and worker's compensation insurance and Paid Leave Oregon. Fringe costs are estimated at 33%.
Subtotal Personnel
General telephone service for staff estimated @ $333/FTE, 2 cell phones at $15/month
IT service, repair, and maintenance cost @ 500/FTE
Background Checks: Recruitment costs at $100 x each new employment ads + Youth staff at $82 x new hire
Insurance: $167 annually per FTE
Travel @ $0.67/mile
Office Supplies: Pens, paper, binders, etc.
Postage: Estimate
Printing and copying at 500 pages at .10 per copy
Space Costs: IRCO allocates costs of building space use, including maintenance and repair costs, utilities, and janitorial service, as well as rent or depreciation and interest expense where applicable, on a per square foot basis. IRCO Main at $18.23/sq ft/year.
Student Supplies
15% "Administrative Fee"
Total Cost

Proposed Cost to PPS	Costs Absorbed by IRCO	Total Program Budget	# of parents/ caregivers served
$ 4,750.00		$ 4,750.00	
$ 7,000.00		$ 7,000.00	
$ 67,285.00		$ 67,285.00	
$ 12,890.00		$ 12,890.00	6
$ 45,207.47		$ 45,207.47	20
$ 19,440.00		$ 19,440.00	10
$ 25,780.00		$ 25,780.00	12
$ 3,300.00		$ 3,300.00	
$ 61,265.32		$ 61,265.32	48
$ 246,917.79		**$ 246,917.79**	
	$ 1,342.35	$ 1,342.35	
	$ 1,475.00	$ 1,475.00	
	$ 346.00	$ 346.00	
	$ 492.65	$ 492.65	
	$ 370.00	$ 370.00	
	$ 406.33	$ 406.33	
	$ 58.03	$ 58.03	
	$ 50.00	$ 50.00	
	$ 3,850.00	$ 3,850.00	
$ 2,749.86		$ 2,749.86	96
$ 37,450.15		$ 37,450.15	
$ 287,117.80	**$ 8,390.36**	**$ 295,508.16**	

$ 0.00

School/s Served

School (Cluster)
Clark*
Jason Lee*
Sitton*
Kelly*
*May serve cluster

Total

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
iUrban Teen

1. Synopsis of Contractor's Work:

We will deliver an after-school program titled iMentor to help address unfinished learning grounded in equity that accelerates learning by building on strengths and addressing needs of students and their communities. The program will center on high quality, Culturally Affirming instruction, leadership, and programming. Mentoring programs are vital tools in supporting the success of students of color. The iMentor program will consist of learning pods of four to one student mentor ratio. In all, iUrban Teen will provide 3 Mentors and 40 students per school site for a total of 12 Mentors and 160 students overall. The iMentor program focuses on supporting students who are experiencing gaps in Math and English skills. Our goal is to improve students' Math and English skills which are essential to student success. Studies show that many students experienced decline in Math and English skills during the pandemic. To build confidence in learning, we factor in short wins for students. Systemically excluded and minoritized students ages 10-15 within Portland Public Schools will benefit from the experiences listed within this proposal led by mentors and tutors who do not perpetuate the biases that can be a barrier in education systems. Our mentors will provide crucial support by helping students navigate challenges, build self-confidence, and develop a stronger sense of belonging within their academic environment.

Learning Objectives – Students will:

- Develop skills related to academic subjects, career paths, personal development, leadership, or specific areas of interest.
- Show improvements in academic performance, including higher grades, test scores, and graduation rates, by providing academic support, guidance, and encouragement.
- Develop social and emotional skills such as communication, problem-solving, resilience, self- confidence, and self-awareness.
- Succeed academically and pursue their goals by providing positive role models, personalized support, and encouragement.
- Gain a deeper understanding and appreciation of their cultural heritage, identity, and community, leading to greater self-esteem and a sense of belonging.
- Take ownership of their learning and personal growth, develop leadership skills, and become advocates for themselves and their communities.

These programs will be offered after school, Monday through Thursday, for at least 2 hours each day.

iUrban Teen will serve 160 students, at 4 locations:

- Strategy 3: iMentor Sites will include George Middle School, Lane Middle School, McDaniel High School, Jefferson High School.

A. Contract amount per strategy:

- Strategy 3 - $150,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

List days & times:

These programs will be offered after school, Monday through Thursday, for at least 2 hours each day.

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Goal #1: Achieve a 7% increase in attendance rates within the academic year by facilitating 4:1 student to mentor group sessions with mentors trained in trauma informed care. Our program will create an environment where students feel valued and appreciated, which helps reduce absenteeism. Improving attendance rates aligns with the district's goals of promoting student success and well-being by ensuring regular school attendance
The iUrban Teen program teen will work with Portland Public Schools to identify systemically minoritized students who would benefit from support from the iMentor program,
The program team will introduce the iMentor program during class and on-campus sessions with students. We will also meet with teachers, counselors, and parent groups upon request to share the program.
Mentors will receive training from the program team about trauma-informed care related to working with students and will receive ongoing support on encouraging students to attend classes.
Our program team will monitor student attendance and performance and track student progress during the school year. Students who show patterns of non-attendance or non-performance will be identified, and additional mentor support will be provided.

Students will receive incentives to motivate them and promote attendance and engagement in the iMentor program. Incentives may include gift cards, outings, and awards. A year-end event will acknowledge the hard work of students, recognize mentors, and celebrate the program's success.
Goal #2: At the implementation phase of the iMentor program, conduct regular assessments of mentees' academic progress. Aim to achieve the 10% increase in proficiency levels within one academic year. The iMentor program directly supports the district's goal of improving academic achievement by providing personalized support and resources to students who may face barriers to success due to factors such as socio-economic status, race, or language proficiency.
Mentors will start Math and English assessments within 10 school days of student enrollment in the iMentor program. Mid-year assessments will be completed with students to track progress and adjust support for students with identified needs. Finally, we will initiate the end-of-program Math and English assessments with iMentor participants to evaluate overall progress and impact.
Mentors will provide culturally specific personalized support and resources in Math and English to enrolled students for at least 4 hours per week.
Goal: 3: At the implementation phase of the iMentor program, administer the pre- program survey to assess baseline sense of belonging. Conduct the post-program survey at the end of the academic year to measure improvements. Aim to achieve a 7% increase in sense of belonging scores within one school year. Enhancing students' sense of belonging aligns with the district's commitment to creating an inclusive and equitable learning environment where all students feel valued, respected, and supported in reaching their full potential.
Mentors will start assessments to measure participant's sense of belonging within 10 school days of student enrollment in the iMentor program. Mid-year assessments will be completed with students to track progress and adjust support for students with identified needs. Finally, we will initiate the end-of-program assessments with iMentor participants to evaluate overall change in sense of belonging and impact.
iMentor participants will meet with mentors and come up with ideas and strategies on how to create a space of belonging in the iMentor program. Participants will come up with ground rules which they will agree to follow during the iMentor program. iMentor program rules will foster inclusivity and dissuade bias among both students and mentors.
Students will be matched up with cohorts and mentors who would best support a sense of belonging in the program. Considerations will include background, lived experiences, and cultural similarities

Participants will provide feedback on their sense of belonging in the program throughout the school year, including a mid-year assessment and end of program survey.
Goal #4: At the implementation phase of the iMentor program administer the pre-program survey to assess baseline sense of safety. Conduct the post-program survey at the end of the academic year to measure improvements. Aim to achieve a 5% decrease in sense of safety scores within one school year. Enhancing students' sense of safety aligns with the district's commitment to creating a supportive and inclusive learning environment where all students feel secure and supported in reaching their full potential.
Mentors will start assessments of student's perspective of sense of safety within 10 school days of student enrollment in the iMentor program. Additional assessments of safety will take place at mid-year and end of the program, which will include tracking any safety incidents in program, and student perception of safety.
The iMentor program will institute a policy for possession of weapons, violence, or abusive behavior, which aligns with PPS policies. Students violating policies will be follow a process which supports a feeling of safety for all iMentor participants, while providing students a chance to correct their behavior, depending on the circumstance of the violation.
Staff from iUrban Teen will educate mentors on strategies on how to address inappropriate behavior, with consideration of student safety and student challenges as part of onboarding.
Students will participate in activities related to stress management, personal safety, and/ or trust building at least monthly

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
    - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
    - Student selection methods;
    - Staff diversity and qualifications; and
    - Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
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Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 160** **Per School: 40**
Number of hours per family	N/A for strategy 3
Number of Families served	N/A for strategy 3
Number of hours per student	200 hours of program/ mentoring per student
Staff Demographics	Staff for iMentor will consist of at least 90% Black, Indigenous, Latine, or other people of color.
Staff FTE	.5 FTE- Staff 3 FTE (.25 FTE for 12 Contracted Mentors)
Leveraged funding/staffing	No leveraged funding proposed at this time.
Serve up to:	160 Students

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
iUrban Teen

Student Service Hours -	We will offer up to eight hours a week of iMentor programming. Programs may not be offered on non-school days.

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$150,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

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PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
iUrban Teen

Budget:

Strategy #3- iUrban Teen's iMentor program

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Regional Director ($50/hour x40 hours)	$ 2,000		
Supervising Program Manager ($37/hour x 160 hours)	$5,920		
Program Manager ($33/hour x 750 hours)	$24,750		
Contracted Mentors (12 @ $30/hour x 27 weeks)	$97,200		
Subtotal	$129,870		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Student Workbooks (160 students $29 each)	$4461		
Workbook Design and Printing	$2600		
Markers and Pens	$500		
Incentives and T-Shirts	$2900		
Transportation	$2500		

Section Subtotal	$12,961		
Subtotal	$142,831		
Administration: Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) Does not exceed 15% of total staffing and supplies costs of program @5%	$7,142		
Total (include total cost per student):	$149,973/ $937.00 per student		

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Latino Network

Synopsis of Contractor's Work:

Strategy 1:Culturally Specific Family Engagement

Juntos Aprendemos ("Juntos") is a culturally specific, parent-child early learning program focused on family involvement as a key principle in building the foundation for children's healthy development and success in school. Our program brings Latino children and their parents or caregivers to their neighborhood school for 30 weekly, 2 hour-long classes. In Juntos, children become confident participants in our weekly reading circle; they engage in age-appropriate activities for learning letters, numbers, and colors; they enhance their ability to use language and to socialize positively with peers and teachers; and they experience themselves as successful in the school environment. While children develop the crucial first building blocks of academic success, their parents learn strategies for supporting their children's cognitive, emotional and cultural development in the home.

Strategy 2: Wraparound services

Our program aims to foster better academic outcomes and advocate for a fairer educational experience by focusing on mentoring, leadership, and support for both students and parents. This includes group sessions focused on academic support, tutoring, social-emotional skill development, healthy relationship building, and engaging enrichment opportunities promoting positive cultural identity and college and career readiness. Each cohort receives case management twice a month and weekly after-school sessions. In the 2022-2023 school year, the Escalera Program had 346 students, with an average after-school program attendance rate of 72%. Escalera students received an average of 13.7 hours of case management and 20 hours of after-school programming. Additionally, 73% of students achieved a GPA of 2.5 or higher. Supporting students and families from 9th through 12th grade and beyond, our programs have achieved a graduation rate of 98-100% for Escalera students over the past five years. By emphasizing cultural identity, academic support, college and career exploration, and social and emotional well-being, our after-school programs align with evidence-based and culturally relevant practices, ensuring students and families can build their academic experiences on culturally rooted foundations.

Strategy 5: Positive Cultural Identity Development and Advocacy

Students Organizing for Leadership (SOL) is an 8-month culturally specific youth leadership program that empowers students to engage in civic activities grounded in social justice, community empowerment and the promotion of their wellbeing. SOL invites Latinx middle school students from across Multnomah County to explore leadership, issue-based advocacy, higher education, and professional development. Students eager to make a difference are given space to examine the root causes of inequities affecting their communities with a cohort of their peers. Students research community concerns, learn and practice leadership and community engagement

skills, meet local professionals and community activists and advocate for social justice concerns. Throughout the program, youth build confidence, self-esteem and soft skills to prepare them to be effective leaders in their community. Program success is measured through surveys that measure:

- Increase in students' voice contribution and acknowledgment of program needs.
- Increase in students' appreciation level for their cultural heritage and language.
- Increase students' level of participation in culturally specific activities that include music, art, theater, and others. Increase in students' confidence in themselves to embrace and be proud of who they are.

List of Schools by Strategy:

- Strategy 1 - Cesar Chavez, Scott, Lent
- Strategy 2 - Roosevelt, Jefferson, Franklin, Benson
- Strategy 5 - Roseway Heights, Harrison Park, Beaumont, Hosford, Robert Gray, Faubion, George, Harriet Tubman, Vernon, daVinci, Jackson, Astor,

A. Contract amount $1,263,120:

- Strategy 1 - $133,120
- Strategy 2 - $776,000
- Strategy 5 - $354,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Strategy 1:Culturally Specific Family Engagement

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Latino Network

Goal #1: There will be an increase in enrollment and attendance of at least 10% from the previous year by continuing to address the pandemic impact and the needs of the families, implementing new outreach and communication strategies, and improving our registration process to allow for more in-person relationship-building opportunities.
Activities designed to help achieve this goal:
Year around continuous outreach efforts. The team will not only focus on summer outreach as it has in the past. Juntos Aprendemos managers will work on coordinating outreach throughout the year in between programming.
Implementing check in calls through the summer for families that may have been recruited earlier and minimize the gap in communication between recruitment date and program start date.
Juntos Aprendemos will schedule registration dates ahead of program start date, giving ample time for connecting with families and getting all the necessary information needed for the team to provide a robust learning experience even before the program start date.
Goal #2: 70% of children participating in Juntos Aprendemos will demonstrate gains in early learning literacy skills, develop the first crucial building blocks of academic success in their primary language, and enter kindergarten prepared and ready for school.
Activities designed to help achieve this goal:
Weekly parent-child activities designed to build children's written and oral language abilities, help children recognize their name in writing, develop fine motor skills and spark their interest in the natural world.
Weekly family story time that helps children develop enhanced early literacy skills and verbal skills by answering teacher questions about the stories, anticipating outcomes, relating stories to their own experiences, identifying letters in the story, and by counting objects and naming colors in the book.
Goal #3: By participating in Juntos Aprendemos' weekly kindergarten readiness classes, 70% of children will demonstrate gains in their confidence and become active and engaged participants. They will learn alongside their peers through weekly circle times and developmentally appropriate activities that will provide opportunities for social-emotional development and learning.
Activities designed to help achieve this goal:
Juntos Aprendemos is our multigenerational parent-child early learning program. It consists of 30 Weekly, two-hour-long culturally specific class sessions focused on family involvement as a key principle in building the foundation for children's healthy development and success in school. Services provided at 3 PPS schools: Lent, Cesar Chavez, Scott 10 children and 10 families at each site.

Weekly preschool classes to promote physical, social, emotional and intellectual development. Each activity is presented in a language-rich context that builds the child's receptive and expressive vocabulary and that affirms the child's sense of accomplishment.
Support from our Disabilities Justice Coordinators who working at the intersection of disability, race and early learning, and provide bi-lingual and bi-cultural support to Latino Network early childhood staff and participants in the areas of disability justice, inclusion, service navigation, child and family advocacy, and systems change.
Goal #4: 70% of parents/guardians will demonstrate improved empowerment and advocacy through weekly workshops highlighting an array of topics such as Cultural Identity, Navigating the school system, Social-Emotional Development, etc. The workshops will empower parents to be their children's first and most important teachers and advocates by giving them tools that will ensure their children feel safe and ready to learn.
Activities designed to help achieve this goal:
Weekly parent-child activities that provide opportunities for guided practice in utilizing positive communication strategies to affirm their children's sense of accomplishment, and in applying techniques to teach their children early academic and social skills
Weekly family story time which provides modeling from staff to help parents learn effective strategies for engaging their children in reading at home
Weekly parent workshops where families discover and analyze the skills their children need to become successful readers, and make educational tools such as colorful alphabet cards to display on their child's wall, puzzles for matching words with pictures and games for enhancing oral language skills

Strategy 2: Wrap-around Services for Student Success

Goal #1: The Early Escalera & Escalera program will improve student attendance rates by implementing targeted interventions and support mechanisms, aligning with the Board's goal of achieving a 5% improvement annually. Leveraging the culturally specific services and resources of Latino Network, the program will foster a sense of belonging and engagement among students and families. By tracking attendance records and comparing them to previous years' data, the program will ensure progress toward the ultimate goal of achieving 90% attendance for at least 90% of students. Through individualized development plans and culturally tailored educational supports, Escalera will encourage regular attendance and promote academic success and socio-emotional well-being among Latino youth.
Activities designed to help achieve this goal:
Conduct 30 sessions per school per cohort for 150 Early Escalera & Escalera youth. Sessions are held once a week for 60-90 minutes and focus on college preparation, academic support, culture and identity, career readiness, and socio-emotional health.

Implement 2 case management sessions per month for each Early Escalera & Escalera youth to address attendance barriers academic support needs and enhance subject-specific skills and provide necessary support
Annual Outcomes: 80% of youth maintain a 90% or better school attendance rate by the end of each academic year. Track and document improvements in attendance through a cloud-based tracking system (ETO)
Goal #2: The Early Escalera & Escalera program will empower students to excel academically by providing intensive case management, academic support services, and culturally specific curriculums. Through pre- and post-program assessments, Early Escalera & Escalera will track individual student progress and ensure improvements in grades by the end of each academic year. By fostering a supportive and enriching learning environment, the program will increase Latino youth's graduation rates and college readiness
Activities designed to help achieve this goal:
Conduct 30 sessions per school per cohort for 150 Early Escalera/Escelara youth. Sessions are held once a week for 60-90 minutes and focus on college preparation, academic support, culture and identity, career readiness, and socio-emotional health.
Implement 2 case management sessions per month for each Early Escalera & Escalera youth to address attendance barriers, academic support needs and enhance subject-specific skills and provide necessary support.
Offer 2 field trips per school per cohort per year for college and/or career exploration for Early Escalera & Escalera youth to broaden educational horizons
Annual Outcomes: 60% of youth maintain a GPA of 2.5 or higher by the end of each academic year. 60% of youth will report increased leadership skills & attitudes. 100% of Escalera seniors graduate from high school.
Goal #3: Early Escalera, Escalera & Colegio De Padres will increase the sense of belonging for students and parents of color and reduce barriers to family engagement, aligning with the Board's goal of fostering inclusivity. Through culturally specific activities, curriculums, and support services, the program will create opportunities for students and families to connect with their cultural heritage and feel welcomed within their school community
Activities designed to help achieve this goal:
conducting pre- and post-program surveys, Early Escalera, Escalera & Colegio De Padres will assess changes in students' and families' sense of belonging, aiming to reduce differences by race on the Successful Schools Survey. The program will address cultural disparities and promote equity and success for all students by incorporating equity advocacy and culturally specific best practices in education.
Offer culturally specific curriculums, activities, and support services such as CDP sessions to promote cultural pride and awareness
• 40 parents attend CDP sessions twice a month for 2 hours. • 18 sessions per school per year

• Provide case management as needed and resource navigation support to address student and family needs and barriers. • Conduct retrospective surveys to measure changes in students' and families' sense of belonging and engagement, demonstrating progress towards fostering inclusivity.
Annual Outcomes: 50% of parents/caregivers enrolled in CDP are parents/caregivers of youth program participants 70% of youth report an increase in school belongingness by the end of each academic year. 70% of parents/caregivers report an increase in feeling welcomed at their children's school
Goal #4: e Early Escalera & Escalera program will reduce the number of disciplinary referrals by implementing conflict resolution strategies. Collaborating with community partners and schools, the program will provide students with the necessary tools and support to navigate conflicts and challenges proactively. By tracking disciplinary referrals, Early Escalera & Escalera will measure progress toward reducing disciplinary incidents. Creating a safe and supportive environment is paramount for student well-being and academic success, and Early Escalera & Escalera is committed to fostering positive relationships and empowering students to resolve conflicts peacefully.
Activities designed to help achieve this goal:
Provide support to students on conflict resolution techniques and strategies.
•Annual Outcomes: Students will increase their sense of safety in school by 5% compared to the previous year as measured by the program's End-of-Year Evaluation survey. 90% of youth participating in the program will not receive a disciplinary sanction.

Strategy 5: Positive Cultural Identity Development and Advocacy

Goal #1: Through focused recruitment and retention activities, SOL will achieve a 70% retention of students over the school year and 80% attendance per program session.
Activities designed to help achieve this goal:
Implementing outreach practices to recruit and retain the maximum number of (15) students throughout the year.
Continue to work with school staff to support addressing students' social and emotional needs through 4 Latino guest speakers and culturally-specific and responsive programming that highlights advocacy issues important to the Latino community
Implementing culturally specific content and practices in students' preferred language (Eng./SPAN)
Goal #2: Using a survey with a retrospective design, 70% of students will demonstrate growth in their awareness about academic supports offered in and out of school
Activities designed to help achieve this goal:
Students will be exposed to up to 4 Latino guest speakers to highlight cultural celebrations and share educational, trade, talent, or career trajectory opportunities.

Students will be invited to at least 1 field trip per school year.
Staff will continue working in partnership with parents/guardians and teachers so that students can be granted permission to attend field trips that align with their academic and career interests or to explore growth opportunities.
Goal #3: Using a survey with a retrospective design, 70% of students will demonstrate: ● **Increase in students' voice contribution and acknowledgement of program needs.** ● **Increase in students' appreciation level for their cultural heritage and language.** ● **Increase students' level of participation in culturally specific activities that include music, art, theater, and others.** ● **Increase in students' confidence in themselves to embrace and be proud of who they are.**
Activities designed to help achieve this goal:
The retrospective survey will be delivered to students for completion a month before the end of the school year.
All students in the program will be encouraged to complete the retrospective survey.
Retrospective surveys will be available in English and Spanish.
Goal #4: 70% of students will demonstrate improvement in motivation and aspiration through weekly sessions that will be offered during lunch, advisory, club period, or after School
Activities designed to help achieve this goal:
Sessions will include an array of topics, such as Cultural Identity, sense of belonging, Latinidad, Social-Emotional development, and leadership Development.
Sessions will include activities that support students in building community with each other and having opportunities to see impacts in their larger community

Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;

- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

Contract Performance Measures Strategy 1: (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 30** **Per school: 10**
Number of hours per family	2 hours per week, 30 weeks, total 60 hours per family
Number of Families served	Total: 30 Lent (10), Cesar Chavez (10), Scott (10)

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Latino Network

Staff Demographics	(See attached Chart)
Staff FTE	1.23 The program is staffed by a full time Associate Director of Early Learning Department, Parent Team Program Manager, Children's Team Program Manager, 3 full time CEW coordinators and 3 part time CEWs. Additional support is provided by Director of Early Learning Department, Disability Justice Coordinators, and Workforce Development Manager.
Leveraged funding/staffing	The proposed program will have a PPS investment of $133,120, leveraging an additional $214,310 from Portland Children's Levy, and 149,246.66 from ECEF. For a total program cost of $496,676.66
Serve up to:	30Students
Student Service Hours -	2 hours a week, 30 weeks, total 60 hours per student

Contract Performance Measures Strategy 2: (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 150** **Jefferson Early Escalera (30); Jefferson Escalera (30); Roosevelt Escalera (30); Benson Escalera (30); Franklin Escalera (30)**
Number of hours per family	Colegio de Padres occurs twice a month, with evening sessions per site, for 18 sessions per year. Each Colegio de Padres session is between 90-120 minutes. Parents receive case management on an as-needed basis.
Number of Families served	Total: 40 Benson (10), Franklin (10), Jefferson (10), Roosevelt (10)
Number of hours per student	Twice a month, individual case management meetings for a minimum of 15 minutes each, for 30 minutes each month per student. Group sessions occur weekly for 60-90 minutes (depending on SUN school schedule).

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Staff Demographics	(See attached Chart)
Staff FTE	8.58 FTE 5 full-time youth engagement specialists and 2.40 family engagement specialists, as well as limited time for managers and associate director
Leveraged funding/staffing	The proposed program will have a PPS investment of $776,000, leveraging an additional $316,554 from SUN Youth Advocacy, Portland Children's Levy, and other grants for a total cost of $1,092,454
Serve up to:	150 Students
Student Service Hours -	Twice a month, individual case management meetings for a minimum of 15 minutes each, for 30 minutes each month per student. Group sessions occur weekly for 60-90 minutes (depending on SUN school schedule).

Contract Performance Measures Strategy 5 (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 180** **Per School: 12**
Number of hours per family	N/A
Number of Families served	N/A
Number of hours per student	1 hr per week
Staff Demographics	(See attached Chart)
Staff FTE	3.75 FTE Includes: 3 direct staff and 1 supervisor
Leveraged funding/staffing	N/A
Serve up to:	180__ Students

The District will analyze the following measures regarding partner performance and impact on

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
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Latino Network

students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

*** Latino Network Demographics Chart**

	# of Organization Direct Service Staff	**% of Direct Service Staff**	**# Organization Management Staff**	**% Management Staff**
Total Unduplicated Numbers	84		32	
1. Gender	84	100%	32	100%
Male	18	21%		
Female	63	75%		
Not Given	3	4%		
2. Race/ Ethnicity	84	100 %		
Hispanic or Latino/a	68	81%		
White	4	5%		
Not Given	12	14%		

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$1,263,120.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
   For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
   - Professional Conduct Training (17 minutes)
   - Child Abuse Prevention and Reporting (35 minutes)
   - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
   - Identifying and Supporting Homeless Youth (8 minutes)
   - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
   - Emergency Preparedness Training (40 minutes)
   - Information Security Awareness Training (10 minutes)
   - Risk Management and Hazard Communication (8 minutes)
   - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education

records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #1-

Budget Item	Proposed Cost to	Total Other Funds	Total Program Budget

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Latino Network

	PPS		
Staffing **Wages and Benefits** **Provide a list of proposed staff positions that will provide direct services to students and their %FTE or Hourly Rate. Do not include administrative or office staff.**	Wages total: $75,814 Program Manager Parent Team: .18 FTE @68,888 annual salary ($12,400) Program Manager Children's Team: .19 FTE @73,971 annual salary ($14,054) Juntos Aprendemos CEW Program Coordinators: .36 FTE @$59,000 annual salary ($21,847) Juntos Aprendemos Community Education Worker: .33 FTE @ $43,830 annual salary ($14,952) Associate Director of Early Learning Department: .144 FTE @$87,440 annual salary ($12,561) Fringe (10%payroll taxes and 22% benefits) ($24,260) Total: $100,074	$211,410 for 3 sites from PCL $146,666.66 for 3 sites from ECEF	$496,676.66

Costs of any student supplies, curriculum for students, and/or student transportation* **Provide detailed description and cost of each proposed item**	Program Supplies: $12,682 Meeting expenses: $3000	Program Supplies from PCL: $1800 Meeting supplies from PCL: $2100 Program Supplies from ECEF: $1706 Meeting supplies from ECEF: $874	
Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) **May not exceed 15% of total staffing and supplies costs of program**	Proposed Percentage: %15 Total Cost: $17,363.47	N/A	
Total	Total Cost of Program: $133,120 Number of Students Served: 30 Number of parents/caregivers: 30 PPS Cost per Student:$2218.67		

Strategy #2 -

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
Latino Network

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Benson HS Escalera (YES) $60,650 @ 1.0 FTE	60650		60650
Roosevelt HS Escalera (YES) $51,368 @ 1 FTE	51368		51368
Jefferson HS Early Escalera (YES) $50,406 @ 1FTE	50406		50406
Jefferson HS Escalera (YES) $50,406 @ 1FTE	50406		50406
Franklin HS Escalera (YES) $55,474 @ 1FTE	55474		55474
Colegio de Padres (FES) $59,973 @.40 FTE	23989	35,984	59973
Colegio de Padres (FES) $55,474 @ 1 FTE	55,474		55,474
Colegio de Padres (FES) $50,406 @ 1FTE	50,406		50,406
Manager $61950 @.79FTE	48,941	13,009	61950
Senior Manager $68,205 @.107 FTE	7303	60901	68205
Associate Director $75,684 @ .28 FTE	21192	54492	75684
Fringe (Payroll Taxes & Benefits) @ 32% of wages	152,195	52,604	204,799
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Meeting expenses for programming for all cohorts	11,600		
Program Transportation for field trips/college and career visits	2500		
Program Supplies for programming for all cohorts	9,050		
Childcare for CDP session	1,317		
Event Expenses for all cohorts (Session celebrations, trip admission costs, trip food costs, and for Escalera cohorts graduation associated costs)	22,514		
			46,981
Administration 15%	101,217		
Total (include total cost per student)	$776,000 ($4,084 cost per student)		

Strategy #5 -

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Latino Network

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Director @ .75 FTE	$65,607		$65,607
Program Lead @ 1.0 FTE	$50,480		$50,480
Program Coordinator #1 @ 1.0 FTE	$41,746		$44,249
Program Coordinator #2	$41,746		$44,249
Fringe (Payroll Taxes & Benefits) @ 32% of wages	$63,865		$63,865
TOTAL	$263,444		$263,444
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Program supplies & curriculum for programming for all schools	$10,869		$10,869
Event & Celebrations (cultural and end of the school year)	$6,000		$6,000
Program meeting expenses for all schools	$18,000		$18,000
Program & student transportation for all schools	$6,000		$6,000
Curriculum	$3,600		$3,600
Administration **15%**	$46,087		$46,087
Total	$ 354,000		$ 354,000

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Maurice Lucas Foundation

1. Synopsis of Contractor's Work:

The program of services MLF is proposing is based on our established Academy Program, which forms the core of our mission of Teaching Life Lessons Through Education and Sport – with after school services including character development exercises, culturally responsive curricula, physical activities, academic supports, guest speakers, college tours, family engagement events and educational field trips. MLF is piloting an elective program with a small group of students for the purpose of replicating the same afterschool services – character development, culturally responsive curricula, academic supports and guest speakers – to be delivered during the school day. The current pilot will inform the eventual full implementation of these services. The program will also be enhanced and strengthened by the addition of social emotional learning, career awareness opportunities and high dosage tutoring in smaller group settings. The social emotional learning curriculum focuses on MLF's Seven Pillars of character development (goal-setting, integrity, leadership, respect, hard work, personal responsibility and positivity), stressing the various aspects of "community" in a way that allows students to be authentically present. High dosage tutoring (tutoring, homework help, test and study prep) will offer academic support two days a week to allow students to focus on their school subjects. These academic support days will be conducted in small groups with one-on-one check-ins with each student
For purposes of this contract, the Maurice Lucas Foundation will serve 40 (up to 60) students at Harriet Tubman Middle School.

We also follow students to high school (and beyond) and provide mentoring, academic support, job shadows, college and career readiness, etc.... To the best of my knowledge, we will have students at the following PPS high schools during the 2024-2025 school year: Grant High School, Benson High School, Jefferson High School, Roosevelt High School.

- Strategy 4 - Harriet Tubman Middle School

A. Contract amount per strategy:

- Strategy 4 - $50,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

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Maurice Lucas Foundation

This Contract runs from July 1, 2024 through June 30, 2025.
Monday - Friday 10:00-6:00 (School days)

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Students in our program will have a 5% increase in attendance from previous year through consistent daily touch points, attendance monitoring followed up with connections to guardians and school staff, culturally responsive program engagement activities, and 3 hours weekly of dedicated academic support time
Activities designed to help achieve this goal:
Consistent daily touch points
Attendance monitoring followed up with connections to guardians and school staff
Culturally responsive program engagement activities
Three hours weekly of dedicated academic support time
Goal #2: Students in our program will maintain a passing grade in at least 6 of their 7 classes through 3 hours of dedicated academic support time per week, along with the opportunity for one-on-one subject-specific tutoring if requested.
Activities designed to help achieve this goal:
Three hours of dedicated academic support time per week
Opportunity for one-on-one subject-specific tutoring if requested
Academic monitoring and parent outreach via Academy Manager
Goal #3: The successful school survey will indicate a 5% increase from previous year for students of color in our program through engaging in culturally responsive character development lessons and activities, educational/college field trips, and guest speaker sessions which promote social emotional development and culture and identity exploration.
Activities designed to help achieve this goal:
Culturally responsive character development lessons and activities
Educational/college field trips

Guest speaker sessions which promote social emotional development and culture and identity exploration
Goal #4: 100% of students in our program will set behavior goals and self-monitor, along with formal and informal preventative strategies intended to build relationships and a sense of community
Quarterly goal setting lessons and strategies for self-monitoring, including grade auditing

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
   - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
   - Student selection methods;
   - Staff diversity and qualifications; and
   - Funding leveraged from other sources.

   Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Maurice Lucas Foundation

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 40** **Per School: Harriet Tubman Middle School** **Total in PPS:**
Number of hours per family	n/a
Number of Families served	n/a
Number of hours per student	Hours will vary depending on student & services
Staff Demographics	Currently - 29% African American, 43% caucasian, 14% Biracial, 14% Asian
Staff FTE	Academy Manager - Full time w/benefits Tutors - Hourly
Leveraged funding/staffing	Money not provided
Serve up to:	40-60 Students. Vary depending on needs

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$50,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
   For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
   - Professional Conduct Training (17 minutes)
   - Child Abuse Prevention and Reporting (35 minutes)
   - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
   - Identifying and Supporting Homeless Youth (8 minutes)
   - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
   - Emergency Preparedness Training (40 minutes)
   - Information Security Awareness Training (10 minutes)
   - Risk Management and Hazard Communication (8 minutes)
   - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education

records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
Maurice Lucas Foundation

Budget:

Strategy #4 - Extended Learning and Enrichment

Budget Item	Proposed PPS Investment (40 students)	Total Other Funds (up to 60 students)	Total Program Budget (up to 60 students)
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Harriet Tubman Program Manager (100%)	$50,000	$25,772.50	$75,772.50
Program Director (25%)		$29,491.88	$29,491.88
Tutor #1 (hourly)		$9,600.00	$9,600.00
Tutor #2 (hourly)		$9,600.00	$9,600.00
Tutor #3 (hourly)		$9,600.00	$9,600.00
Tutor #4 (hourly)		$9,600.00	$9,600.00
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Art Supplies (3D printer & required material, paint brushes, painting paper, acrylic paint, air dry clay, art scratch it paper, etc…)		$3000.00	$3000.00
Game System games (4 games @$50.00 ea)		$200.00	$200.00
Quarterly incentive field trips (Food/transportation)		$5,560.00	$5,560.00
College Trip (Food & Transportation)		$3,950.00	$3,950.00
After school dinner - (Approx. 8 weeks SUN not serving + snacks)		$10,243.20	$10,243.20
Physical Activity Equipment (Hopscotch rings, ring toss, hole tarp, toss and catch ball set)		$232.00	$232.00
STEM Curriculum Supplies (Tetra Tower Balance, Physics Laws kit, Structural Engineering Bridges/skyscrapers, Marble run)		$540.00	$540.00
Other incentives (fidgets, individual interest items, portable speakers, stickers, hats, etc…)		$1000.00	$1000.00
Administration Overhead, Office Supplies, Rental Space, Invoicing and admin activities, administrative and office staff (not to exceed 15% of total staffing and supplies cost)		$32,177.13	$32,177.13
Trauma Informed Training for Academy Manager (Class $695, Flight $200, Lodging $250, Food $100)		$1245.00	$1245.00
Total (include total cost per student)	$50,000 40	$201.811.71 60	$201.811.71 60

	$1250.00	$3,363.53	$3,363.53
In kind donations (school supplies, snacks) Approximate $		$750.00	$750.00

Strategy #2 - Wrap Around Services -

Maurice Lucas Foundation has $15,000.00 budgeted to help families with utility bills, transportation needs, food, clothing, eviction notice rent, etc...There is a small portion of staffing time used to complete paperwork associated with this service. We pay the bill(s) directly for the families or provide families with gift cards to grocery stores, etc.

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2024-25 School Year
Native American Youth and Family Center (NAYA)

1. Synopsis of Contractor's Work:

Strategy 1: Culturally Specific Family Engagement

The Native American Youth and Family Center (NAVA) requests funding to improve and continue our Parent Involvement and Youth Advocacy program. This funding will allow us to serve self-identified Native American Youth and case manage thirty parents; furthermore, this funding will allow us to cast a wide net and serve additional parents through educational workshops and other services. We will continue focusing on students in elementary aged youth because of the importance of these crucial academic and social development stages.

NAYA Family Center sponsors Cultural Arts Night twice monthly on Wednesdays from 5:30 to 8:00 p.m., led by NAYA's Cultural Arts Coordinator, beginning in the fall, and ending in June of each year. This event is a time for the Native community to come together, learn and share their cultures as well as an invitation to people of varying ethnicities and backgrounds to learn more about Native American culture and share theirs as well. Culture Nights Family Nights are designed to provide opportunities for our youth and families to spend time together engaging in positive and healthy activities. They provide families additional time to interact and engage with all Youth Services staff and communicate with them regarding their children and services. Services for youth and their families will occur at NAVA, in the community, and at their schools. Learning Center activities are held Monday through Thursday for youth in second through eighth grade, College and Career Readiness Activities are held Monday through Friday at NAYA. Seasonal Camps for all ages occur during spring and summer break. There are many opportunities for families to engage in programming throughout the year. The Parent Involvement Coordinator hosts monthly parent engagement activities and assists guardians to learn the skills to advocate for their students and to engage in their education. Some of the annual highlights at NAVA include a Back-to-School event in August, the Neerchokikoo Powwow in September, Winter Gathering, and the Youth and Elders Honoring celebrating our youth in school, adults moving through their educational paths, and our Elders.

Strategy 2: Wraparound Services for Student Success

The Native American Youth and Family Center (NAYA) requests funding to improve and continue our Youth Advocacy programming. This funding will allow us to serve sixty self-identified Native American and Alaska Native youth. We will continue our focus on students in high school and eighth grade because of the importance of these crucial academic and transitional stages. We know it is critical to reach our youth prior to high school, to avoid students falling significantly behind educational benchmarks. NAYA Family Center has determined through experience that targeting families with Native children in this age group will be effective in promoting academic success, preventing risky social behaviors, and support for success following high school. Each summer, we run a Ninth Grade Counts (NGC) program focused on preparing youth for the academic and identity challenges they may experience in high school. This program recognizes that many youth do not realize the differences between high school and their elementary or junior high/middle school education. NAYA Family Center has provided after school tutoring and educational advocacy, working one-on one with the students, for over seventeen years to help youth

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understand their academic strengths and to address challenge areas. Advocates meet with students at NAYA and in their schools and
homes so that relationships can be built with educators and family members. Students are encouraged and rewarded for communicating information about homework, tests and events to parents, educators, and advocates to build awareness of their crucial role in their own success.

Strategy 3: Mentoring/Leadership

A primary goal of the NAVA Youth Advocacy and College and Career Readiness programs, and the Youth and Education Services Department, is to provide support for youth and their families to have a positive experience in school. Many Native American and Alaska Native families are weary of the education system due to generational trauma from the boarding school era. NAVA Youth Advocates work to support families accessing school and school staff and to assist with building positive relationships throughout the education process. These positive relationships encourage meaningful connection to the educational experience by lending a hand with tutoring, parent teacher meetings, IEP and 504 meetings, and if needed, disciplinary meetings. When needed, NAVA provides or refers to its own wrap around support to meet the critical needs of the community and provide stability. NAYA's early childhood and foster care programs help to bring youth to NAYA's Youth and Education Services programs so that there is additional support for youth and their guardians to find success in their education. These connections and relationships continue as youth grow while participating in the College and
Career Readiness programs. College and career exploration starts early in eighth grade with resolute staff supporting middle school youth to learn about careers that they may be interested in through field trips and activities held to broaden their exposure. Ninth Grade Counts, as an example, is a year-long mentorship program that starts with a two-week, no cost summer camp offered twice this coming summer. The program will support 20-40 youth. Youth meet Monday-Friday to explore college and career possibilities while learning about Native
American art and teachings. Youth will get an introduction to high school life and increase self confidence as they review graduation requirements, explore college, and career possibilities, and gain new academic skills while focusing on topics in Native American studies and meeting Native scholars, mentors, and professionals. Students are also eligible to earn elective credit even before they officially start high school; in previous years, a larger percentage completed that credit, in part due to the laptop incentive for completion, therefore NAVA will again incentivize completion with a laptop to support youth throughout their high school career and college pursuits.

Strategy 5: Positive Cultural Identity Development and Advocacy

Opportunities for youth to explore and engage in culturally affirming activities and develop positive cultural identity are embedded throughout NAYA's many Youth and Education Services programming areas. Our programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens. For this grant, we are seeking to fund Culture, Education, and Wellness activities within our out-of-school programs including Learning Center, Culture Night, Two Spirit Safe Space Alliance, Recreation and Wellness, and Seasonal Camps.

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Native American Youth and Family Center (NAYA)

The Two Spirit Safe Space Alliance (TSSSA) meets for two hours bi-monthly for 2 hours on site at NAVA throughout the school year, with additional field trips and participation in events such as the Oregon Queer Youth Summit and Portland Pride. The meeting space is open primarily to LGBTQ2SIA+ youth who attend NAYA's PPS affiliated alternative school the Many Nations Academy and youth from the Homeless Youth Services Program, but all youth participants and/or NAVA staff who identify as a member of the LGBTQ2SIA+ community are welcome to attend meetings and events. While the focus of these meetings is on supporting positive youth identity around the intersections of culture and gender/sexual identity, the program is designed to encourage participation from Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space. The TSSSA has also grown to include a beading group during Culture Night bi-monthly. Over twenty-five members of the club attend the Many Nations Academy, which is where we are able to conduct outreach most easily. We also have a number of Two Spirit participants who are active in Homeless Youth Services, as well as Two Spirit elementary and middle school aged youth who attend the Learning Center, Recreation and Wellness Programs and NAYA's Spring and Summer Camps. Our outreach also extends through Youth Advocates and strong connections with various GSAs, SMYRC, Marrow PDX and word of mouth through Indigenous community circles. There are young people between 30-40 youth who are a part of the TSSSA.

NAYA Youth and Education Services will serve 205 students, at multiple locations such as NAYA and with a focus at PPS schools that are fed by the Cully Neighborhood. NAYA staff will meet the youth and families where they are at as capacity allows.:

(List by strategies & sites…)

- Strategy 1 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.
- Strategy 2 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.
- Strategy 3 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.
- Strategy 5 - NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.

A. Contract amount per strategy:

- Strategy 1 - $175,352.00
- Strategy 2 - $298,910.00
- Strategy 3 -$104,888.00
- Strategy 5 - $101,230.00

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract

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performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.

- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. **Performance Period/ Dates and Times of Service:**
   This Contract runs from July 1, 2024 through June 30, 2025.

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Kindergarten age youth will have 85% attendance. Those with low first quarter attendance will increase 5% by the second semester. Youth in grades 1-12 will increase attendance from previous years by 5% through Youth and Parent Advocacy
Activities designed to help achieve this goal:
Students transitioning from eighth grade will have an opportunity to attend Ninth Grade Counts summer programming to prepare them for high school.
During the academic year NAYA's Parent Involvement Coordinator will hold monthly parent education and support activities at NAYA and in the community.
Goal #2: Kindergarten age youth will begin school prepared for learning. students engaged in NAYA programming will be in track with their learning goals in reading literacy
Activities designed to help achieve this goal:
July and August outreach at NAYA sponsored events, summer camps, early childhood programming, back to school events, and word of mouth in the Native community.
Afterschool programming will provide literacy activities to support the success of youth attending Learning Center, Culture Nights, and College and Career readiness programming for positive cultural development and educational resources.
Goal #3: Guardians of kindergarten age youth will increase connection to their student's school through support from the Parent Involvement Coordinator and Youth Advocacy programming increasing their understanding of school level supports creating positive connections to education.
Activities designed to help achieve this goal:

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During the academic year NAYA's Parent Involvement Coordinator will hold monthly parent education and support activities that includes school resource navigation and understanding IEPs and 504s, etc. at NAYA and in the community.
Twice monthly Culture Nights will provide an opportunity for families to come together and build supportive relationships with staff and each other.
Goal #4: Working alongside guardians, NAVA Youth Advocates and Parent Involvement Coordinators, families will engage their school at rates higher than previous year's students based on school attendance data aggregated by race and ethnicity.
40 guardians and family members will participate in at least one cultural activity at NAYA or in the community that will support relationship development with NAYA Youth Advocates and Parent Involvement Coordinator to increase guardian's skill set in navigating school systems effectively.

Strategy 2: Wrap-around services for Student Success

Goal #1: Youth that are working with Youth Advocates and guardians working with Parent Involvement Advocate are supported to engage with their school and education.
Activities designed to help achieve this goal:
Through back-to-school events, parent/guardian involvement educational programming, literacy activities, and tutoring students in our program, and positive cultural identity development we will see a 5% increase in attendance from youth that do not receive services.
Goal #2: Students engaged in NAYA programming will be on track with their progress to graduation
Activities designed to help achieve this goal:
Families with NAYA Advocates will find an increase in stability through referrals to critical services at NAYA, in the community, and through support with client assistance.
Goal #3: Youth supported by NAYA staff will understand and be able to engage in school and its systems
Activities designed to help achieve this goal:
Students engaged in NAYA programming (Learning Center, College and Career Center, Youth Advocacy) will have a 5% increase in their attendance from the previous semester due to stability in the home.
Goal #4: Youth and families engaged in NAYA Advocacy attending parent meetings at a 5% higher rate
The NAYA Parent Involvement Coordinator will engage with 40 families that attend one or more events during the 2024-2025 academic year. Twenty families will be case managed.

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Strategy 3: Mentoring and Leadership

Goal #1: Youth engaged in NAYA programming will have an increased sense of positive identity.
Activities designed to help achieve this goal:
NAYA will support through advocacy and coaching to engage 10 youth to attend leadership activities such as Portland Youth and Elders Council and community Advisory groups in the community and at NAYA.
Thirty NAYA participants will visit one or more colleges during the 2024-2025 academic year.
Thirty NAYA participants will attend at least two College Nights during the 2024-2025 academic year.
Goal #2: Students engaged in NAYA programming will be on track with their progress to graduation.
Activities designed to help achieve this goal:
Support for school engagement through parent and youth advocacy programming
College and Career Readiness staff meet with youth at twice weekly College Nights and after school to support student success and goal setting.
Goal #3: Youth engaged in NAYA programming will attend school at a 5% higher rate than previous years
Activities designed to help achieve this goal:
Support for school engagement through parent and youth advocacy programming
After School tutoring and support at NAYA's Learning Center and College and Career Center.
Goal #4: Youth engaged in NAYA programming will have a 5% decrease in disproportionate discipline with the support of NAYA staff, school staff and their guardians.
Support for school engagement through parent and youth advocacy programming
Youth Advocates are able to meet with youth at their school to promote positive connections to school staff and administration.

Strategy 5: Positive Cultural Identity Development and Advocacy

Goal #1: Youth entering 9th grade will obtain 6 or more credits their freshman year keeping them on track to graduate
Activities designed to help achieve this goal:

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Youth attending Ninth Grade Counts have the option to obtain 0.5 credit and enter high school prepared with the skills to be ready for learning and be on track to graduation.
Youth in ninth grade that are engaged in NAYA programming will have access to educational supports at NAYA and in the community to foster their success.
Goal #2: Students engaged in NAYA programming will be on track with their progress to graduation.
Activities designed to help achieve this goal:
Youth participating in professional development workshops supporting their goals and secondary school aspirations and formation of self-confidence.
Goal #3: Youth engaged in TSSSA (Two Spirit Safe Space Alliance) and NAYA programming will have an increased sense of belonging in the Successful School Survey than their peers that do not receive NAYA services
Activities designed to help achieve this goal:
Youth attending Two Spirit Safe Space Alliance Programming and supportive affinity spaces will have an increase in attendance from previous semesters due to an increased sense of belonging.
Twice monthly TSSSA meetings, seasonal gatherings, and NAYA's Queer Prom will provide a safe space for LGBTQIA2S+ identifying youth will build connections with each other and supportive adults building a youth's sense of belonging.
Goal #4: Youth engaged in NAYA programming will have a 5% decrease in disproportionate discipline with the support of NAYA staff, school staff and their guardians.
Through culturally appropriate activities we will see an increase in Native American students' sense of belonging equating to a decrease in disproportionate discipline.
NAYA Youth Advocates will support students and guardians to access school supports and assist with school navigation to reduce perceived barriers.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

   - The PPS student IDs of all students receiving services each quarter by strategy;
   - For each student served, the total number of hours of actual service provided each quarter by strategy;
   - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
   - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
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   - Student selection methods;
   - Staff diversity and qualifications; and

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- Funding leveraged from other sources.

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Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
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Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 205** **Per School: TBD**
Number of hours per family	4 minimum
Number of Families served	40
Number of hours per student	4 hours/month
Staff Demographics	146 employees, 13.70% white, 6.85% unknown, 79.45% BIPOC
Staff FTE	8.435
Leveraged funding/staffing	SYA, Successful Families, Portland Children's Levy, OCF
Serve up to:	205 Students
Student Service Hours -	5,740

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share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

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Exhibit A
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2024-25 School Year
Native American Youth and Family Center (NAYA)

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #1 - Culturally Specific Family Engagement

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Culture Education and Wellness Manager 0.15 FTE	$12,764		
Parent Involvement Coordinator 1.0 FTE	$74,050		
Cultural Arts Coordinator 0.2 FTE	$13,578		
Cultural Arts Youth Advocate 0.2 FTE	$13,744		
Youth Advocacy Coordinator 0.1 FTE	$7,649		
Youth Advocacy Manager 0.1 FTE	$8,798		
Data Administrator 0.025 FTE	$2,214		
Youth and Education Services Director 0.01 FTE	$1,284		

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Staffing	$104,122		
Payroll Taxes	$12,493		
Health Benefits	$14,351		
Retirement	$3,123		
Salaries and Benefits	$134,080	120,000	$254,000
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Program Supplies and Materials for afterschool programming, cultural arts, camps including art materials, hides, beads, sinew, drum making supplies, archery supplies, and curriculum.	$3,500	$2,200	$5,700
Program Supplies – Food for afterschool programming, culture night and family night meals.	$2,500	$1,800	$4,300
Student and family transportation	$2,400	$2,000	$4.400
Client Assistance (funds to assist with youth and family stability, internet access, short term rent assistance, school clothes, sports fees and equipment, and goal setting)	$10,000	$8,000	$18,000

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Administration	Proposed Percentage: 15% Total Cost: $22,872	$20,100	$42,972
Total (include total cost per student)	Total Cost of Program: $175,352 Number of Students Served: 60 PPS Cost per Student: $2,923	$154,100	$329,452

Strategy #2 - Wrap Around Services

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Two Spirit Programming Advocate 0.4 FTE	$29,862		
Youth Advocate 1.0 FTE	$52,043		
Youth Advocate 1.0 FTE	$52,043		
Cultural Arts Coordinator 0.2 FTE	$13,578		
Cultural Arts Youth Advocate 0.4 FTE	$52,766		
Youth Advocacy Coordinator 0.2 FTE	$15,299		
Youth Advocacy Manager 0.2 FTE	$17,595		
Data Administrator 0.025 FTE	$1,750		

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Youth and Education Services Director 0.01 FTE	$1,047		
Staffing	$176,967		
Payroll Taxes	$21,236		
Health Benefits	$26,009		
Retirement	$5,309		
Salaries and Benefits	$229,522	$180,000	$209,522
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Program Supplies and Materials for programming, cultural arts, camps including cultural arts materials art materials, hides, beads, sinew, drum making supplies, archery supplies, and curriculum.	$2,500	$2,200	$4,700
Program Supplies – Food for programming	$1,500	$1,800	$3,300
Student and family transportation	$2,400	$2,000	$4.400
Client Assistance (funds to assist with youth and family stability, internet access, short term rent assistance,	$12,000	$10,000	$22,000

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school clothes, sports fees and equipment, and goal setting)			
Administration	Proposed Percentage: 15% Total Cost: $38,988	$20,100	$59,088
Total	Total Cost of Program: $298,910 Number of Students Served: 80 PPS Cost per Student: $3,736	$216,100	$515,010

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Strategy #3 - Mentoring and Leadership

College Prep Coach 8-10 0.25 FTE	$13,287		
College Prep Coach 10-12 0.25 FTE	$13,287		
Life Skills Coach 0.25 FTE	$13,686		
College Prep Coordinator 0.25 FTE	$14,881		
College and Career Readiness Manager 0.2 FTE	$14,200		
Data Administrator 0.025 FTE	$1,750		
Youth and Education Services Director 0.01 FTE	$1,047		
Staffing	$72,138		
Payroll Taxes	$8,657		
Health Benefits	$9,929		
Retirement	$2,164		
Salaries and Benefits	$92,888	$80,000	$172,888

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Program Supplies and Materials for programming, cultural arts, camps including cultural arts materials, art materials, hides, beads, sinew, drum making supplies, archery supplies, and curriculum.	$2,500	$2,200	$4,700
Program Supplies – Food for programming.	$1,500	$1,200	$2,700
Student and family transportation	$2,000	$2,000	$4,000
Client Assistance (funds to assist with youth and family stability, internet access, short term rent assistance, school clothes, sports fees and equipment, and goal setting)	$6,000	$4,000	$10,000

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Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) **May not exceed 15% of total staffing and supplies costs of program**	Proposed Percentage: 15% Total Cost: $38,988	$20,100	$59,088
Total	Total Cost of Program: $104,888 Number of Students Served: 40 PPS Cost per Student: $2,098	$90,000	$194,888

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Strategy 5: Student Advocacy/Positive Cultural Identity Development

Budget Item	Proposed Cost to PPS	Total Other Funds	Total Program Budget
Cultural Arts Advocate 0.4 FTE	$21,070		
Youth Advocacy Coordinator 0.1 FTE	$5,953		
Two Spirit Programming Advocate 0.4 FTE	$23,171		
College and Career Readiness Manager 0.1 FTE	$7,100		
Data Administrator 0.025 FTE	$1,750		
Youth and Education Services Director 0.01 FTE	$1,047		
Staffing	$60,091		
Payroll Taxes	$7,211		
Health Benefits	$8,321		
Retirement	$1,803		

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Salaries and Benefits	**$77,426**	**$65,000**	**$142,426**
Program Supplies and Materials for programming, cultural arts, camps including cultural arts materials art materials, hides, beads, sinew, drum making supplies, archery supplies, and curriculum.	**$4,000**	**$3,500**	**$7,500**
	$1,200	**$1,000**	**$2,200**
Program Supplies – Food for programming.	**$1,400**	**$1,100**	**$2,500**
Student and family transportation	**$4,000**	**$2,000**	**$6,000**
Client Assistance (funds to assist with youth and family stability, internet access, short term rent assistance, school clothes, sports fees and equipment, and goal setting)			

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Administration Overhead Fee (covers all overhead directly related to the proposed scope of work including office supplies, rental space, invoicing and other administrative activities, administrative and office staff, staff training) **May not exceed 15% of total staffing and supplies costs of program**	**Proposed Percentage: 15%** **Total Cost: $14,084**	**$10,000**	**$24,084**
Total	**Total Cost of Program: $101,230** **Number of Students Served: 35** **PPS Cost per Student: $2,892**	**$90,000**	**$191,230**

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
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Open School - Step Up

1. **Synopsis of Contractor's Work:** Open School, Inc. (OPEN), via Open Step Up (SU), will provide wraparound racial equity support services for up to 288 Portland Public School (PPS) students in 9th-12th grades in the 2024-25 school year on-site at Franklin, Roosevelt, and McDaniel High Schools:

   - Each site will serve 80 to 96 students, divided into five (5) cohorts per site.
     - Two (2) 9th grade cohorts – 30 to 36 students total.
     - One (1) 9th/10th grade cohort – 15 to 18 students total.
     - One (1) 10th grade cohort- 15 to 18 students total.
     - One (1) 11th/12th grade transitions cohort - 20-24 students total.
   - All Sites – 240 to 288 students:
     - 9th grade cohorts - 90 to 108 students.
     - 9th/10th grade cohorts – 45 to 54 students.
     - 10th grade cohorts - 45 to 54 students.
     - 11th/12th grade cohorts - 60 to 72 students.

SU is grounded in equity and relationships, providing long-term, personalized mentoring and academic support to high school students in grades 9-12, with a strong emphasis on facilitating a successful transition from 8th to 9th grades. This coming school year, SU will deliver daily, culturally specific services to promote academic, emotional, and social success for BIPOC, ELL, and other priority students. SU services encompass individual case management, one-on-one and small-group academic tutoring, life skills mentoring, extensive family engagement, external service referrals, therapeutic counseling, facilitated student affinity groups, and rigorous progress monitoring. SU program goals align with district priorities and Smart Goals, ensuring relevance and effectiveness.

SU will work on-site at three PPS high schools - Franklin, Roosevelt, and McDaniel. Each site will have one (1) **Site Manager**, one (1) **Student Transitions Advocate**, and four (4) **School Success Advocates** (avg 5.33 FTE per site). SU staff will utilize PPS-provided office space at each service location. Program participants (students, families) will have SU office access during the school day for meetings, counseling / mentoring, academic support - as needed and where appropriate. After school, SU programming will occur in PPS teacher-provided classrooms. We will also host periodic "SU Saturday School" sessions on-site, or at nearby community centers or public libraries. SU staff will travel for family visits if at a neutral community location (coffee shop, etc.) or in students' homes. We strive to make program participation as easy on students and families as possible by offering transportation assistance where necessary.

Typical Schedule: Each Advocate will case-manage a single cohort (Advocate Group) of 15 to 18 students, and each Transitions Advocate will case-manage an Advocate Group of 20 to 24 students. Advocate Groups engage long-term mentoring relationships centered on equity, identity affirmation, systems navigation, sense of community, academics, life skills development, and growth mindsets that engage future planning. Advocates will work with the same cohort of students for the entire year - Monday

through Friday, meeting each student at least twice a week (typically 3:30-5:30PM). One focus will be academics (schoolwork completion, studying and preparing for tests, and general mastery of learning targets). Advocates will engage with course-specific PPS curricula to ensure students understand and complete work. Supplementary education tools (online tutoring tools, etc.) will be provided as well, especially on days where attendance is heavy (when staff:student ratio increases). Advocates will mentor students around general life skills (cultural navigation, healthy choices, timeliness, best work, planning, goal setting, communication, resilience, conflict resolution, teamwork). Each Advocate will provide students with incentives, mentoring meals, cohort celebrations etc. In addition to standard programming, SU will provide ample additional points of contact before, during, and after the school day, including two scheduled "late night" sessions each week (6:00-8:00PM). OPEN SU administration and OPEN central admin will oversee and support all SU operations, staff, and activities.

OPEN SU will deploy/provide **Strategy #3: Wrap Around Services for Student Success.**

Strategy Description: Provision of culturally specific / responsive services to support student academic, emotional, and social success. Includes individual case management, academic tutoring/support, service referral, student groups, and progress monitoring. Services take comprehensive and holistic approach to meeting student needs. **Strategy Locations:** On-site at Franklin, Roosevelt, and McDaniel High Schools.

A. Contract amount per strategy:

- Strategy 3 - $1,200,000.00

B. Ongoing collaboration, engagement, and feedback with PPS leadership:

- OPEN's President or Vice President and Program Staff will attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site-visits during SU programming.
- Attend all RESJ Professional Learning sessions.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

- This Contract shall run from July 1, 2024 through June 30, 2025.
- SU will maintain regular office hours Monday through Friday for administration and other tasks.
- SU staff will sit in on student classes, meet with PPS staff, and check in with students at lunch and between class periods during the school day. Lunch periods may also be used for staff-student meal-mentoring (a favorite meal bought by an Advocate for the student, for example, for a check-in or intervention). Where needed, staff may also meet with parents / guardians during school, onsite or by traveling to and from the family's residence.

- SU's broadest direct-service delivery (primarily small-group and individual academic tutoring/life skills mentoring) will occur 3:30-5:30PM, Monday through Thursday, with additional hours each week for Late Nights, periodically for Saturday School sessions, etc. Family meetings and/or home visits will also occur in the evenings or on weekends – whichever meets family needs. Family Academy sessions and family-centered events will be in early evenings (6-8pm or thereabouts).
- Students will also have access to additional approved services during and after the school day, Monday through Friday, when SU staff are present and available.

3. Detailed Description of Goals and Activities (see Logic Model):

Goal #1: 80% of program participants will see 5%-10% improvement in average daily attendance (ADA), promoting academic achievement, demonstrating belonging and safety
Activities designed to help achieve this goal: We will create opportunities for collaboration with students, families, and PPS staff to promote good attendance. We will meet with families/students to identify and overcome barriers to attendance (academic/participation insecurity, transportation gaps, peer tensions, out-of-school family obligations). We will establish clear expectations for school-day attendance. We will collaborate with PPS intervention teams to coordinate services. We will collaborate with PPS staff to model successful, healthy relationship-building practices across differences. We will collect attendance data, via Afterschool HQ, to inform intentional, structured opportunities for attendance-related check-ins, communication and interventions.
Goal #2: 70% of participants will earn six or more academic credits, promoting on-track graduation through targeted academic supports.
Activities designed to help achieve this goal: SU staff will sit in on student classes to absorb curricula, understand assignments, and spot student learning/participation styles. SU staff and students will use SU computers/tablets to monitor and discuss student-specific progress points (school-day and by-period attendance, course completion, disciplinary events), and to access tutoring tools. SU staff will support schoolwork completion in culturally-relevant and engaging ways. We will also work to understand IEPs as needed, to ensure our efforts fully integrate accommodations proven effective by the issuers. Our holistic engagement includes tutoring, mentoring, and socio-emotional learning (SEL) support during the school day; at least two (2) hours of the same after school, two (2) days a week; one (1) family in-home visit per semester; two (2) or more two-way contacts with each family monthly; and at least one (1) monthly 1-on-1 or small-group activity connected to student interests.

Goal #3: 10% increase in family engagement with strong family communications and relationship-building, trauma-informed practices, and a staff focus on cultural humility and equity. We will see a 10% increase in positive responses to surveys about belonging and relationships.
Activities designed to help achieve this goal: Using culturally-specific approaches (culturally responsive outreach and connection, by staff sharing lived experiences with participants) SU staff will build trust quickly with families while establishing communication paradigms that foster interconnectedness, shared ownership, and frequency. Ample staff-initiated communications will be supplemented by in-home visits, family-centered SU events at school, and SU Family Academies that promote a safe atmosphere to build links with other families facing shared situations. Academies and SU family events will provide a unique opportunity for PPS staff to spend quality 1:1 and small-group time with families - establishing and strengthening relationships that further promote engagement and connection.
Goal #4: 10% decrease school suspensions (Level 3 on PPS' summary of disciplinary action model).
We will emphasize trauma-informed and social & emotional learning practices to reinforce a community of equity and inclusion. We will affirm and celebrate different learning, participation, and socialization styles - which are strongly culture-specific. We will fully employ restorative justice protocols to heal broken agreements and keep kids in programming and in school, learning. Our intervention model for advocates aligns with PPS' "Summary of Disciplinary Model" to ensure peak support. In cases of disciplinary actions, SU staff will attend wrap-around meetings to advocate and support youth and their families, and to promote community healing and restoration of trust/relationship. Advocates will mentor students toward discipline-related goals, using collaborative planning (including "safety" planning to avoid conflict), positive reinforcement, and incentives. SU staff will undergo extensive training in trauma-informed practices, cultural humility, and equity.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, OPEN SU shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving SU services each quarter under Strategy #3;
    - For each student served, the total number of hours of actual service provided each quarter under Strategy #3;
    - The total number of students receiving services each quarter (unduplicated student counts) under Strategy #3;
    - For Strategy #3:

- Program participants' ADA (provided to SU by PPS).
- Program participants' credit attainment (provided to SU by PPS via limited Synergy access or similar).
- Program participants' survey responses (including student and family surveys, as provided to students and families by PPS - facilitated in dissemination and collection by SU).
- Program participants' school suspension data (as provided to SU by PPS).

- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.
- SU will also provide narrative with a summary of what the program included during the quarter, what went well, and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	Total: Up to 288 Per School: Up to 96
Number of hours per family	Family Nights- 2 hours per event, per quarter at each site. Total of 8 hours per site. 24 hours total across 3 sites.

	-Additional family service hours provided with at least 1 home visit per semester and essential support services and referrals as needed. Each family will also receive at least two communications from SU each month, consisting in substantive conversations around student needs/progress (via phone, email, text, home visit, SU office visit, etc.)
Number of Families served	80 to 96 per site (240 to 288 program total)
Number of hours per student	Each student will agree to attend after school academic support sessions at least twice (2x) each week, for a total of at least four hours (4hrs) of tutoring weekly. A student enrolled in SU from the first to the last day of school should log a minimum of 128 hours of SU programming. Additional hours (for enrichment, mentoring, counseling, etc.) will be available to every student, but not required for students to achieve minimum dosage requirement.
Staff Demographics	Current SU staff are 87% POC and 25% LGTBQ+. With intentionality and responsive hiring practices, staff demos will always track with student / family demos.
Staff FTE	On-site, direct-service staff = 17 FTE (5.33 FTE per site).
Leveraged funding/staffing	OPEN SU has secured additional funding (and the FTE this funding provides - see Budget) by leveraging our PPS contract to win a contract from Portland Children's Levy. Additional funding appeals will be made as needed. Recurring past SU funders include Hoover Foundation, Reser Family Foundation, and Jackson Foundation
Serve up to:	288 PPS students in 9th-12th grades.
Student Service Hours -	Minimum Service Commitment: students will commit to attend SU's after-school programming at least 4 hours per week. Extra hours are available to every student on an as-needed and space-available basis. The average

	student will be engaged for more than 120 hours of SU programming this coming school year (calculation will include students who join later in the year, or who separate early). Students will sign in and out for every hour of programming (via online platform/app secured by OPEN for the SU program).

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$1,200,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire. For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

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perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Open School - Step Up

Strategy #3: Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
DIRECT: Program Staffing – Wages/Benefits			
Salary (1.0 FTE)	$115,500.00	$269,500.00	$385,000.00
Hourly ($25/hour)	$587,970.00	$125,930.00	$713,900.00
Taxes & Benefits	$164,908.25	$98,857.50	$263,765.75
DIRECT: Programs Equipment, Supplies, Curriculum & Student Transportation (see detail below)			
Program Expenses	$175,100.00	$20,121.00	$195,221.00
INDIRECT: Administrative Fees (SU and All-Org) & Facilities			
Admin & Facilities	$156,521.75	$259,714.75	$410,236.50
Total (include total cost per student) (PPS cost per student - $4,273.50)	$1,200,000.00	$774,123.25	$1,974,123.50

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Open School - Step Up

OPEN STEP UP	**FY 2024-25 Budget**	
Budget Category	*Item*	*Investment*
Wage & Benefit Expenses	Salaries/Compensation	$703,470.00
	Payroll Taxes & Benefits	$164,908.25
Staffing Subtotal		**$868,378.25**
Program Expenses	Student Advocacy Programs[1]	$14,400.00
	Consumable Education Supplies	$15,000.00
	Curriculum Materials/Subscriptions	$13,500.00
	Educational/Post-Sec Field Trips[2]	$9,200.00
	Student Incentives	$12,000.00
	Program Food[3]	$12,000.00
	Program Events/Graduation	$9,500.00
	Other program transportation[4]	$7,000.00
	Programming Equipment[5]	$10,000.00
	Student Retreats	$50,000.00
	Family Academy	$22,500.00
Program Expenses Subtotal		**$175,100.00**
Staff & Program Subtotal		$1,043,478.25
Admin & Facilities Fees[6]		$156,521.75
TOTAL		**$1,200,000.00**

[1] Each SU Advocate is allocated an Advocate Budget for the year – increased under this budget (to offset staff reductions) to $50 per student for 1-on-1 lunches, pizza party for the group, etc., that are not part of regular program incentives or food costs.
[2] Post-sec is "post-secondary" and includes college/career exploration: visits to a college, job fair, or trades training center, etc.
[3] This typically includes everyday snacks for regular and Late Night programming, breakfast/lunch for SU Saturday School sessions, etc.; does not include Family Academy meals, Advocate Programs meals, or student incentive meals.
[4] This includes transport costs incurred by staff visiting a family in their home (our goal is to home visit every family at least once per semester); does not include Field Trip transportation.
[5] This includes devices (tablet etc.) that staff/students use log programming attendance/hours; to track/assess/plan student school goals (by-period class attendance, course marks, official test scores); to communicate with families via email or social media; etc. These devices are dedicated to programs use.
[6] 15% overhead fee for administration & facilities.

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Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Portland Opportunities Industrialization Center

1. Synopsis of Contractor's Work:

Program Service & Design Overview

POIC+RAHS will deliver a Peer Mentoring Program through which POIC+RAHS students provide group mentoring support for elementary and middle school students enrolled at Portland Public Schools. POIC+RAHS Student Leadership high school students have led the Peer Mentoring Program for the last three years, during which the program has engaged over 100 elementary and middle school students on discussions about bullying and prevention; mental health awareness and support for peers; goal setting; self-care; volunteerism; race relations and police interactions; and violence prevention and personal safety. Topics are client driven, and workshops are designed with participant voice in mind to assure buy-in and relevance to participants' real world needs and barriers (Core Value: Students at the Center). Topics are focused on helping participants achieve realistic goals that can be continually built upon to achieve long-term success. Further, POIC+RAHS will discuss topics related to the PPS Reimagined Graduate Portrait, including:

- Inclusive and Collaborative Problem Solving
- Inquisitive Critical Thinking
- Transformative Racial Equity Leadership
- Resilient and Adaptable Lifelong Learning
- Powerful and Effective Communication
- Developing a Positive, Confident, and Connected Sense of Self
- Influential and Informed Global Stewardship
- Reflection, Empathy, and Empowerment

The Peer Mentoring Program activities include weekly mentor workshops (one hour/week/school) and weekly peer mentor group meetings (one hour/week/school) at each partnering middle and elementary school. The mentor to mentee ratio is typically 1:3, and all mentors are matched with mentees of the same gender.

Strategy 3 will serve #60 of students, at 5 locations:

- Clark, Vernon, Rosemary Anderson, Bridger, Marysville

A. Contract amount $160,000:

- Strategy 3 - $160,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

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2024-25 School Year
Portland Opportunities Industrialization Center

2. **Performance Period/ Dates and Times of Service:**
This Contract runs from July 1, 2024 through June 30, 2025.
Monday, Tuesday, Wednesday, Thursday (11:00am - 1:30pm)

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: Through weekly peer mentorship programming, students will see a 10% increase in attendance from the previous year after engaging with student-driven discussions and events.
Activities designed to help achieve this goal:
Provide weekly contact with students, engage students in peer mentorship, work with students and families to identify barriers interrupting attendance, and assist with removal.
Provide referrals to external resources as needed
Ongoing case management and mentorship
Quarterly family information nights
Goal #2: At least 75% of students will experience an increase in academic achievement as shown through improved testing scores, reports from teachers, and credit attainment.
Activities designed to help achieve this goal:
Provide weekly contact with students, engage students in peer mentorship
Tutoring Support
Ongoing case management and mentorship
Goal #3: As a result of positive role modeling through mentorship with culturally-specific high school students 75% of program mentees will report an increased sense of belonging and excitement for

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engaging with their peers and school community, collected through individual student case notes, discussion groups and parent feedback.
Activities designed to help achieve this goal:
Conduct Pre and Post Surveys to obtain student impression
Student focus groups, peer-led discussions, family update calls
Goal #4: At least 75% of students will experience an increased sense of safety after learning more about violence prevention and intervention strategies, mental health awareness, and more through peer mentorship, as measured through student program surveys and group discussion.
Activities designed to help achieve this goal:
Conduct Pre and Post Surveys to obtain student impression
Student focus groups, peer-led discussions, family update calls

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
    - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
    - Student selection methods;
    - Staff diversity and qualifications; and
    - Funding leveraged from other sources.

    Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

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2024-25 School Year
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Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total:** 60 **Per School:** 12-15
Number of hours per family	N/A
Number of Families served	30 to 60
Number of hours per student	4 to 8 hours
Staff Demographics	100% Black/African American
Staff FTE	0.95
Leveraged funding/staffing	2.05
Serve up to:	60 Students
Student Service Hours -	12 hours per quarter per student (720)

The District will analyze the following measures regarding partner performance and impact on

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students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$160,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, google docs, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

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Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

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- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
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PPS-RESJ 2024.2025

Personnel		RESJ Personnel Costs	RESJ Total PPS	RESJ Total Other Funds	RESJ Total Program Bedget
Director of Youth and Family					
FTE .15	$94,500.00	$ 14,175.00			
Fringe @30%		$ 4,252.50			
			$ 18,427.50	$ 104,422.50	$ 122,850.00
Programs Coordinator					
FTE .30	$68,250.00	$ 20,475.00			
Fringe @30%		$ 6,142.50			
			$ 26,617.50	$ 62,107.50	$ 88,725.00
Student Engag. Spec.					
FTE .70	$55,000.00	$ 38,500.00			
Fringe @30%		$ 11,550.00			
			$ 50,050.00	$4,950.00	$ 55,000.00
Total Personnel			**$ 95,095.00**	**$ 171,480.00**	**$ 266,575.00**
Eqp. Supplies, Cirriculum, & Transportation					
Client Engagment incentives			$ 15,000.00		
Client Emergency Assistance			$ 9,000.00		$ 15,000.00
Program Supplies/Materials			$ 8,035.44		$ 9,000.00
Enrichment Activities			$ 12,000.00		$ 8,035.44
					$ 12,000.00
					$ -
Total			$ 139,130.44		

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					$ -
Ind 15%			$ 20,869.57		$ 20,869.57
					$ -
					$ -
					$ -
Total			**$ 160,000.00**	**$ 171,480.00**	**$ 331,480.00**
			60.00	Students	
			$ 2,666.67	Cost Per students	

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
REAP

1. **Synopsis of Contractor's Work:**

Strategy #2: Wrap-around Services for Student Support
providing culturally specific and culturally responsive wrap-around services that meet the needs of culturally diverse students. REAP will provide activities and services that support student academic and social success. Importantly, this work is able to stand alone, or it can link with our long-term model that supports students. Provide **culturally specific family engagement** programming for culturally diverse students and students living on low-incomes, and their families. Through the incorporation of REAP's Solutions and Reflections programs, REAP will provide activities and services to increase family engagement in order to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. Importantly, this work is able to stand alone, or it can link with our long-term model that supports students from third grade through high school. REAP works to support parents by removing cultural or other barriers to participation in school events such as parent conferences, back to school nights, school district board meetings, and other venues where they may have previously felt unheard. REAP staff actively work to build relationships with students' families to bridge the gap between schools and parents. Through these efforts, REAP effectively fosters these relationships while working toward greater communication between the school and families, simultaneously empowering families to share their voice and actively participate in their children's education. Students learn and demonstrate school/community leadership skills; develop and strengthen academic skills needed for school success, college readiness, and future careers; bolster positive behavior, relational communication, and problem-solving skills; and learn the value of serving and collaborating within their community.

100 students, 25 students per site

- Strategy 2 - Franklin, Kellogg, Lane, and Mt Tabor

A. **Contract amount per strategy:**
   - Strategy 2 - $250,000

B. **Ongoing collaboration, engagement and feedback with PPS leadership:**
   - Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
   - Participate in and support scheduling of RESJ staff site visits partnership of programming
   - Attend all RESJ Professional Learning sessions
   - Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

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2024-25 School Year
REAP

2. **Performance Period/ Dates and Times of Service:**
This Contract runs from July 1, 2024 through June 30, 2025.
List days & times: TBD

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Strategy 2: Wrap-around Services for Student Success

Goal #1: Students will receive mentoring, tutoring, and mental and behavioral health support that will increase average daily attendance by 5% across all PPS middle and high schools implementing REAP's programs. The ultimate goal is to have 90% of students attending at least 90% of the time.
Activities designed to help achieve this goal:
1. Student engagement and advocacy support up to four days a week
2. Administrate program curriculum up to two days a week
Goal #2: Students of color participating in our programs will receive academic support, mentoring, college/career exploration, and mental and behavioral health support 2 to 4 times per week, which will increase 8th grade readiness by 3% as measured by OSAS and lead to increased graduation rates.
Activities designed to help achieve this goal:
1. Student engagement and advocacy support up to four days a week 2. Administrate program curriculum up to two days a week

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	Time Frame/Due Date (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
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Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total:** **Per School: 100 (25 per school)**
Number of hours per family	up to 1 HRS/monthly
Number of Families served	100
Number of hours per student	up to 3 HRS/WEEKLY
Staff Demographics	BIPOC and white
Staff FTE	4 FTE
Leveraged funding/staffing	$102,482
Serve up to:	100 Students
Student Service Hours -	32 hrs per week per school

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REAP

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$250,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
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    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

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students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.

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- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #2 - Wrap-around Services

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Youth Essentials Coordinator (100% - 4 FTE) • Salary ($49,920 each)	$122,234	$39,680	$199,680
• Taxes & Benefits ($7,488 each)	$29,304	$648	$29,952
Youth Direct Services Manager (1 FTE)			
• Salary ($56,160)	$56,160	0	$56,160
• Taxes & Benefits ($8,424)	$4,536	$3,888	$8,424
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
• Supplies			$15,000
• Transportation			$5,500
Administration	$37,766	0	$37,766
Total (include total cost per student)	$250,000 ($2,500 per student)	$102,482	$352,2482

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Sankofa Counseling

1. Synopsis of Contractor's Work:

Strategy 1: Culturally Specific Family Engagement
Strategy 2: Wraparound Services for Student Success
Strategy 4: Enrichment, Extended Day
Strategy 5: Positive Cultural Identity Development

Family Programs Offered Under these Strategies:

1. Family Engagement Nights for Black/African American Families
2. Ask a Therapist: Mental Health Seminars for Caregivers

Family engagement nights: Sankofa Counseling will host quarterly family nights for Black/African American families to gather, connect in affirming community, engage culturally specific practices and learn about community resources. Family nights will include a shared meal and a 10 minute keynote highlighting an aspect of health and wellness. Families will participate in a communal activity, such as AfroFusion yoga, creating a family art project, community team building, etc. We will have a team of therapists available for answering questions and connecting to local mental health services & supports.

Strategy 1: Quarterly Family Engagement Nights provide a platform for Black/African American families to come together in a culturally affirming environment. By hosting these nights, PPS demonstrates a commitment to partnering with the community and delivering services that center cultural practices. The communal activities, such as AfroFusion yoga and family art projects, are designed to create opportunities for family bonding and deepening connection with community.

Strategy 2: These events offer an opportunity for families to connect with BIPOC mental health professionals in a
supportive setting. By having therapists available to answer questions and provide information about mental health services and supports, Sankofa Counseling facilitates access to culturally specific resources and support networks for families.

Strategy 5: Engaging families in activities that promote cultural connection and community building contributes to the positive cultural identity development of students. By fostering strong connections between families and schools, these events support student advocacy and enhance the overall well-being of students and their families.

We'll leverage our school-based relationships with teachers and community partners such as SEI and Latino Network to support referral and outreach with families.

These events will provide a culturally affirming environment, facilitate access to culturally specific mental health resources and promote positive cultural identity development for students. The positive experiences and relationships formed during the family engagement nights can contribute to a more inclusive and supportive school climate and culture. Students may experience a greater sense of belonging within their school community as a result of their families participating in culturally affirming activities together. Feeling connected to their school environment can lead to improved attendance, engagement, and academic

achievement.. These relationships can provide students with additional sources of encouragement, mentorship, and guidance as they navigate challenges and pursue their goals. Through access to BIPOC mental health professionals and information about mental health services and supports, students may experience improved mental health outcomes individually and within their home settings. By addressing barriers to accessing culturally competent care and promoting positive coping strategies within families, the events can support students' emotional well-being and resilience.

Mental health Seminars: Sankofa Counseling will host monthly seminars curated specifically for parents/caregivers of high schoolers, offering a total of 6 seminars throughout the year. Topics may include but are not limited to, Teenage Brain & Behavior; Navigating Parenting Stress; Supporting Mental Needs of Youth; Understanding Personal Mental Health; Family Bonding Toolkit, etc.
Each Seminar will last for 2 hours and will include light snacks, as well as have a team of therapists available on site for questions or connecting to services.
• Proposed Sites: 3 at Jefferson High School, 3 at Franklin High School
• Proposed Dates: October – June 2025
• Number of Families to be served: 20-35 per event
• Strategy 1: These seminars are curated specifically for parents of high schoolers, acknowledging the unique needs and challenges faced by Black/African American families. By offering culturally relevant topics and resources, Sankofa Counseling demonstrates a commitment to responding to the needs of the community and addressing the specific mental health needs of families in a culturally responsive manner.
Strategy 2: The seminars provide a space for parents to receive education, support, and resources related to mental health and caregiving. By having therapists available on-site, Sankofa Counseling ensures that families have access to both information and support services in a convenient, low-barrier and casual environment. These seminars offer opportunities for ongoing learning and skill-building for parents, contributing to their personal development and capacity to support their children's mental health and well-being. By empowering parents with knowledge and resources, Sankofa Counseling enhances the overall resilience and support network of the community.

• Expected Outcome: These seminars provide caregivers with direct education on mental health and wellness. As
parents/caregivers gain knowledge and skills related to topics such as the teenage brain, parenting stress, and supporting mental health needs, they can better understand their high schoolers' behaviors and emotions. This increased understanding can lead to more empathetic and effective support from parents/caregivers, contributing to students' overall well-being. By participating, parents/caregivers can learn strategies for fostering positive relationships with their high schoolers. Improved communication and stronger relationships between parents/caregivers and students can lead to enhanced trust, cooperation, and emotional connection, which are essential for students' mental health and academic success. Learning

about topics such as navigating parenting stress and understanding personal mental health can equip parents/caregivers with coping skills and resilience-building strategies, promoting health and stability within the home. Open discussions about personal mental health and supporting the mental health needs of youth can help reduce stigma surrounding mental illness within families and the broader community. When parents/caregivers feel more comfortable addressing mental health concerns openly and seeking support when needed, students are more likely to feel supported and accepted, reducing barriers to seeking help for their own mental health struggles. By having therapists available on-site during the seminars, parents/caregivers can access immediate support, information, and referrals to mental health services if needed. This increased access to mental health resources can ensure that students receive timely and appropriate support for any mental health concerns they may have, ultimately promoting their well-being and academic success.

Student Programs Under these Strategies:

1. We Out Here: Multiculturalism through the Senses (4 Field Trips)
2. After School Connect for QTBIPOC/BIPOC Students (monthly after school affinity group)
3. Collaborative Zine Making Workshop (Quarterly)
4. Student Clothing Swap

We Out Here: Multiculturalism Through the Senses. A group of 12 students will gather biweekly throughout the summer for 4 guided and culturally immersive field trips throughout the Portland area. These field trips will be curated to focus on local cultural sights and experiences that are accessible and available to students outside of school hours, and will include a meal from a local BIPOC owned business as well as paid entry when applicable. Tentative trips are set as:

- Sights: Multnomah Falls & Local Street Art Tour; Visiting Art Museum or Zoo
- Sounds: Concert in the Park; visiting local Temple
- Tastes: Lunch at BIPOC-owned restaurant (Students to choose: Norma Jeans, Po'Shines, Trap Kitchen; local food carts, etc)
- Smells: Japanese Gardens & Tea Ritual

• Proposed Sites: Community Based Field Trips. Meeting Location at Jefferson High School or Franklin High School
• Proposed Dates: June 26, July 10, July 24, August 7 (can be adjusted if needed)
• Proposed Times: 4.5 hour field trips, 9:30a-2p
• Number of Students to be served: 12
• Strategy 2: By including visits to BIPOC-owned restaurants and cultural landmarks, the program promotes access to culturally specific resources and supports that enhance students' well-being and sense of community connection. These field trips also offers a holistic approach to supporting students' social and emotional

development by providing exposure to diverse cultural experiences. They also provide an opportunity for students to explore and experience diverse cultural elements within Portland, fostering an ability to access local sights as needed for support, encouragement, connection, rest, etc. This event will also serve as a bridge to services, as the Sankofa team will be placed at both Franklin and Jefferson High Schools in 2024-25, and will be able to sign students up for services ahead of the school year starting.
• Strategy 4: Guided field trips serve as an enrichment activity that expands students' learning beyond the classroom, allowing them to explore new cultures, traditions, and perspectives. Experiencing the multiculturalism of Portland through the senses provides students with opportunities for personal growth, cultural enrichment, and the development of empathy and appreciation for diversity
• Strategy 5: Through field trips focusing on local cultural sights, students have the opportunity to connect with their own cultural identity and explore the cultural identities of others within their community. Engaging in activities that highlight diverse cultural expressions can contribute to students' positive racial, ethnic, and cultural identities, as well as their sense of belonging and advocacy within their school and community. By exposing students to various cultural sights, sounds,tastes, and smells, the program aligns with the objective of partnering with culturally specific organizations and delivering services that center insider knowledge and community cultural practices.

After School Connect for QTBIPOC Students: A monthly after-school, affinity based peer support for QTBIPOC/BIPOC students. This space is intended as a casual low-barrier access point to support development of healthy relationships, peer mentorship, exploring racial/sexual/gender identity development, student advocacy, and to build rapport with Sankofa counselors, who provide school based mental health services on site.• Proposed Sites: Franklin High School
• Proposed Dates: Monthly, September 2024– June 2025
• Number of Students to be served: 15 per event; estimated 35 unduplicated
• Strategy 2: The peer support aspect of this program aligns with the provision of culturally specific and responsive services to support students' social and emotional well-being. Monthly affinity spaces are viewed as both a preventative and responsive space for youth to gather for affirming connection and low-barrier contact with mental health professionals who provide counseling during the school day. Gathering in a casual culturally affirming environment provide students the space and access needed to receive referrals and care coordination, and receive individualized student support based upon need.
• Strategy 4: Providing after-school peer support sessions, students have the opportunity to participate in structured and enriching activities outside of regular school hours, promoting their holistic development.
• Strategy 5: This program directly supports the development of positive racial, sexual and gender identities among QTBIPOC/BIPOC students. By providing a safe space for exploration and peer support, students can enhance their sense of cultural belonging and self-confidence
• Student Outreach: Our school based providers will use social media and school based outreach to promote After School Connect. We'll utilize social media platforms popular among students, such as Instagram, Snapchat, and

TikTok, to spread the word about the peer support group. Create engaging posts, stories, and videos that highlight the benefits of group & encourage students to share the content with their networks. Partner with teachers and school staff to make short & informative announcements about the peer support group during class time. Promote & provide flyers, QR or handouts for interested students. Our team will host regular drop-in sessions or promote in a high-traffic area of the school, such as the cafeteria or student lounge where students can stop by to learn more about group, meet the facilitators, and ask questions. We'll encourage a peer referral program where current group members can invite their friends to join with possible incentives or rewards for referrals, such as small prizes or recognition during group meetings.

• Expected Outcome: By offering a low barrier space specifically for QTBIPOC/BIPOC students to gather and connect, students are more likely to feel a sense of belonging and acceptance within their school community. This sense of belonging can lead to increased engagement in school activities, improved attendance, and enhanced academic performance. The peer support group provides students with a safe and supportive environment to discuss their experiences, share
resources, and receive validation from peers who may share similar identities and experiences. By having Sankofa counselors available on-site during the drop-in sessions, students have increased access to mental health support and resources tailored to their cultural and identity-related needs. This can help students address any mental health concerns they may have, develop coping strategies, and access appropriate referrals for ongoing support. Through participation in the peer support group, students may develop a greater sense of empowerment and agency to advocate for themselves and their communities. This can include advocating for changes within the school environment to be more inclusive and supportive of QTBIPOC/BIPOC students, as well as advocating for their own needs and rights. When students feel supported, understood, and valued, they are more likely to be engaged in their academic studies and motivated to succeed. The positive relationships and sense of community fostered within the peer support group can contribute to improved academic performance, higher graduation rates, and increased post-secondary aspirations among QTBIPOC/BIPOC
students. Quarterly Collaborative Zine Making Workshop: A workshop offered in a group setting for high school students to explore creative self-expression through making independent zines to explore identity, advocacy, wellness, and/or interests/hobbies. This will include time to work on and complete a collective zine, focusing on BIPOC/QTBIPOC student mental health, where all students will contribute. An ideal outcome would be a culmination project publishing the collaborative 4-quarter zine to the community.

• Proposed Sites: 2 at Jefferson High School & 2 Franklin High School (or expanded to 2 additional high schools, if preferred)

• Proposed Dates: Quarterly: Summer, Fall, Winter, Spring

• Number of Students to be served: 12 per event; estimated 30 unduplicated

• Strategy 2: This workshop offers a culturally responsive approach to supporting students' mental health and well-being through creative self-expression. It aligns with the provision of academic tutoring/support and service referral by addressing students' emotional needs in a culturally relevant manner.

• Strategy 4: Participating in the workshop allows students to engage in enrichment activities that foster their creative skills and promote self-discovery, potentially leading to increased academic performance and motivation
• Strategy 5: The workshop provides a creative platform for students to explore and express their identities, including aspects of race, culture, gender, and sexuality. Through zine making, students can advocate for their perspectives and share their experiences with the broader community
• Student Outreach & Selection Strategy: Our school based providers will do a creative school based and social media marketing campaign to promote the Zine Making Workshop. We will work with climate teams and existing student groupsto recruit student ambassadors from diverse backgrounds to help promote the peer support group among their peers. These ambassadors can share personal experiences, answer questions, and encourage participation through informal conversations and peer-to-peer outreach. We'll also partner with teachers, counseling center and school staff for student recommendations and referrals. Student selection will be prioritized based upon school enrollment & timing of registration. Registration will be open to Franklin & Jefferson students for an initial 4 weeks, prior to opening enrollment to other PPS high school students and advertising within the broader PPS high school network. Our goal is provide deep and persistent proactive services to the communities we are currently located within, while expanding services to other students outside of Franklin & Jefferson, if space still remains.
• Expected Outcome: Participating in a community-based zine project can foster creativity, communication, community building, and empowerment among students, through a developmentally engaging and culturally responsive medium. Participating in the zine-making program provides students with a creative outlet to express themselves authentically and explore their identities, interests, and experiences. This creative self-expression can foster a sense of empowerment, self- discovery, and confidence, which can positively impact their overall well-being and sense of agency. Through the process of creating independent zines and contributing to the collective zine on BIPOC/QTBIPOC student mental health, students have the opportunity to develop communication and advocacy skills. They learn how to effectively convey their thoughts,
feelings, and perspectives on important issues, as well as advocate for social change and mental health awareness within their community. Collaborating on a collective zine project encourages students to work together, share ideas, and build connections with their peers. This sense of community and camaraderie can lead to increased social support, a greater sense of belonging, and stronger relationships with classmates, which are important factors for school success and overall well-being. The culmination project of publishing the collaborative four-quarter zine to the community provides students with a tangible outcome of their creative efforts and collective contributions. Seeing their work published and shared with
others can be a source of pride, validation, and empowerment, boosting their confidence and sense of accomplishment. By focusing on issues related BIPOC/QTBIPOC student mental health in the collective zine, students have the opportunity to raise awareness, reduce stigma, and promote important conversations about mental health within their community. This can lead to increased access to support services, improved mental health literacy, and a more supportive and inclusive school environment for all students. Lastly, engaging in the zine-making program involves a range of skills, including critical thinking, creativity, communication, and

collaboration. These skills are transferable to academic settings and can support students' success in their coursework, as well as their ability to navigate challenges and pursue their educational goals. It also provides a trauma informed access point to these skills, for students with low or infrequent attendance.

Student Clothing Swap: A one-time clothing closet event at the end of the summer to support social-emotional student transition into the 2024/2025 school year specifically focusing on increasing access to empowering, fashionable and affirming clothing, and will include opportunities for dialogue about self-expression, gender identity exploration, healthy body image/self-esteem, and environmental justice, etc.

- Proposed Site: Sankofa Counseling: 5014 NE 15th Ave, Portland OR 97211
- Proposed Dates: August 10 or 11, 2024
- Number of Students to be served: 40
- Strategy 2: By providing students with targeted outreach and access around clothing, we hope to encourage and facilitate discussions on body image, self-esteem, and sustainability. This event supports the social and emotional well-being around environmental justice, community care, and affirming self expression. This event will also serve as a bridge to services, as the Sankofa team will be placed at both Franklin and Jefferson High Schools in 2024-25, and will be able to sign students up for services ahead of the school year starting.
- Strategy 4: This event promotes community engagement and actively demonstrates community care and collaboration through offering students the opportunity to explore topics related to identity and wellness as it relates to fashion, self expression, body autonomy and safety.
- Strategy 5: This clothing swap event facilitates dialogue around self expression, gender identity and cultural awareness, empowering students to embrace their identities. It also provides increased access to necessary clothing for safe and affirming self expression. Sankofa Counseling will have chest binders available on site in various sizes.
- Student Outreach & Selection Strategy: Our school based providers will do a creative school based and social media marketing campaign throughout May & June to promote the end-of-summer clothing closet. We will partner with teachers, counseling center and school in order to push in to classes to share this upcoming resource. Sankofa counselors will coordinate with student ambassadors from diverse backgrounds to help promote the clothing closet and to help design student outreach materials. This event will be open to all QTBIPOC/BIPOC High School students, with a goal of serving 40 students.
- Expected Outcome: Curating a clothing closet that offers a diverse range of styles, sizes, and options promotes inclusivity and celebrates diversity within the school community. Students from various backgrounds and identities can find clothing that reflects their individuality and cultural heritage, fostering a sense of belonging and acceptance among all students. For students from low-income households, those experiencing financial hardship, as well as those with limited autonomy around clothing options, having access to a clothing closet can alleviate the stress and anxiety associated with not having adequate clothing for school. By providing free or low-cost clothing options, students can focus more on their education and less on their economic circumstances, leading to improved academic performance and school engagement. Providing a supportive environment for dialogue about gender

identity exploration alongside access to gender-affirming clothing allows students to express their gender identity authentically and explore their sense of self. This can be particularly meaningful for transgender and non-binary students who may face challenges in accessing clothing that aligns with their gender identity elsewhere. Feeling comfortable and confident in their clothing can positively impact students' attitudes towards school and their willingness to attend regularly. Students who feel good about themselves are more likely to engage in school activities, participate in class discussions, and form positive relationships with peers and teachers, ultimately leading to improved school attendance and academic achievement. Providing access to a clothing closet promotes self-confidence, inclusivity, diversity, and sustainability, while also addressing social and economic barriers that may hinder students' ability to thrive academically and emotionally.

Mental Health Seminars & Family Engagement Nights will serve 60-90 families/students, at 2 locations:

- Strategy 1 - Jefferson, Franklin
- Strategy 2 - Jefferson, Franklin
- Strategy 5 - Jefferson, Franklin

Year Round Student Support Programs will serve 120 students, at 2 locations:

- Strategy 2 - Jefferson, Franklin
- Strategy 4 - Jefferson, Franklin
- Strategy 5 - Jefferson, Franklin

A. Contract amount per strategy:

- Strategy 1 - Family Engagement & Education Nights: $44, 116
- Strategy 2 - Summer Engagement Programs: $26,898
- Strategy 4 - School Year Programs: $27,208
- Strategy 5 - $25,460

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

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This Contract runs from July 1, 2024 through June 30, 2025.

July 1, 2024 - June 30,2025

3. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: A minimum 30% of families who attend family nights to return rate a future family/parenting event. Students who attend Family Engagement Nights between September 2024 and January 2025, will demonstrate a 5% increased attendance rate between months of February and June 2025
Activities designed to help achieve this goal:
Family nights will be fun, engaging and center the needs of our community; as we get to know families, we will incorporate their interests and stated needs (parenting support; access to care; education, etc) into future programming.
Goal #2: We expect to see improved outcomes in attendance and achievement as a result of our programs over time, though these outcomes may be less visible in year 1. In the short term, we expect 25% of families involved in our programming to attend other programs offered through the school
Activities designed to help achieve this goal:
Programming will include resource sharing and announcements of events, resources and other programs in the community centering QTBIPOC families
Goal #3: All families attending our events will be provided with local resources (food pantries, housing resources, DV information, etc). Wallet cards that include emergency and crisis response information will be available
Activities designed to help achieve this goal:
Sankofa staff will develop/update a comprehensive resource guide inclusive of school based and community resources; this will be provided to families electronically & physically at family nights
Goal #4: 30% of families attending family nights and education nights will engage in on-site mental health screening and referrals
Activities designed to help achieve this goal:
family nights will be hosted by culturally specific mental health providers and will include culturally affirming practices, with an intention to both de-stigmatize mental health services and increase exposure to mental health resources. through repetitive programming throughout the year and a variety of topics discussed at family nights, families will have low barrier access to screening

Strategy 2: Wrap-around Services for Student Success

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Goal #1: Every student attending our events will be incentivized to visit the student counseling center to pick up a $5 gift card (dutch bros, etc) in order to physically locate the mental health resources within their school.
Activities designed to help achieve this goal:
incentivized visit/learning about school based counseling resources
Goal #2: 100% of students engaging in After School Connect & Zine Making will be provided with information on local and school based resources available to them.
Activities designed to help achieve this goal:
Sankofa staff will develop/update a comprehensive resource guide inclusive of school based and community resources; this will be provided to students electronically & physically at programming
Goal #3: 30% of students who attend After School Connect will utilize available mental health screening and referral supports available
Activities designed to help achieve this goal:
on site screening available, discussed often with students
Goal #4: 30% of families attending family nights and education nights will engage in on-site mental health screening and referrals available
Activities designed to help achieve this goal:
family nights will be hosted by culturally specific mental health providers and will include culturally affirming practices, with an intention to both de-stigmatize mental health services and increase exposure to mental health resources. through repetitive programming throughout the year and a variety of topics discussed at family nights, families will have low barrier access to screening

Strategy 4: Enrichment and Extended Day

Goal #1: Students who attend After School Connect between September 2024 and January 2025, will demonstrate a 5% increased attendance rate between months of February and June 2025
Activities designed to help achieve this goal:
Our programming invests in students developing a sense of belonging and safety, which will produce improved outcomes in attendance and achievement over time, though these outcomes may be less visible in year 1. as we get to know students and learn what motivates them (increased programming, meals/gift cards; field trips etc.), these will be incorporated to incentivize attendance (i.e. “we will have panda express at lunch if you attend all classes Mon-Fri).

Goal #2: In the short term, we expect 25% of students involved in our programming to join an additional enrichment activity offered through the school. Our programming invests in students developing a sense of belonging and safety, which will produce improved outcomes in attendance and achievement over time, though these outcomes may be less visible in year 1
Activities designed to help achieve this goal:
Our programming invests in students developing a sense of belonging. during after school connect, we will review other school based events and school sponsored events specifically centering QTBIPOC students
Goal #3: All students will be given on School Belonging survey per quarter, regardless of number of events attended. Of students attending events in 3 or more quarters, we expect to see decreased scores on Social Exclusion reflected in quarter 3 and 4 survey results.
Activities designed to help achieve this goal:
incentivize completion of survey if needed
Goal #4: 30% of students who attend After School Connect will utilize available mental health screening and referral supports available
Activities designed to help achieve this goal:
Our programs provide low barrier access to mental health provider and ongoing discussion/normalization of mental health services. with frequent contact with students, we hope to identify students who may be in need of additional screening and engage in outreach to support this

Strategy 5:

Goal #1: Every student attending our events will be incentivized to visit the student counseling center to pick up a $5 gift card (dutch bros, etc) in order to physically locate the mental health resources within their school.
Activities designed to help achieve this goal:
incentivized visit/learning about school based counseling resources
Goal #2: 100% of students engaging in After School Connect & Zine Making will be provided with information on local and school based resources available to them.
Activities designed to help achieve this goal:
sankofa staff will develop/update a comprehensive resource guide inclusive of school based and community resources; this will be provided to students electronically & physically at programming

Goal #3: 30% of students who attend After School Connect will utilize available mental health screening and referral supports available
Activities designed to help achieve this goal:
on site screening available, discussed often with students
Goal #4: 30% of families attending family nights and education nights will engage in on-site mental health screening and referrals available
Activities designed to help achieve this goal:
family nights will be hosted by culturally specific mental health providers and will include culturally affirming practices, with an intention to both de-stigmatize mental health services and increase exposure to mental health resources. through repetitive programming throughout the year and a variety of topics discussed at family nights, families will have low barrier access to screening

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
    - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
    - Student selection methods;
    - Staff diversity and qualifications; and
    - Funding leveraged from other sources.

    Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**

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Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 120** **Per School: 60**
Number of hours per family	14
Number of Families served	60-90
Number of hours per student	56
Staff Demographics	B/I/POC & QT/B/I/POC
Staff FTE	12
Leveraged funding/staffing	$6918
Serve up to:	_120_ Students
Student Service Hours -	up to 38/student

The District will analyze the following measures regarding partner performance and impact on students:

- Attendance
- Achievement (MAP, Graduation, etc.)
- Sense of Belonging
- Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$123,682.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to

be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
   For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
   - Professional Conduct Training (17 minutes)
   - Child Abuse Prevention and Reporting (35 minutes)
   - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
   - Identifying and Supporting Homeless Youth (8 minutes)
   - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
   - Emergency Preparedness Training (40 minutes)
   - Information Security Awareness Training (10 minutes)
   - Risk Management and Hazard Communication (8 minutes)
   - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
   Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform

its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Sankofa Counseling

Strategy #1,2,4,5

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	101,612	6,918	108,530
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item) Food - meals / snacks for family nights & parent education nights	$1600 student transportation (covers 4 field trips: van rental for summer field trips, estimated 2 vans per event, at $200/van daily rental rate) $420 Event Tickets (4 summer field trips, reimbursable up to $30/ticket per student) $8,400 Snacks & Meals (Family Engagement Nights, 40 families: $500 food budget; Parent Education Nights, 30 families: $250 food budget; Student Gatherings: $250 food budget for 12 students or 2 hours events; $375 for 15-20 students or 4 hour events)		
Administration	Proposed Percentage: 8.7%		

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Sankofa Counseling

	Total Cost: $9550 $1500 Supplies $3850 Invoicing $4200 Staff Training		
Total (include total cost per student)	Total Cost of Program: $123, 682 Number of Students Served: 120 Number Families Served: 90 (family engagement & parent education nights) PPS Cost per Student: $588.96		

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Self Enhancement Inc. (SEI)

1. Synopsis of Contractor's Work:

Strategy 1: Culturally Specific Family Engagement (CSFE)

Proposed School Sites: Boise-Eliot Elementary School
Estimated number of students/families to be served: 20

SEI's culturally specific Parent Involvement Program activities and resources, organized and delivered by coordinators assigned to the identified PPS priority schools, build bridges connecting the school, family, community, and child, toward shared goals and outcomes for equity and inclusion; academic achievement; and healthy social-emotional and physical development. (See attached sample job description.) SEI's family engagement activities are aligned with local school data, needs assessments, and improvement plans (including SUN Community School plans at participating buildings). SEI's parent involvement coordinators provide both school-based and home- based/linked activities, including outreach, home visits, listening sessions, parent classes and support groups. Activities supporting CSFE outcome goals:

- Contact parents/families of 2nd grade and 5th grade students at each elementary school; schedule and conduct home visits within first quarter of project period to (a) identity family barriers and assets affecting student success in school (e.g., lack of employment, housing/food insecurity, substance abuse, mental/physical illnesses, social issues, educational deficits, needed parenting skills); (b) increase awareness of and access to available services and benefits, as appropriate (e.g., Title X); (c) support parents/families in advocating for their children's healthy development and learning at school.
- Use both home visits and other events at school or in the community (e.g., at SEI's Center) to provide information to increase parent/family awareness/understanding of PK5 performance benchmarks and how to support school readiness, attendance, elementary reading/math achievement, behavior, and other outcomes (e.g., school bonding and motivation, positive cultural identity, healthy social-emotional and physical development).
- Coordinate with school staff and families to organize at least one family engagement event each quarter, designed to be welcoming and culturally affirming for Black families; foster improved home-school communication, relationships, and active involvement in school activities and decision making; improve access to services/resources. Track participation at school events (e.g., back-to-school nights, Title I meetings, cultural events, volunteer opportunities, SUN extended-day activities, as appropriate).
- Facilitate parent/family access to parenting classes/workshops, support groups, PTO/PTA and other advisory groups, SUN Community School student-family opportunities, as appropriate). Encourage parent/family participation in cross-school and community culturally affirming events, including seasonal/holiday activities (such as October Harvest Fest at the SEI Center, access to Thanksgiving Food Baskets, December holiday toy drives, gift baskets and activities); Black History Month and SEI's annual Junction Avenue Black Marketplace "pop-up" event; Women's History Month and other "more than month" activities; SEI's Homecoming summer musical celebration in Unthank Park.

Strategy 2 Wrap Around Services for Student Success

Proposed School Site: Jefferson High School

Estimated number of students/families to be served: 210
SEI In-School Service Coordinators housed on-site address/eliminate barriers to school success and improve assets among participating students, consistent with school and district goals; e.g., improved academic achievement, on-time promotion to the next grade level, and on-time high school graduation. SEI also provides family outreach, engagement, education, and other support and resources designed to help parents/caregivers be effective partners in their children's learning, at home and at school. SEI's evidence-based theory of change is that African American and other underserved youth will believe that "life has options" and realize their full potential when supported by a dedicated team of caring adults who provide coordinated academic, social, and personal support services over a longitudinal framework within and beyond the regular school day and year.
Intensive in-school case management, mentoring, and support for Individual Success Plan (ISP) goals by the in-school service coordinators, who monitor student attendance, behavior, and grades, and work closely with school personnel to ensure that each student's ISP is aligned with what the school is measuring. Progress is monitored monthly, including online support and classroom visits. Biweekly case management meetings include the coordinator, after-school/SUN staff, as appropriate, and school personnel, to discuss student progress/challenges/concerns. SEI staff develop additional interventions based on school records, home visits, teacher comments, and other information; these interventions may include referrals to SEI and other resources (e.g., emergency anti-poverty services, assisting with a foster care placement, or others as appropriate).
SEI After-School programming is provided during the regular school year at both the SEI Center for Self Enhancement and through the SUN Community School (two days of ASP programming at the Center and four days of academic tutorials with SEI and SUN CS staff).
SEI's Summer program helps avoid the "summer slide" in student motivation and skills, and supports academics (e.g., credit recovery) and enrichment in arts and performance, health and wellness, life skills, college/career preparation, and community-based learning. (The SEI Summer Program comprises four-to-five weeks of full-day academic and enrichment activities, plus one-to- two weeks of basketball, soccer, and other special camps.)
Parent/family engagement activities supported by SEI parent coordinators include home visits, family nights, support groups, leadership opportunities, case management, and other activities supporting home-school connections and student success.

Strategy 4: Enrichment/Extended-Day
Proposed School Sites to be Served: Jefferson High School
Estimated number of students to be served: 210
SEI's After-School Program (ASP) proposes to expand culturally specific academic support and enrichment classes for African American middle and high school students from the targeted PPS priority schools. ASP is offered at the Center for Self Enhancement in three-hour blocks on Mondays-Thursdays for 27 weeks (including SEI Enhancement Days over breaks) during the regular school year, starting in October. Middle and high school students each spend two days at the Center (and take part in regular shared cross-grade events), and ASP is coordinated with SUN Community School activities at their buildings on other days. ASP offers tutoring and other

support, fosters healthy relationships and social-emotional learning, and provides exposure to a variety of enrichment classes and opportunities in a welcoming, culturally affirming environment. ASP's age- appropriate curriculum strands cover health and wellness, arts and performance, life skills, leadership development, and college/career preparation. ASP also incorporates pro-social rituals such as daily group "gym talks" among staff and students to share information, bond through fun games/exercises, reinforce expectations.

Self Enhancement, Inc. will serve up to 230 students, at 2 locations:
(List by strategies & sites…)

- Strategy 1 - Boise Eliot Elementary School
- Strategy 2 - Jefferson High School
- Strategy 4 - Jefferson High School

A. Contract amount $1,750,907.00:

- Strategy 1 - $120,750
- Strategy 2 -$1,505,157
- Strategy 4 - $125,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:
This Contract runs from July 1, 2024 through June 30, 2025.
List days & times
Monday - Friday 9:00 - 3:30 pm - Strategy 1 & Strategy 2
Monday - Thursday 4:30 - 6:30 pm - Strategy 4

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Self Enhancement Inc. (SEI)

Strategy 1: Culturally Specific Family Engagement

Goal #1: Parent Coordinators will conduct home visits to all current 2nd and 5th graders by the end of the 1st quarter to identify barriers affecting student success.
Activities designed to help achieve this goal:
SEI will assign Parent Coordinators to each student and family as they are enrolled into the in-school program.
SEI will meet with parents monthly to discuss and identify barriers (e.g. lack of employment, substance abuse, mental illness, educational deficits, etc) and create success plans for students and family.
Goal #2: Providing clear and concise information to increase parent/family awareness and understanding of PK5 performance benchmarks and how to support school readiness through home visits and/or engagement events, SEI students will see an increase of 5.5 percentage points per year in reading by 3rd grade and 4.4 percentage points per year with the goal of being at benchmark by 5th grade.
Activities designed to help achieve this goal:
SEI will provide literacy kits to early learning students each month.
SEI will conduct focus groups with parents/families in partnership with school leadership and staff to discuss student benchmarks, assessments used to measure learning, requirements, and state testing practices.
Goal #3: The bond between Black/African American families and schools will be enhanced through the proactive efforts of Parent Coordinators, who will organize a minimum of 1 family engagement event per quarter. These events aim to foster active school involvement, fortify community ties, raise awareness, and improve access to vital services and resources. Anticipated outcome: a targeted 5% increase in family participation at school events.
Activities designed to help achieve this goal:
SEI will host quarterly parent engagement events, gatherings, and activities across schools at the SEI Center to include parenting classes and support groups; and seasonal/holiday activities (e.g., October Harvest Fest, Thanksgiving Food Baskets, December holiday gift baskets and supports).
SEI will encourage our parents/families to participate in all school-led events (e.g., in back-to-school nights, Title I meetings, volunteerism, SUN culturally specific/responsive family activities and other special events).
Goal #4: By providing a voice and advocacy for our students, supporting and encouraging improved home/school communication, we will see a 5% reduction in the number of discipline incidents (in school referrals and suspensions) for SEI students by 5% each year.
Activities designed to help achieve this goal:

SEI will act as a liaison between the school and family to identify and address behavioral/disciplinary issues and provide advocacy when appropriate.
SEI will work closely with the school to improve the school climate and/or learning environment.
SEI will make referrals when needed to the appropriate supports - i.e. mental health, housing services, energy assistance, etc.

Strategy 2: Wrap-around Services for Student Success

Goal #1: Increase attendance and reduce absenteeism rates for SEI students by 7% each year compared to non-SEI students by providing students with a pro-social adult (In-School Coordinator) who will provide comprehensive in-school support, advocacy, and case management to assist in improving and meeting attendance benchmarks.
Activities designed to help achieve this goal:
SEI will create Individual Success Plans with each student utilizing the SMART goals method which address attendance objectives.
SEI will provide wraparound services and support to students through
Goal #2: Increase the rate of SEI freshman on-track by 5% each year and Increase graduation rates for SEI students in four-year cohort by 3% each year by completing Individual Success Plans (ISP), providing access to credit recovery, and through our Relationship Model.
Activities designed to help achieve this goal:
SEI will create Individual Success Plans with each student utilizing the SMART goals method which address academic objectives.
SEI will enroll students in credit recovery - evening scholars and summer school - to retrieve credits as needed.
SEI will plan and provide transition events/activities for students to ensure a warm hand off as students transition into high school and our continuum.
Goal #3: By incorporating our Culture of Success – surrounding students with a positive environment, providing clear and concrete of success, incorporating positive rituals and routines and encouraging through reward and recognition – we will see a 10% increase in sense of belonging with SEI Black students in the Successful School Survey each year.
Activities designed to help achieve this goal:

SEI will teach and practice the SEI Standards, to share our governing values and hold all students accountable.
SEI will offer affinity groups giving students safe places to share their voice, frustrations, and future aspirations; enhance positive cultural identity; develop leadership skills (e.g., problem solving, communication, conflict resolution, time management, goal-setting) and encourage involvement in meaningful advocacy/service among peers and in the community
Goal #4: Reduce the number of discipline incidents (in school referrals and suspensions) for SEI students by 5% each year by conducting student observations via classroom visits and active participation in SIT team meetings.
Activities designed to help achieve this goal:
SEI will conduct class visits during the school day to assist in classroom/behavioral management.
SEI will participate in monthly SIT team meetings to help in the creation of intervention plans.

Strategy 4:

Goal #1: 85% of participating SEI middle and high school students will maintain an After-School Program attendance rate of 70% or higher by attending two times per week per year.
Activities designed to help achieve this goal:
SEI will provide roundtrip transportation for students from their schools to the Center for Self Enhancement each day.
SEI will offer a variety of academic and enrichment classes that interests students want to participate in.
SEI will provide a delicious and nutritious meal for all students after school.
Goal #2: By aligning safe, structured, and engaging after-school enrichment activities and support with SEI's in-school services, we will increase student engagement and improve student interests in academic tutorial services in core subjects, STEAM and CTE classes during the out-of-school time by 50% through the additional classes and activities offered through SEI's career pathways program.
Activities designed to help achieve this goal:
SEI will develop technical infrastructure and purchase equipment to support the increased number of STEM and CTE classes offered during ASP.
SEI will establish new partnerships with companies, educators, and community members in the tech industry who will expose students to various careers and pathways through exposure-ships, STEM classes, Career Fairs, etc.
SEI will offer tutorial and homework support during ASP.

Goal #3: 100% of students participating in academic and enrichment classes during the out-of-school hours will explore interests of their choice, gain new knowledge and skills, and strengthen pro-social relationships with students and staff in a culturally welcoming environment.
Activities designed to help achieve this goal:
SEI will hold 3 ASP Kick-Off events at the start of each term for students to select the classes they are interested in.
SEI will hire staff to teach ASP classes. In-School Coordinators will accompany their students to the center daily and work with the Program Managers to ensure a positive culturally responsive learning environment.
Goal #4: By providing a structured program of after-school classes, activities, and mentoring organized around the SEI Standards and Relationship Model – which reinforce prosocial adult-peer bonds and teach problem-solving, conflict resolution, communication, and other skills – participating students will show a decrease in disciplinary referrals and/or suspensions per year and communicate an increased sense of safety during the after-school activities.
Activities designed to help achieve this goal:
SEI Staff will monitor student behavior during the ASP and provide intervention supports to assist students with peer conflict and problem solving.
Classes will promote positive peer and adult interactions and collaboration.

4. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

    - The PPS student IDs of all students receiving services each quarter by strategy;
    - For each student served, the total number of hours of actual service provided each quarter by strategy;
    - The total number of students receiving services each quarter (unduplicated student counts) by strategy;
    - For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
    - For strategy #1, the total number of hours of actual service provided to each family served each quarter;
    - Student selection methods;
    - Staff diversity and qualifications; and
    - Funding leveraged from other sources.

    Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)

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Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Self Enhancement Inc. (SEI)

Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 230** **Per School: 20 @ Boise Eliot 210 @ Jefferson**
Number of hours per family	6 hours per quarter
Number of Families served	20
Number of hours per student	4 hours per week
Staff Demographics	Majority African American
Staff FTE	11.75 FTE
Leveraged funding/staffing	
Serve up to:	230 students

The District will analyze the following measures regarding partner performance and impact on students:

- Attendance
- Achievement (MAP, Graduation, etc.)
- Sense of Belonging

- Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$1,750,907** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. Strategy 2 to be funded on 1/11 basis for the contract term. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)
    - Risk Management and Hazard Communication (8 minutes)
    - School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

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Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with

the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

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    Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.

- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #1 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	$90,601		
1 FTE Parent Coordinator Manager (average salary of $66,560/FTE plus payroll taxes and benefits of 36%)	$90,601		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	$14,399		
Family and student activities and events	$7,239		
Family Support assistance	$5,000		
Program supplies	$840		
Mileage	$720		
Cell phone costs ($50/month for 1 employees)	$600		
	0		
Administration	$15,750		
Total (include total cost per student)	$120,750		

Program supplies - supplies for families (parents and/or students): age-appropriate books for literacy kits/activities; folders to house information to give to families during parent engagement nights, etc.

Strategy # 2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	$992,954		
6 FTE In-School Coordinator (average salary per FTE @$56,840 plus taxes and benefits @28%)	$434,048		
1 FTE Lead In-School Coordinator (salary of 65,026 plus taxes and benefits @40%)	$91,056		
1 FTE Program Manager (salary of $85,857 plus taxes and benefits @23%)	$105,473		
2 FTE Parent Coordinator (average salary per FTE @$55,410 plus taxes and benefits @37%)	$151,680		
0.25 Program Manager (salary of $74,868 plus taxes and benefits @31%)	$24,567		
1 FTE Director of Student and Family Services (salary of $97,820 plus taxes and benefits @22%)	$118,864		
0.5 FTE Director of Extended Day Services (salary of $102,688 plus taxes and benefits @31%)	$67,266		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	$315,878		
Student activities and events	$102,462		
Participant awards and incentives	$79,000		
Program Supplies	$25,000		
Cellphone cost ($50/month for 11 employees)	$6,600		
Transportation and mileage	$67,816		
Student and family emergency support	$35,000		
Administration Indirect administration @15%	$196,325		
Total	$1,505,157		

Program supplies - supplies to get students to and from school, bus passes, alarm clocks, etc. School

supplies if students lack any. Supplies to assist students in meeting ISP goals. Supplies required in academic showcases, holiday student engagement, 8th to 9th grade transition events and activities.
Transportation - Transportation for students to and from activities and mileage reimbursement for coordinators to support students.

Strategy # 4 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)	$108,696		
Participant activities and events	$41,000		
Transportation	$45,696		
Contracted services for classes, instructors and student activities	$12,000		
Extended day program supplies	$10,000		
Administration @15%	$16,304		
Total	$125,000		

Transportation - Transportation is for students to and from after school program twice a week.

Extended day program supplies - supplies for after school program course offerings - ex: cooking materials, maker space project supplies, art supplies and materials, etc.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Samoan Pacific Development Corporation (SPDC)

1. Synopsis of Contractor's Work:

Strategy 2: Wrap-around Services for Student Support

SPDC's experience piloting this program since 2022 has shown that culturally responsive mentoring, academic and career support, leadership development, cultural enrichment activities and financial assistance to families are effective in improving outcomes for PI youth. The PI Youth Empowerment and Mentorship Program is an out-of-school time program offered three times a week from 3:30 - 5:00 pm.

SPDC recruits and trains Pacific Islander college students attending Portland State University to serve as mentors who guide and tutor the high school students in our program to improve their educational attainment. The mentors are overseen by two full-time Pacific Islander staff dedicated to this program. Every Tuesday and Wednesday, the mentors provide academic tutoring. The staff and mentors alternate tutoring days to provide math, science, and humanities subject-area tutoring for our participants; there are at least 4 tutors per tutoring session. We provide ongoing training and support to these mentors to help them best serve our participants. On Thursdays, we hold space for students to experience cultural and leadership development, guest speakers, college and career resources, social activities and events. This element of the program is often student-led, so SPDC works with students to learn and plan the types of activities and speakers they want to experience. Light healthy snacks and drinks are provided every Thursday. The program continues in 2024 with student and School Administration support. The range of services and activities are designed to address the needs of PI youth in the Service Area of Roosevelt High School. They include:

- Culturally Responsive Mentoring & Tutoring: The program pairs PI youth with PI college student mentors who share their cultural background and can provide culturally relevant guidance and support. Mentors will engage in one-on-one mentoring sessions with youth, providing support in areas such as academic achievement, career exploration, leadership development, and cultural identity affirmation. Mentoring is tailored to the unique cultural and individual needs of the youth, and is based on cultural practices and values that are important to PI communities.
- College and Career Support: The program provides academic and career support to PI youth, including tutoring, study skills development, and college preparation assistance. This helps address the academic challenges faced by PI students in the Service Area and provides them with the tools and resources they need to succeed in their education and career pathways.
- Service Referral & Financial Assistance: Staff and mentors provide referrals for housing, food, and health insurance needs for students and their families. SPDC collaborates with the SUN and IRCO staff on service referrals. SPDC sets aside funding to help families with rent, utilities, housing, and food.
- Progress Monitoring (grade and attendance): Staff and mentors monitor student progress by weekly checks on grades, attendance, and assignments. They work with teachers and counselors to support students. Staff also stay in touch with parents on a regular basis.
- Leadership Development: The program offers leadership development opportunities for PI youth, including workshops, guest speakers, and training sessions on leadership skills, communication, teamwork, and

setting SMART goals. This empowers youth to develop leadership skills that can help them succeed in their academic, career, and personal endeavors, and become leaders in their communities.

- Cultural Identity Enrichment Activities: The program organizes cultural enrichment activities, such as cultural workshops, performances, and community events, that promote the preservation and celebration of PI cultural practices, values, and traditions. These activities help youth connect with their cultural roots, develop a sense of pride in their cultural heritage, and enhance their cultural identity, addressing the cultural and identity struggles faced by PI youth.
- Family & Community Engagement: The program engages youth in community service-learning projects that allow them to give back to their communities and develop a sense of civic responsibility. This helps youth develop a sense of belonging and connection to their communities and promotes positive community engagement among PI youth.

SPDC will serve 20 students, at Roosevelt HS:

- Strategy 2 - Roosevelt

A. Contract amount per strategy:

- Strategy 2 - $35,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

2. Performance Period/ Dates and Times of Service:

This Contract runs from July 1, 2024 through June 30, 2025.

List days & times

After school, three times a week from 3:30 - 5:00 pm.

3. Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Samoan Pacific Development Corporation (SPDC)

Goal #1: By offering weekly tutoring sessions, monitoring attendance and assignments, and communicating regularly with parents, students will have a 5% increase in attendance rates from the previous year.
Activities designed to help achieve this goal:
1. Monitor late and missing assignments on a weekly basis
2. Tutor and help students complete assignments 3. Reach out to teachers for additional information if student fails continuously to miss assignments or not attend class 4. Reach out to parents and see what other support students may need 5. Develop creative ways to motivate students to complete assignments and to attend class
Goal #2: By offering weekly tutoring and mentoring sessions led by Pacific Islander staff and college students, students will pass 6 of their classes, see improved grades, stay on track to graduate, and participate in college preparation, and professional development opportunities centered around leadership and cultural identity affirmation.
Activities designed to help achieve this goal:
1. Use field trips to Incentivise students to improve grades and attendance
2. Invite guest speakers to motivate about the importance of focusing on school
Goal #3: By offering culturally specific activities, such as guest speakers, Pacific history and geography, learning dances and songs, cultural identity sharing sessions, and Pacific Islander cultural events, students will experience a positive and stronger sense of belonging and understanding of their Pacific Islander identity.
Activities designed to help achieve this goal:
1. Teach Pacific history and geography through fun activities, not assignments nor traditional lecturing
2. Host culturally specific gathering or recognition banquets for the holidays, beginning and end of the year
Goal #4: By hosting quarterly events, workshops, and communicating regularly with parents to discuss students' academic performance and family's well-being, families will be more engaged with their students' education and students will feel better connected to schools and safer overall. **By providing financial assistance and service referrals to families, students and their families will experience more stability and this will reduce disciplinary referrals by 10 % and less likelihood to participate in risky behaviors.**
Activities designed to help achieve this goal:
1. Build trust relationship with parents by hosting fun events and informational sessions
2. Contact parents on a monthly basis, more frequent if needed, for a check - in 3. Incentivise students with field trips, guest speakers, gift cards, and light food

4. If funding allows, provide direct assistance to families for rent, utilities, food, and other unmet needs

4. Tasks and Reports: Quarterly Reports will continue to be submitted, in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (20 at Roosevelt High School)	**Total:** **Per School: 20**

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Samoan Pacific Development Corporation (SPDC)

Number of hours per family	20
Number of Families served	20
Number of hours per student	20
Staff Demographics	Pacific Islander
Staff FTE	2 (1.0 FTE)
Leveraged funding/staffing	College mentors and tutors
Serve up to:	30 Students
Student Service Hours -	1000

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$35,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)

- Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
- Identifying and Supporting Homeless Youth (8 minutes)
- Discrimination, Harassment, Bullying and Retaliation (50 minutes)
- Emergency Preparedness Training (40 minutes)
- Information Security Awareness Training (10 minutes)
- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.
Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #2 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate			
Program Coordinator 1.0 FTE	0	50,923.00	50,923.00
Education Specialist 1.0 FTE	20,000.00	28,000.00	48,000.00
Benefits	2,068.86	32,498.19	34,567.05
Taxes	6,400.00	25,255.36	31,655.36

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
Samoan Pacific Development Corporation (SPDC)

Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each proposed item)			
Supplies & Curriculum	349.33	4,650.67	5,000.00
Food	2,000.00	21,000.00	23,000.00
Transportation	1,000.00	4,000.00	5,000.00
Mentors	0	55,000.00	55,000.00
Client Assistance	0	25,000.00	25,000.00
Subtotal	31,818.19	246,327.22	278,145.41
Administration 10%	3,181.81	24,632.72	27,814.54
Total (include total cost $1750.00per student)	35,000.00	270,959.94	305,959.95

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The I Am Academy

Synopsis of Contractor's Work:

Strategy #3: MENTORING/LEADERSHIP DEVELOPMENT

Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity. The

I AM Academy believes the best self-defense against student discontent, disinterest, crime, and the allure of gang involvement, lies in guiding students to explore and cultivate their self-chosen, self-identified goals, and career aspirations, as a means of embracing self-accountability, as well as self-protection. This approach centers on proven methods to increase student self-regard, self-confidence, and most importantly, the expectations they hold themselves to in their pursuit of graduation. To achieve these desired objectives, The I AM Academy has employed the "Relational Model" as the cornerstone of its program methodology. Nothing is more intrinsic to it than the role trust plays in The I AM Academy s' service delivery. The benefits of authentic community based relationships are that trust is cultivated over 50 plus years. It has created generational links that flow from grandparents, to parents, siblings, grandchildren, and a few great grandchildren.

The I AM Academy will serve approximately 60 students at two PPS locations (Roosevelt High School and Franklin High School). The goal of all The I AM Academy programming will continue to inspire the development of positive relationship building skills with peers, teachers, administrators, and professional adults to instill a sense of self-accountability in support of a reduction in disproportionate discipline rates and create a positive sense of belonging for all students of color, principally Black and Brown students.

Will serve 60 students (30 students at each location):

- Strategy 3 - Roosevelt & Franklin

A. Contract amount per strategy:

- Strategy 3 - $210,000

B. Ongoing collaboration, engagement and feedback with PPS leadership:

- Executive Director and Program Staff attend all quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff. Dates will be announced soon.
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding.

Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The I Am Academy

1. **Performance Period/ Dates and Times of Service:**
   This Contract runs from July 1, 2024 through June 30, 2025.
   Monday, Tuesday: Franklin 9:00-3:00PM
   Thursday, Friday: Roosevelt 9:00-3:00PM

2. **Detailed Description of Goals and Activities (please refer to your Logic Model SMART Goals with descriptions of activities):**

Goal #1: The I Am Academy will perform weekly monitoring of participants' attendance through data available on Synergy and feedback from administration, teachers, and counselors.
Activities designed to help achieve this goal:
Weekly parental updates of The I AM Academy participants' progress will also be made available. The I AM Academy will seek to gain an overall attendance improvement of 5% for our students.
Goal #2: Students in our program will pass six or more classes ensuring they are on track to graduate at the end of the school year through our Relationship and RESJ-Based Practices.
Activities designed to help achieve this goal:
The I AM Academy constantly reminds our students about monitoring their credit levels. Where do you currently stand? Are there make up credits you need to address? If so, should we consider summer classes?
Goal #3: The I AM Academy we will see a 5% increase in Black students' extra-curricular activities in school indicating a greater sense of belonging in the Successful School Survey in comparison to their peers who do not receive our services
Activities designed to help achieve this goal:
The I AM Academy has created several career focused business academies that allow our students opportunities to gain early work experience by partnering with Work Systems, Inc.. The students receive compensation either through job internships or stipends.
Goal #4: We will see a 2% decrease in disproportionate discipline for Black students through active participation on the SIT team. Working with school staff. Supporting student meditation, mentoring students and positive identity development.
Activities designed to help achieve this goal:
The I AM Academy maintains strong relationships with school administration, school counselors, and teachers. Whenever issues arise with any of our students, we are frequently notified to provide preventative intervention before it becomes official disciplinary action.

3. **Tasks and Reports: Quarterly Reports will continue to be submitted,** in order to measure impact on student outcomes, all partners shall provide the following information to PPS quarterly or upon request:

- The PPS student IDs of all students receiving services each quarter by strategy;
- For each student served, the total number of hours of actual service provided each quarter by strategy;
- The total number of students receiving services each quarter (unduplicated student counts) by strategy;
- For strategy #1, the total number of families receiving services each quarter (unduplicated counts);
- For strategy #1, the total number of hours of actual service provided to each family served each quarter;
- Student selection methods;
- Staff diversity and qualifications; and
- Funding leveraged from other sources.

Partners also provide a narrative report that includes a summary of what the program included during the quarter, what went well and any challenges, and future adjustments to programming.

Activities & Reporting	**Time Frame/Due Date** (dates are subject to change)
Quarterly progress report for Quarter 1 August 27th through October 31st	**November 12, 2024**
Quarterly progress report for Quarter 2 November 1st through January 24th	**February 4, 2025**
Quarterly progress report for Quarter 3 January 27th through June 10th	**June 20, 2025**
Final report – cumulative summary	**June 30, 2025**

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

4. Contract Performance Measures (provided by RESJ Partner):	
Number of students served (total and per school)	**Total: 60** **Per School: 30**
Number of hours per family	200

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Student, Instructional, and Family Engagement Services Contracts:
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2024-25 School Year
The I Am Academy

Number of Families served	10
Number of hours per student	528
Staff Demographics	African American
Staff FTE	2
Leveraged funding/staffing	0
Serve up to:	60 Students

The District will analyze the following measures regarding partner performance and impact on students:
• Attendance • Achievement (MAP, Graduation, etc.) • Sense of Belonging • Sense of Safety

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **$210,000** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note**: A protected custom invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an example. Progress reports will be submitted commensurate with the contract.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 30 days of contract start date and/or staff hire.
For the 2024-25 school year PEPPER Training will take approximately 4 hours and it includes:
    - Professional Conduct Training (17 minutes)
    - Child Abuse Prevention and Reporting (35 minutes)
    - Adult Sexual Misconduct: Staff to Student/ Title IX (35 minutes)
    - Identifying and Supporting Homeless Youth (8 minutes)
    - Discrimination, Harassment, Bullying and Retaliation (50 minutes)
    - Emergency Preparedness Training (40 minutes)
    - Information Security Awareness Training (10 minutes)

- Risk Management and Hazard Communication (8 minutes)
- School Suicide Prevention Training (20 minutes)

8. **Student Information Security Protocols**: Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' Google Suite in order to keep PPS' students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs: accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Contractor shall select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Data Sharing:** PPS and Contractor will exchange data in order to document service and measure the impact of our Racial Equity Student Support Services Strategy. Partners track rosters of students who have received services and share their rosters with PPS, along with information about the services provided and the number of service hours students receive. After PPS receives these rosters, PPS uses the information to identify the students receiving services and run analyses to measure the impact of the services provided on students such as the impacts on attendance, discipline, and academic outcomes. Partners will receive access to Synergy, where they can access data to monitor student progress in real time.
Confidentiality; FERPA Redisclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the redisclosure of confidential student information. Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, the Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that it will not disclose or re-disclose any such information except (a) with the express written authorization of the District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If a Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify the District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist the Contractor with complying with this notification requirement.

10. **Nonperformance**: As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to issues regarding: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

Field Trips: Special activities outside the classroom are an important part of an educational experience, all field trips during school hours must be planned 3-4 weeks in advance and approved by the school administrator. RESJ partner should provide the school office with copies of signed permission slips, and all relevant information about the field trip.

PPS agrees to:

- Provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER. Contractors must submit both the names and emails of all relevant contractor (student-facing) staff to the contract manager. Once accounts are activated the contractor staff will have 30 days to complete the mandatory trainings.

Contractor shall:

- Communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program.
- Ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Provide Portland Public Schools a staff list and keep current at all times.

Budget:

Strategy #3 - Mentoring and Leadership

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits	$110,000		$110,000
Student Supplies			
Program T-Shirts	3,500		3,500
TIAA Curriculum	2,500		2,500
Student Program Meals	35,000		35,000
Student Incentive Awards	30,000		30,000
Transportation	2,500		2,500
Administration	26,500		26,500

Exhibit A
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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2024-25 School Year
The I Am Academy

Total (include total cost per student)	$210,000 (cost per student - $3,500)		$210,000 (cost per student - $3,500)

RESOLUTION No. 6929

Revenue Contracts that Exceed $150,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts exceeding $150,000 per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into the following agreements.

NEW REVENUE CONTRACTS

No New Revenue Contracts

NEW INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
State of Oregon	10/1/23 through 9/30/25	Intergovernmental Agreement / Revenue IGA/R 95223	Funding for two years of summer programming at Boise-Eliot, Kelly, Peninsula, Sitton, Vestal, Woodmere, Ockley Green, and Lent.	$1,967,352	C. Proctor Fund 205 Grant G2373

AMENDMENTS TO EXISTING REVENUE CONTRACTS

No Amendments to Existing Revenue Contracts

RESOLUTION No. 6930

Authorization for Off-Campus Activities

RECITAL

Portland Public Schools ("District") Policy 6.50.010-P ("Off-Campus Activities") requires the Board of Education ("Board") consent to student out-of-state travel.

RESOLUTION

The Board has reviewed the request for out-of-state travel. All required documents have been submitted to the Risk Management Department. The Superintendent recommends that the Board consent to the student out-of-state travel for the below request:

AUTHORIZATION FOR OFF-CAMPUS ACTIVITIES

Date(s)	School, Course, & Number of Students	Purpose of Travel	Travel Destination	Estimated Cost	Equitable Field Trip Fund; %
6/29-6/30/24	Wells HS M Basketball	Tournament	Bellevue, WA	$274	N/A
6/29-6/30/24	Grant HS M Basketball	Tournament	Bellevue, WA	$350	N/A

RESOLUTION No. 6932

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Head Start Policy Council recommends the approval for PPS Head Start to apply for Fiscal Year 2025 Federal Grant funds.

RESOLUTION

1. The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

May 16, 2024

Grant No. 10CH012375

Dear Head Start Grant Recipient:

An application for funding for the upcoming budget period must be submitted by August 1, 2024.

The following table reflects the annual funding and enrollment levels available to apply for:

Funding Type	Head Start
Program Operations	$6,318,974
Training and Technical Assistance	$63,243
Total Funding	**$6,382,217**

Program	Head Start
Federal Funded Enrollment	297

In addition to the funded federal enrollment in the above table, State and/or local sources of funds support services to 351 Head Start children.

Period of Funding: 11/01/2024 - 10/31/2025

Application Submission Requirements

The application must be prepared and submitted in accordance with the *Head Start Grant Application Instructions with Guidance, Version 3.01 (Application Instructions)* for a continuation application. It must be submitted on behalf of the Authorizing Official registered in the HSES.

Incomplete applications will not be processed.

Application Instructions are available on the home page of HSES. Please review the instructions carefully prior to preparing the application. Submission guidance can be found in the "Resources" section of the HSES.

Funding is contingent upon the availability of federal funds and satisfactory performance under the terms and conditions of the Head Start award. Annual funding levels are subject to change because of Congressional action or program performance and may result in additional funding guidance from the Office of Head Start.

Addressing Staffing Challenges through Grant Applications

Programs are strongly encouraged to make necessary changes to stabilize the Head Start workforce and must consider the staffing and training needs for their proposed program design, including necessary compensation and staff supports to implement a sustainable high-quality program. Further guidance on strategies to support the Head Start workforce can be found in ACF-IM-HS-22-06 Strategies to Stabilize the Head Start Workforce.

Additional guidance on making program adjustments necessary to maintain a high-quality program with qualified staff can be found in ACF-IM-HS-22-09 Enrollment Reductions and Conversion of Head Start Slots to Early Head Start Slots.

Program Improvement (One-Time) Requests &Request Related to Health and Safety

Grant recipients encountering program improvement needs that cannot be supported by the agency budgets or other resources are invited to apply for one-time funding. This funding must be applied for separately through the *Supplement or Supplement—Facilities 1303* amendment type in HSES. Please select the appropriate amendment based on the description in HSES. Requests generally include but not limited to facility projects (construction, purchase, or major renovations requiring 1303 applications, including costs necessary to determine eligibility to submit a 1303 application, and/or costs necessary to prepare and submit a 1303 application); minor repairs and enhancements; playground installations or upgrades; funding to support transportation needs with making investments in buses or other vehicles necessary to operate the program; or security and surveillance investments to assure maximum safety of children. Requests are prioritized and funded based on funding availability and may require additional time before a final decision.

For questions regarding *Application Instructions* or program improvement needs and requests, please contact Laura Bocchetti, Head Start Program Specialist, at 206-615-2617 or laura.bocchetti@acf.hhs.gov or Dominic Byrd, Grants Management Specialist, at 206-615-2611 or dominic.byrd@acf.hhs.gov.

For assistance submitting the application in HSES, contact help@hsesinfo.org or 1-866-771-4737.

Thank you for your cooperation and timely submission of the grant application.

Sincerely,

/Robert Colombini/

Robert Colombini
Regional Program Manager
Office of Head Start

PORTLAND PUBLIC SCHOOLS
HEAD START
4800 NE 74th Ave/ Portland, OR 97218
Telephone: (503) 916-5724

MEMO

Date: 6/10/2024

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

A. **Federal requirements call for the Governing Board of Head Starts to approve recommendations and reports for the program.**
B. **The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Incident Reporting Policy – PPS Head Start formalized the incident reporting policy to align the Head Start Performance Standard §1302.102(d)(1)(ii). This policy clarifies reporting requirements including types of reportable incidents, who to report to, reporting timeframe and consequences for failure to report incidences. PPS Head Start Parent Policy Council approved these revised procedures on June 4, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. PPS Head Start 2023 – 2025 OPK Amended Budget Workbook

PPS Head Start is required to submit a Site and Service Workbook annually as part of its Department of Early Learning and Care (DELC), Oregon Prenatal – Kindergarten (OPK) state grant. This data assists the DELC with report submission and facilitates any grant management systems claims PPS Head Start may have. PPS Head Start Parent Policy Council approved the OPK Amended Budget Workbook on March 12, 2024. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds ($6,382,217) for Fiscal Year 2025. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on June 4, 2024. The application is due August 1, 2024. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Early Learners and Head Start Department Restructure

Fiscal responsibility is a central tenet of continuous quality improvement for Head Start programs. Like the broader district, the Early Learners Department – inclusive of the Head Start program – faced budget deficits for SY24–25 due to increased labor costs. In collaboration with

PPS Senior Leadership and Human Resources, the Early Learners and Head Start program restructured the department and program staffing. Key changes included flattening administration, reducing program personnel, and streamlining work. Additionally, at the recommendation of grantors, classrooms will be moved from a site with persistently low enrollment (Applegate) to other Head Start sites in the district. This is to both reduce program overhead and increase student enrollment. There will be no changes to the number of classrooms nor the number of Head Start students served with this departmental restructure. PPS Head Start staff and Parent Policy Council was informed of this need on February 13, 2024 and has continued to be informed of decisions. A new program organizational chart is included. This report is for the Governing Body's information only. Governing Body approval is not required.

5. 2023 – 2024 PK Vietnamese Dual Language Immersion (VDLI) Comprehensive Plan

The interest in opening a PK VDLI classroom began several years ago. PPS Early Learners Department put together a Design Team to create a plan for the addition of a PK Vietnamese DLI classroom in the 2024–25 school year. The program engaged multiple stakeholders from June 2023 – June 2024 in designing this classroom in order to ensure that it meets the needs of the community. The Design Team was tasked with creating a comprehensive plan for the classroom, including planning out curricular resources, community partnerships, and family engagement. A VDLI Advisory Group also provided advice and guidance for Early Learners administration and the Design Team throughout the process. The PK VDLI classroom will open at Kelly Center in the fall and is fully enrolled. The PK VDLI Comprehensive Plan is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on October 21, 2023, November 14, 2023, December 12, 2023, and January 9, 2024 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to

thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

___*KJH*____ *(Initials)*

ATTACHMENTS

A. Policy and Procedures
    a. Incident Reporting Policy
B. Policy and Procedures Board Approval Letter
    a. Incident Reporting Policy
C. Policy and Procedures Board Resolution
    a. Incident Reporting Policy
D. 2023-2025 OPK Amended Budget Workbook
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K. 2024-2025 PK VDLI Comprehensive Plan
L. 3.12.2024 PPS Head Start Parent Policy Council Meeting Minutes
M. 4.9.2024 PPS Head Start Parent Policy Council Meeting Minutes
N. 5.14.2024 PPS Head Start Parent Policy Council Meeting Minutes
O. 6.4.2024 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 6933

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. Portland Public Schools Policy Council recommends the approval of formalized Incident Reporting to align the Head Start Performance Standard – §1302.102(d)(1)(ii). This policy clarifies reporting requirements including types of reportable incidents, who to report to, reporting timeframe and consequences for failure to report incidences.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

PORTLAND PUBLIC SCHOOLS
Head Start

Incident Reporting

Performance Standard

§1302.102(d)(1)(ii)

(d) Reporting. (1) A program must submit:

(ii) Reports, as appropriate, to the responsible HHS official immediately or as soon as practicable, related to any significant incidents affecting the health and safety of program participants, circumstances affecting the financial viability of the program, breaches of personally identifiable information, or program involvement in legal proceedings, any matter for which notification or a report to state, tribal, or local authorities is required by applicable law, including at a minimum:

(A) Any reports regarding agency staff or volunteer compliance with federal, state, tribal, or local laws addressing child abuse and neglect or laws governing sex offenders;
(B) Incidents that require classrooms or centers to be closed for any reason;
(C) Legal proceedings by any party that are directly related to program operations; and,
(D) All conditions required to be reported under §1304.12, including disqualification from the Child and Adult Care Food Program (CACFP) and license revocation.

ACF-IM-HS-22-07 Link

Clarifies reporting requirements: who to report to, reporting timeframe and consequences for failure to report incidences, and types of reportable incidents.

Types of Reportable Incidents

A program must report all significant incidents affecting the health and safety of children. OHS considers a "significant incident" to be any incident that results in serious injury or harm to a child, violates Head Start standards of conduct at 45 CFR §1302.90(c), or results in a child being left alone, unsupervised, or released to an unauthorized adult. It is not possible to provide an exhaustive list of incidents that threaten children's health and safety. However, OHS is providing a thorough list of the types of incidents that should be reported.

Some examples of significant incidents include, but are not limited to:

- **Child injuries that require either hospitalization or emergency room medical treatment**, such as a broken bone; a severe sprain; chipped or cracked teeth; head trauma; deep cuts; contusions or lacerations; or animal bites.
- **Inappropriate discipline**, which is any type of conduct used to instill fear or humiliate rather than to educate a child, such as poking or pinching a child; making fun of or laughing about a child; using/withholding food or an activity as a punishment or reward; or isolating a child.
- **Potential child abuse and maltreatment**, such as grabbing, shoving, shaking, swatting, or dragging a child; spanking or any other type of corporal or physical punishment; binding, tying, or taping a child; terrorizing a child with threats or menacing acts; or any form of sexual contact.
- **Lack of supervision while in the care or under the supervision of program staff**, which includes leaving a child alone anywhere on the grounds of a Head Start facility (e.g., in a classroom, bathroom, on a playground), as well as outside the facility in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion.
- **Unauthorized release** where a child is released from a Head Start facility, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity had not been verified by photo identification.

Policy

Portland Public Schools Incident or Injury Reporting: Risk Management

PPS staff must follow the program guidelines for reporting injuries and/or medical emergencies as part of the school district requirements.

a. Student or Non-Employee Incident or Injury Reporting: staff must complete form through PPS employee website (www.pps.net/Page/12905)
b. Employee Injury/Workers' Compensation (must call 1-844-264-5042 IMMEDIATELY)

Circumstances when PPS requires a student injury report to be completed, preferably within one workday of the incident. Each example, alone or in combination, warrants a student injury report.

- The injury requires the student to leave school or the school-related activity for medical treatment.
- An ambulance is called, whether or not the student is actually transported.
- A parent notifies the school that they have taken their child to a doctor because of an injury received at school.
- The injury may have been partially or wholly caused by a physical condition of PPS grounds, equipment, the facility, or by a staff member.
- An injury experienced while on a field trip that requires first aid or professional medical attention.

Instances that involve a parent/guardian being notified that their student was injured in a minor way at school are subject to a school's discretion.

Accident Reporting

Reports need to be made to the responsible officials immediately, or as soon as practicable, of any significant incidents affecting the health and safety of children enrolled in the program, or any related matter for which a report is required by regulations, including at a minimum:

a. Any occurrence of staff or volunteer violation of the *PC1041 Child Abuse Prevention and Reporting* annual training that could be considered child abuse or neglect;
b. Incidents that require classrooms or centers to be closed for any reason;
c. Any serious child injury requiring medical attention;
d. All conditions required to be reported under 1304.12,
e. All conditions required to be reported under OAR 414-300-0030(4)

What needs to be reported:

- Date, location, time
- Staff involved
- Child's name and age
- Details of what occurred
- Details of care/treatment provided to child
- When/how parents are contacted and parent reactions, questions, concerns, etc.
- Follow-up care of child and outcome of incident

The responsible officials for reporting purposes are defined as:

a. The PPS Early Learning Program Director;
b. The PPS Head Start Policy Council;
c. The PPS District Board of Education;
d. The Oregon Department of Early Learning (DELC);
e. The OHS Region X Program Specialist;
f. The OPK Program Incident Report Portal; and
g. The Oregon Department of Human Services Hotline.

A significant incident that requires the Director to report within 24 hours is defined by the Oregon Department of Early Learning and Care as:

a. Any death of a child while in care;
b. Any child that is lost or missing from the premises;
c. Any child that is left behind on a facility excursion;
d. Any child that is left unattended on the premises;
e. Any child that is left alone on the playground; or
f. Any child that is left alone in a vehicle.

A significant incident that requires the Director to report by 5:00pm the business day following the incident is defined by the Oregon Department of Early Learning and Care (DELC) as:

a. Injury requiring surgery;
b. Injury requiring admission to a hospital;
c. Injury requiring emergency medical attention;
d. Choking and unexpected breathing problems;
e. Unconsciousness;
f. Concussion;
g. Poisoning;
h. Medication overdose;
i. Broken bone;
j. Severe head or neck injury;
k. Chemical contact in eyes, mouth, skin, inhalation or ingestion;
l. All burns;
m. Allergic reaction requiring administration of Epi-Pen;
n. Severe bleeding or stitches;
o. Shock or confused state;
p. Near-drowning;
q. Animal bites to a child.

A significant incident that requires the Director to report within 7 calendar days is defined by the Office of Head Start as:

a. Any incident that results in serious injury or harm to a child;
b. Any incident that violates Head Start standards of conduct at 45 CFR §1302.90(c);
c. Any incident that results in a child being left alone, unsupervised, or released to an unauthorized adult.

Procedure

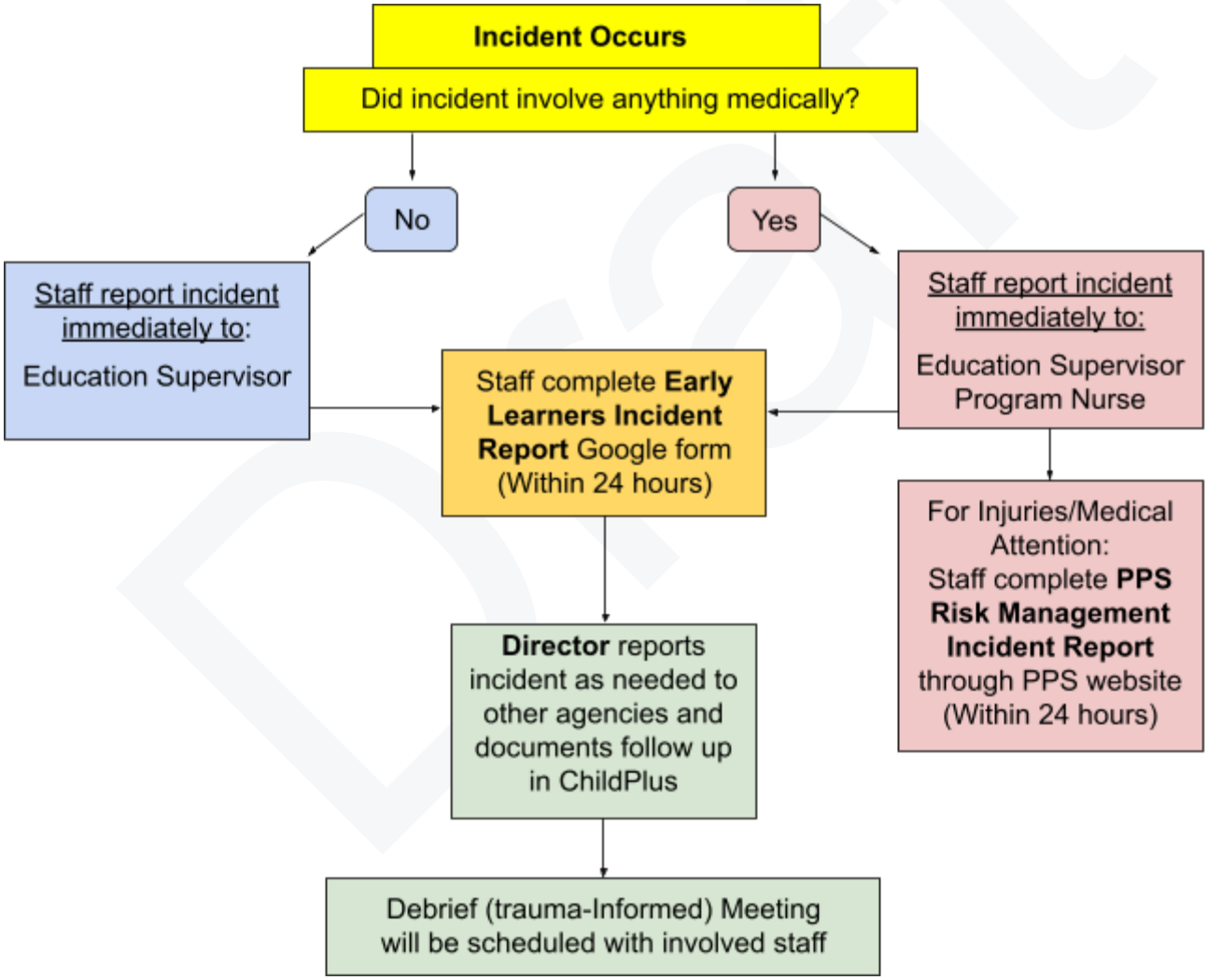
Should any of the above incidents occur, site staff must immediately report the event to the Education Supervisor.

If the incident involves a medical emergency, staff should include the Program Nurse as well.

The Education Supervisor and/or Program Nurse will communicate with the Program Director as soon as possible. Once staff complete the Early Learners Incident Reporting Google form, the Director uses this information to document follow up/further actions for reporting purposes in ChildPlus.

Steps staff must take after reporting incident to Education Supervisor:

1) Staff must complete the Early Learners Incident Reporting Google form as soon as possible, or at least within 24 hours.
2) Staff must also follow the PPS Risk Management: Incident or Injury Reporting procedure, if appropriate.



PORTLAND PUBLIC SCHOOLS
HEAD START
4800 NE 74th Ave/ Portland, OR 97218
Telephone: (503) 916-5724

MEMO

Date: 6/10/2024

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

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STAFF RECOMMENDATION

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As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

___*KJH*____ *(Initials)*

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N. 5.14.2024 PPS Head Start Parent Policy Council Meeting Minutes
O. 6.4.2024 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 6934

Approval of Head Start Policy Council Recommendation

RECITALS

A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.

B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.

C. PPS Head Start is required to submit a Site and Service Workbook annually as part of its Department of Early Learning and Care (DELC), Oregon Prenatal – Kindergarten (OPK) state grant. This data assists the DELC with report submission and facilitates any grant management systems claims PPS Head Start may have.

RESOLUTION

The Board of Directors for Portland Public Schools, School District No. 1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

Cover Sheet

OREGON PRENATAL TO KINDERGARTEN (OPK) PROGRAM
2023-2024
July 1, 2023 - June 30, 2024

Program Name:	PPS Head Start	**Date of Budget:**	08/30/23

Person to be contacted on matters involving this budget document.

Name:	**Email Address:**	**Phone Number:**
Nancy Robles	nrobles@pps.net	503-916-6306

Purpose: Funding for delivery of comprehensive Oregon Prenatal to Kindergarten education programs to children ages prenatal to 5

Category Object Class	Administration	Training	Direct Service	Total Budget State Funds
A. Salaries	$190,857.00	$0.00	$4,084,711.00	$4,275,568.00
B. Fringe	$0.00	$0.00	$2,547,232.00	$2,547,232.00
C. Travel	$0.00	$63,216.00	$2,500.00	$65,716.00
D. Equipment	$0.00	$0.00	$0.00	$0.00
E. Supplies	$0.00	$0.00	$0.00	$0.00
F. Contractual	$0.00	$63,870.00	$21,434.00	$85,304.00
G. Property Services	$0.00	$0.00	$1,000.00	$1,000.00
H. Other - Purchases	$0.00	$40,820.00	$3,500.00	$44,320.00
I. Total Direct Costs	$190,857.00	$167,906.00	$6,660,377.00	$7,019,140.00
J. Total Indirect Costs				$316,563.00
K. Totals	$381,714.00	$335,812.00	$13,320,754.00	$14,354,843.00
Percent of Total Budget	2.66%	2.34%		

Authorized Signatures (printed name and signature)

Printed Name/Signature Grantee Agency Governing Board Chair	Date	Grantee Agency Executive Director	Date
Printed Name/Signature Policy Council Chair	Date	Oregon Pre-Kindergarten Director	Date

Budget and Deatil Tab

Line Item Budget & Narrative

2023-2024 Line Items	OPK			OPK General Fund/SSA Budget Total	Federal Head Start/EHS Funding	Other Funding Sources	FTE - Total all employee hours divided by 2080	Total ALL Funding Sources	Explanations, Details, or Comments for each section of line items:
Program Name:	**Admin**	**Training**	**Direct Svcs**						
A. Salaries									**A. Salaries**
Child Health & Developmental Svcs									
Program Mgrs & Content Experts			299,270	**299,270**	254,934			**554,204**	
Teachers			1,637,231	**1,637,231**	1,394,678			**3,031,909**	
Family Child Care				-				-	
Home Visitors				-				-	
Teachers aides, other education			1,414,889	**1,414,889**	1,206,007			**2,620,896**	
Health/Mental Health Svcs			148,415	**148,415**	126,428			**274,843**	
Disabilities Svcs			65,769	**65,769**	55,991			**121,760**	
Nutrition Svcs				-				-	
Other Child Services			67,751	**67,751**	65,677			**133,428**	
Family & Community Svcs									
Program Mgrs & Content Experts			51,475	**51,475**	43,849			**95,324**	
Family Svcs & Commuity Ptnrshps			399,911	**399,911**	340,665			**740,576**	
Administrative									
Executive Director/Supervisor				-				-	
Head Start/Early Head Start Director	75,652			**75,652**	64,444			**140,096**	
Managers				-				-	
Clerical	51,191			**51,191**	43,607			**94,798**	
Fiscal	64,014			**64,014**	54,530			**118,544**	
Other Program Design				-				-	
Other Personnel									
Maintenance Personnel				-				-	
Transportation Personnel				-				-	
Total Salaries	**190,857**	-	**4,084,711**	**4,275,568**	**3,650,810**	-	**0.00**	**7,926,378**	
B. Fringe Benefits									**B. Fringe Benefits**
Social Security			361,673	**361,673**	308,154			**669,827**	
Health/Dental			1,429,952	**1,429,952**	1,219,055			**2,649,007**	
Retirement			698,725	**698,725**	595,330			**1,294,055**	
Other Fringe			56,882	**56,882**	48,465			**105,347**	
The payments to staff									
Total Fringe	-	-	**2,547,232**	**2,547,232**	**2,171,004**	-		**4,718,236**	
C. Travel									**C. Travel**
Out of Area									
NHSA Annual conference, OHSA conference, WIPFLI, National Training Institute		63,216		**63,216**	24,284			**87,500**	
Local									
Travel between home visits, sites, meetings, local tranings, bus tickets for families			2,500	**2,500**				**2,500**	
Total Travel	-	**63,216**	**2,500**	**65,716**	**24,284**	-		**90,000**	
E. Supplies--Under $5,000									**E. Supplies - Under $5,000**
Office									
General office supplies-copy paper, pens, pencis, staples, etc.				-	7,000			**7,000**	
Technology				-	9,500			**9,500**	

Budget and Deatil Tab

2023-2024 Line Items	OPK			OPK General Fund/SSA Budget Total	Federal Head Start/EHS Funding	Other Funding Sources	FTE - Total all employee hours divided by 2080	Total ALL Funding Sources	Explanations, Details, or Comments for each section of line items:
Program Name:	**Admin**	**Training**	**Direct Svcs**						
Medical/Dental, Mental Health/Disabilities				-	5,000			**5,000**	
Child & Family Service									
Child and Family Services				-	15,000			**15,000**	
Food Supplies				-	2,500			**2,500**	
Total Supplies--Under $5,000	-	-	-	-	**39,000**	-		**39,000**	
F. Contractual									**F. Contractual**
Administrative Svcs									
Laundry Services			6,000	**6,000**	15,000			**21,000**	
Classroom experiences			2,000	**2,000**	7,000			**9,000**	
ChildPlus			4,434	**4,434**	7,647			**12,081**	
Description				-				-	
Description				-				-	
Health/Disabilities Svcs									
Health and dissabilities		4,870	7,000	**11,870**				**11,870**	
Food Service									
Child Transportation									
Training & Tech Assistance									
West ED		7,000		**7,000**				**7,000**	
Neuro Ed		35,000		**35,000**				**35,000**	
Equity		17,000		**17,000**				**17,000**	
Family Child Care									
Other Contracts									
Registered Dietitian			2,000	**2,000**	3,000			**5,000**	
Total Contractual	-	**63,870**	**21,434**	**85,304**	**32,647**	-		**117,951**	
Utilities, Telephone									
Cellphone			1,000	**1,000**				**1,000**	
Total Property Services	-	-	**1,000**	**1,000**	-	-		**1,000**	
H. Other - Purchases									**H. Other/Purchases**
Nutrition Services									
Child Services									
Volunteers									
Substitutes (if not paid benefits)									
Parent Services									
Praxis Support		1,500	1,500	**3,000**				**3,000**	
Accounting & Legal Svcs									
Publications/Advertising/Printing									
publication/advertising/printing			1,500	**1,500**				**1,500**	
Training or Staff Development									
SSCBT		10,000		**10,000**				**10,000**	

Budget and Deatil Tab

2023-2024 Line Items	OPK			OPK General Fund/SSA Budget Total	Federal Head Start/EHS Funding	Other Funding Sources	FTE - Total all employee hours divided by 2080	Total ALL Funding Sources	Explanations, Details, or Comments for each section of line items:
Program Name:	**Admin**	**Training**	**Direct Svcs**						
Parent, Family & Community Engagement				-				-	
Increase Knowledge of CNP		1,810		**1,810**				**1,810**	
Oregon Head Start Rules and Regs		500		**500**				**500**	
Policy Council Training		1,400		**1,400**				**1,400**	
Stregnths-based coaching		6,115		**6,115**				**6,115**	
New Teacher Training		5,160		**5,160**				**5,160**	
CDA Certification and Renewal		4,250		**4,250**				**4,250**	
Health & Safety, Mental Health		10,085		**10,085**				**10,085**	
Other									
Other-Postage			500	**500**				**500**	
safety fees; background checks				-				-	
Total Other - Purchases	**-**	**40,820**	**3,500**	**44,320**	**-**	**-**		**44,320**	
Total Direct Charges	**190,857**	**167,906**	**6,660,377**	**7,019,140**	**5,917,745**	-		**12,936,885**	
Total Indirect Charges	308,990	7,573		**316,563**				316,563	
Total All Budget Categories	**499,847**	**175,479**	**6,660,377**	**7,335,703**	**5,917,745**	-		**13,253,448**	

Line Items		2023 - 2024 Expenditures			Expenditure	
Program Name:		**Admin**	**Training**	**Direct Svcs**	**Total**	**Budget Total**
A. Salaries						
Child Health & Developmental Svcs						
Program Mgrs & Content Experts					-	**299,270**
Teachers					-	**1,637,231**
Family Child Care					-	-
Home Visitors					-	-
Teachers aides, other education					-	**1,414,889**
Health/Mental Health Svcs					-	**148,415**
Disabilities Svcs					-	**65,769**
Nutrition Svcs					-	-
Other Child Services					-	**67,751**
Family & Community Svcs						-
Program Mgrs & Content Experts					-	**51,475**
Family Svcs & Commuity Ptnrshps					-	**399,911**
Administrative						-
Executive Director/Supervisor					-	-
Head Start/Early Head Start Director					-	**75,652**
Managers					-	-
Clerical					-	**51,191**
Fiscal					-	**64,014**
Other Program Design					-	-
Other Personnel						-
Maintenance Personnel					-	-
Transportation Personnel					-	-
						-
Total Salaries		-	-	-	-	**4,275,568**
						-
B. Fringe Benefits						-
Social Security					-	**361,673**
Health/Dental					-	**1,429,952**
Retirement					-	**698,725**
Other Fringe					-	**56,882**
						-
						-
Total Fringe		-	-	-	-	**2,547,232**
						-
C. Travel						-
Out of Area						-

Program Name:	Admin	Training	Direct Svcs	Total	Budget Total
				-	63,216
Local					-
Travel between home visits, sites, meetings, local tranings, bus tickets for families				-	2,500
					-
Total Travel	-	-	-	-	65,716
					-
D. Equipment-- Capital Outlay over $5,000					-
Office Equipment					-
Description				-	-
Classroom/Outdoor/Home Based/FCC					-
Description				-	-
Vehicle Purchase					-
Description				-	-
					-
Remodel					-
Description				-	-
Other Equipment					-
Description				-	-
					-
Description				-	-
					-
Description				-	-
					-
Total Equipment--Capital Outlay over $5,000	-	-	-	-	-
					-
E. Supplies--Under $5,000					-
Office					-
General office supplies-copy paper, pens, pencis, staples, etc.				-	-
Technology				-	-
Medical/Dental, Mental Health/Disabilities				-	-

Program Name:	Admin	Training	Direct Svcs	Total	Budget Total
Child & Family Service					-
Child and Family Services				-	-
Food Supplies				-	-
Description				-	-
Food Services Supplies					-
Description				-	-
Description				-	-
Description				-	-
Other Supplies					-
Description				-	-
Description				-	-
Description				-	-
					-
Total Supplies--Under $5,000	-	-	-	-	-
					-
F. Contractual					-
Administrative Svcs					-
Laundry Services				-	**6,000**
Classroom experiences				-	**2,000**
Health and dissabilities				-	**4,434**
Description				-	-
Description				-	-
Health/Disabilities Svcs					-
#REF!				-	**11,870**
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Food Service					-
Food service Supplies				-	-
Description				-	-
Description				-	-

Expenditures Tab

Program Name:	Admin	Training	Direct Svcs	Total	Budget Total
Description				-	-
Description				-	-
Description				-	-
Child Transportation					-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Training & Tech Assistance					-
West ED				-	**7,000**
Neuro Ed				-	**35,000**
Equity				-	**17,000**
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Family Child Care					-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Other Contracts					-
Registered Dietitian				-	**2,000**
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-

Program Name:		Admin	Training	Direct Svcs	Total	Budget Total
						-
Total Contractual		-	-	-	-	**85,304**
						-
G. Property Services						-
Depreciation/Use Allowance						-
Description					-	-
Rent						-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
						-
Mortgage						-
Description					-	-
Description					-	-
Description					-	-
Utilities, Telephone						-
Cellphone					-	**1,000**
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Building & Child Liability Ins						-
Description					-	-
Description					-	-
Description					-	-
Building Maintenance & Repair						-
Description					-	-
Description					-	-
Description					-	-
						-
Total Property Services		-	-	-	-	**1,000**

Program Name:		Admin	Training	Direct Svcs	Total	Budget Total
						-
H. Other - Purchases						-
Nutrition Services						-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Child Services						-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Volunteers						-
Description					-	-
Description					-	-
Substitutes (if not paid benefits)						-
Description					-	-
Description					-	-
Description					-	-
Parent Services						-
Praxis Support					-	**3,000**
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Description					-	-
Accounting & Legal Svcs						-
Description					-	-
Description					-	-
Description					-	-

Program Name:	Admin	Training	Direct Svcs	Total	Budget Total
Publications/Advertising/Printing					-
publication/advertising/printing				-	1,500
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Training or Staff Development					-
SSCBT				-	10,000
Parent, Family & Community Engagement				-	-
Increase Knowledge of CNP				-	1,810
Oregon Head Start Rules and Regs				-	500
Policy Council Training				-	1,400
Stregnths-based coaching				-	6,115
New Teacher Training				-	5,160
CDA Certification and Renewal				-	4,250
Health & Safety, Mental Health				-	10,085
Other					-
Other-Postage				-	500
Dues- NHSA & OHSA memberships, other prof				-	-
Equpment calibration				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Child Transportation					-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
Description				-	-
					-
Total Other - Purchases	-	-	-	-	44,320
					-
					-
					-

Expenditures Tab

Program Name:		Admin	Training	Direct Svcs	Total	Budget Total
Total Direct Charges		-	-	-	-	7,019,140
						-
Total Indirect Charges					-	316,563
						-
Total All Categories		-	-	-	-	7,335,703

Percent of Total Budget	0%	0%
	Admin Maximum 15%	Training Minimum 2.5%

Name---Title **Date:**

PORTLAND PUBLIC SCHOOLS
HEAD START
4800 NE 74th Ave/ Portland, OR 97218
Telephone: (503) 916-5724

MEMO

Date: 6/10/2024

To: PPS School Board

From: Emily Glasgow, Senior Director of PK-5 Core Academics
Dana Stiles, Principal/Director of Head Start

Subject: Head Start Action and Informational Items

BACKGROUND

A. **Federal requirements call for the Governing Board of Head Starts to approve recommendations and reports for the program.**
B. **The Board of Directors for Portland Public Schools serves as the Governing Board for PPS Head Start.**

1. Updated PPS Head Start Policy & Procedures

1.A. Incident Reporting Policy – PPS Head Start formalized the incident reporting policy to align the Head Start Performance Standard §1302.102(d)(1)(ii). This policy clarifies reporting requirements including types of reportable incidents, who to report to, reporting timeframe and consequences for failure to report incidences. PPS Head Start Parent Policy Council approved these revised procedures on June 4, 2024. Board approval of new policies/procedures is required. A Board Letter of Approval and Resolution are requested.

2. PPS Head Start 2023 – 2025 OPK Amended Budget Workbook

PPS Head Start is required to submit a Site and Service Workbook annually as part of its Department of Early Learning and Care (DELC), Oregon Prenatal – Kindergarten (OPK) state grant. This data assists the DELC with report submission and facilitates any grant management systems claims PPS Head Start may have. PPS Head Start Parent Policy Council approved the OPK Amended Budget Workbook on March 12, 2024. Board approval is required. A Board Letter of Approval and Resolution are requested.

3. Application for Federal Grant Renewal

Board approval is required to apply for continuation of federal grant funds ($6,382,217) for Fiscal Year 2025. The Head Start Parent Policy Council approved PPS Head Start applying for these funds on June 4, 2024. The application is due August 1, 2024. The Federal Funding Guidance Letter is attached. Board approval is required. A Board Letter of Approval and Resolution are requested.

4. 2023 – 2024 PPS Early Learners and Head Start Department Restructure

Fiscal responsibility is a central tenet of continuous quality improvement for Head Start programs. Like the broader district, the Early Learners Department – inclusive of the Head Start program – faced budget deficits for SY24–25 due to increased labor costs. In collaboration with

PPS Senior Leadership and Human Resources, the Early Learners and Head Start program restructured the department and program staffing. Key changes included flattening administration, reducing program personnel, and streamlining work. Additionally, at the recommendation of grantors, classrooms will be moved from a site with persistently low enrollment (Applegate) to other Head Start sites in the district. This is to both reduce program overhead and increase student enrollment. There will be no changes to the number of classrooms nor the number of Head Start students served with this departmental restructure. PPS Head Start staff and Parent Policy Council was informed of this need on February 13, 2024 and has continued to be informed of decisions. A new program organizational chart is included. This report is for the Governing Body's information only. Governing Body approval is not required.

5. 2023 – 2024 PK Vietnamese Dual Language Immersion (VDLI) Comprehensive Plan

The interest in opening a PK VDLI classroom began several years ago. PPS Early Learners Department put together a Design Team to create a plan for the addition of a PK Vietnamese DLI classroom in the 2024–25 school year. The program engaged multiple stakeholders from June 2023 – June 2024 in designing this classroom in order to ensure that it meets the needs of the community. The Design Team was tasked with creating a comprehensive plan for the classroom, including planning out curricular resources, community partnerships, and family engagement. A VDLI Advisory Group also provided advice and guidance for Early Learners administration and the Design Team throughout the process. The PK VDLI classroom will open at Kelly Center in the fall and is fully enrolled. The PK VDLI Comprehensive Plan is attached. This report is for the Governing Body's information only. Governing Body approval is not required.

RELATED POLICIES/BEST PRACTICES

Items listed above are required to be reviewed, updated, and/or approved by the Parent Policy Council and Governing Board.

ANALYSIS OF SITUATION

All items listed above support the high quality, comprehensive wraparound services provided to the children and families attending PPS Head Start.

FISCAL IMPACT

The items included in this packet do not have any significant direct impacts on program or district funding. Some items are required as part of grant agreements (federal, state, and city) in order to maintain current funding.

COMMUNITY ENGAGEMENT

PPS Head Start Parent Policy Council reviewed, provided input, and approved these actions/items on October 21, 2023, November 14, 2023, December 12, 2023, and January 9, 2024 as noted above and as reflected in the attached meeting minutes.

TIMELINE FOR IMPLEMENTATION / EVALUATION

The timeline for implementation will be the 2024 – 2025 school year.

BOARD OPTIONS WITH ANALYSIS

Board approval needed.

CONNECTION TO BOARD GOALS

The goal of PPS Head Start is to prepare the city's diverse and resilient young children for successful transitions to kindergarten and beyond by leveraging each child's strengths, building their social competence, and developing school readiness skills.

In June 2022, the PPS School Board established a new set of goals. "It remains the core mission and responsibility of our school system to ensure that every student has opportunities to

thrive and experience success. Unfortunately, too many students have been historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance." The Board adopted the following four priorities for the 2022-2027 time period to move the school district toward the above aspirations:

- Improve Third Grade Reading achievement
- Improve Fifth Grade Mathematics achievement
- Improve Eighth Grade Readiness
- Improve High School Graduation rates

The above items support the district's and School Board's vision and priorities.

STAFF RECOMMENDATION

Develop Board resolutions and obtain signatures of approval of the Board Chair of the attached documents.

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

___*KJH*____ *(Initials)*

ATTACHMENTS

A. Policy and Procedures
    a. Incident Reporting Policy
B. Policy and Procedures Board Approval Letter
    a. Incident Reporting Policy
C. Policy and Procedures Board Resolution
    a. Incident Reporting Policy
D. 2023-2025 OPK Amended Budget Workbook
E. 2023-2025 OPK Amended Budget Workbook Approval Letter
F. 2023-2025 OPK Amended Budget Workbook Board Resolution
G. 2024-2025 Federal Grant Guidance Letter
H. 2021-2022 Federal Grant Renewal Approval Letter
I. 2021-2022 Federal Grant Renewal Board Resolution
J. 2024-2025 Early Learners & Head Start Program Organization Chart
K. 2024-2025 PK VDLI Comprehensive Plan
L. 3.12.2024 PPS Head Start Parent Policy Council Meeting Minutes
M. 4.9.2024 PPS Head Start Parent Policy Council Meeting Minutes
N. 5.14.2024 PPS Head Start Parent Policy Council Meeting Minutes
O. 6.4.2024 PPS Head Start Parent Policy Council Meeting Minutes

RESOLUTION No. 6935

Settlement Agreement

The authority is granted to pay a total of $225,000 to resolve a disputed claim. The settlement agreement will be in a form approved by the General Counsel.

Center for Black Student Excellence Update



PORTLAND
Public Schools

Spring 2024

Center for Black Excellence Board of Directors

- *Bahia Overton, CBE Board Chair; Executive Director, Black Parent Initiative*
- *Cheryl Proctor, Deputy Superintendent of Instruction & School Communities, Portland Public Schools*
- *Danielle Wade, Area Vice President, Charter Communications*
- *Gary Hollands, Chair, Portland Public Schools Board of Education*
- *Herman Greene, Vice Chair, Portland Public Schools Board of Education*
- *Kali Thorne Ladd, Chief Executive Officer, Children's Institute; Co-Founder, KairosPDX*
- *Vacant*
- *Kiesha Locklear, Senior Project Manager, Portland Public Schools*
- *Marsha Williams, Co-Founder & Chief Executive Officer, KairosPDX*
- *Royce Williams, Senior Deputy General Manager, TriMet*
- *Sandy Husk, Interim Superintendent, Portland Public Schools*
- *Tony Hopson, Sr., Founder & Chief Executive Officer, Self Enhancement Inc.*
- *Tracey Brown, Transformative Social Emotional Learning Teacher on Special Assignment, Portland Public Schools*

CBE Board & Staffing Update

- Center for Black Excellence
  - Aryn A. Frazier was hired as the CBE's inaugural Executive Director at the end of 2023.
  - Initial Staffing Goals: Deputy Director, Development Officer, Administrative Staffer, Policy Specialist

- PPS Vacancies
  - CBSE Director
  - CBSE Program Manager



Site Selection & Space Programming

Grounded in the CBSE vision:

“Students, staff, and community members have a dedicated place to experience Black joy and healing. The infrastructure serves as a **resource hub** of **programs**, **aid**, and **multi-use spaces** as **students gather for affinity**, **staff gather for professional development**, and **community members gather to facilitate honest discussions**. The resources of the space extend digitally for families who’ve been displaced and for accessibility.”

In recognition that the CBSE will need to function as a resource to multiple stakeholders all working in coordination for the benefit of Black students, the proposed space program reflects the priorities of the community raised during the process.

Space Programming: PK-5 Learning Lab

In addition, the vision directs the CBSE to function as an incubator of best practices to scale across the organization.

> *"The Center for Black Student Excellence serves as an* ***incubator to test and share effective classroom management and instructional practices, source supplemental materials, find resources to curate culturally affirming classroom spaces, and empower families in supporting their child's academics at home in close cooperation with educators****. In partnership with district teams, all educators, administrators, and partners are trained and coached to fully support all Black students academically, socially, and emotionally."*



Innovative Space Programming meets Innovative Partnerships

CENTER FOR BLACK STUDENT EXCELLENCE

CBSE Space Program is @ Approx. 41,000 SF



PK-5 Learning Lab at the CBSE Space Program is @ Approx. 46,000 SF

The PK-5 Learning Lab provides Portland Public Schools the opportunity to create deeper systems change by partnering closely with KairosPDX on identifying learning practices that are effective in engaging students deeply and creating social emotional safety. In addition, the partnership enables us to creatively reimagine professional learning across entities.

(23-24) Priorities Update

Design Teams

- Culture in the Classroom: This year the Instruction and School Communities Division partnered with the Black and Native community to identify strategies that will result in more data driven, culturally affirming and deeply engaging learning experiences for students. This work will continue next year.

- Emanating from the Home: Parent/ Caregiver Excellence Consortium: This year, staff has partnered with parents/caregivers of Black students and CBOs to design programming for affinity and capacity building.



(23-24) Priorities Update

Design Teams

- Student Affinity, Leadership and Identity Development: This year staff and partners began to design the infrastructure to support all student affinity groups in schools across the district. This work will continue into the next year and will materialize into an administrative directive that creates standards for:
    - Characteristics of an appropriate advisor
    - Pathways to recruit a representative advisor if one isn't present at the school site
    - District-level systems of support



CBE Landscape Assessment

Winter and Spring 2024

- **Engagement with PPS staff, CBOs, education experts, and parents, students, and alumni surfaced three primary themes. Community members envisioned the CBE as…**
  - A Resource Connector and Continuum Builder
  - An Accountability Arm
  - A Communication and Information-Sharing Facilitator

CBE Approach

Building a System of C.A.R.E.

- **Community**. Provide **avenues for connection** and facilitate **clear communication** between students, families, educators, administrators, and service providers.

- **Accountability**. Create a culture of accountability by **activating the community** to identify its priorities and **advocating on behalf of students** and those who comprise their extended support systems.

CBE Approach

Building a System of C.A.R.E.

- **Resilience**. Enhance resilience in our kids by relying on **research-based interventions** and **connecting students to resources** they need to thrive in and out of the classroom.

- **Empowerment**. Support the empowerment of Black students, families, and their extended support systems through **civic and cultural education and exposure** to Black leaders and dreamers.

CBE Approach

CENTER FOR BLACK EXCELLENCE

Building a System of C.A.R.E.

- **Community**. Provide **avenues for connection** and facilitate **clear communication** between students, families, educators, administrators, and service providers.

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CBE Approach

Building a System of C.A.R.E.

- **Resilience**. Enhance resilience in our kids by relying on **research-based interventions** and **connecting students to resources** they need to thrive in and out of the classroom.

- **Empowerment**. Support the empowerment of Black students, families, and their extended support systems through **civic and cultural education and exposure** to Black leaders and dreamers.



CBE Priorities

- **Building a Digital Infrastructure**. We will build a digital infrastructure that connects students and their caretakers to the resources they need, and identify and intervene at the point at which a student begins to fall behind, throughout their educational career.

- **Identifying and Advocating for Best Practices**. We will analyze existing literature on successful educational interventions for Black students and convene leaders who have successfully done this work in Portland to identify best practices. Using our findings, we will create and maintain a set of best practices and advocate for their adoption across the city.

- **Focusing on Transition Years**. We will partner with existing organizations on programs that are focused on supporting Black students during key transition years, including the transition from 5th to 6th grade, 8th to 9th grade, and 12th grade to postsecondary life.

CBE Priorities

- **Facilitating Data Sharing and Transparency**. We will collect, analyze, and centralize data relevant to the holistic success of Black students, and identify areas where additional data should be made available to more fully understand the challenges Black students face in schools.

- **Centralizing Communication Systems**. We will partner with existing organizations and PPS to create, update, and distribute a regular newsletter highlighting success stories and goings on in Portland. We will also maintain a centralized calendar of events to encourage transparency, minimize the duplication of efforts and facilitate collaboration.

- **Convenings**. We will facilitate regularly scheduled convenings of groups of peers to build community, develop policy priorities, and empower people to advance those priorities through advocacy.

What's Next & How to Engage

2024-2025

- PPS will work to fill the vacant staff positions and set the priorities for the 2024-2025 school year.
- CBE will continue to refine its vision and develop partnerships with PPS and CBOs to further the implementation of its strategy.
- We expect to announce more engagement opportunities in the fall.

PORTLAND PUBLIC SCHOOLS
501 North Dixon Street
Portland, OR 97227

Date: June 10, 2024

To: PPS Board of Education

From: Leslie O'Dell, Chief of Staff
Kat Davis, Advisor for Climate Justice

Subject: Climate Crisis Response Policy Annual Update and Recommendations

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Introduction

The purpose of this memo is to provide an annual update on the implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) (APPENDIX A). This memo will review high-level progress made on policy implementation, successes, challenges, and recommendations to move forward at the pace necessary to meet the ambitious goals in our commitment to the community.

Context

In March 2022, the Portland Public Schools Board of Education (the Board) unanimously adopted the Climate Crisis Response Policy. This policy commits PPS to immediately mobilize resources to reduce the impact of climate change. Beyond responsibility for greenhouse gas (GHG) emissions, the policy centers frontline communities[1] in advancing climate resilience, developing a climate justice education, and to connect students, parents, teachers, staff, and community partners as leaders in climate solutions. This policy centers on climate justice, focusing on the disproportionate impacts of climate change on the vulnerable members of our community, and recognizes our responsibility to attend to our students' mental health, wellness and emotional challenges that come from anticipating and experiencing extreme climate events. With this commitment, PPS can show our students what a future of climate solutions looks like, creating opportunities for excellence despite a changing climate.

While emissions reduction and aspects of sustainability have been in motion at PPS for decades, this policy brings together the historically individual strands of work into cohesive and ambitious goals. With this framework, the three policy Pillars of reducing environmental impacts, improving health and wellness, and providing an effective environmental and sustainability education are not separate to the District's mission of providing a high quality education, but rather a strategy to achieve the Board goals of advancing academic milestones and student achievement, and to advance the outcomes envisioned in the Graduate Portrait.

The first year of Policy implementation (FY23) prioritized: mapping where Policy-related work currently exists within the District, understanding how different communities have historically engaged in climate action at PPS, understanding which PPS communities are most

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[1] Communities that experience the 'first and worst' impacts of climate change, which correlates to those experiencing systemic injustice—including people of color, people with disabilities, immigrants, people with lower incomes, those in rural areas, and indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

vulnerable to climate change, and identifying opportunities for improving program data collection and accessibility. The outcome of this foundational scope of work resulted in the 2022-2023 CCRP Annual Report to the Board, which presented a narrative overview of activities that advanced each policy pillar objective, along with a series of recommendations to leadership to effectively systematize the CCRP goals and values including:

- Coordinated and Effective Leadership
- Inclusive, Collaborative, and Data-Driven Decision Making
- Strategic Advocacy and Allocation of Resources

The Climate Crisis Response Committee (the Committee) was launched in October 2022 as a community oversight committee to monitor Policy progress and report their findings to the Board. The Committee made the following recommendations to advance Policy progress in their FY23 Annual Report:

- Continue using and developing the project management dashboard and provide more information in specific areas
- Augment organizational leadership and development, and accelerate pace of implementation
- Enhance Transparency

As a result of the FY23 Policy activities, staff were set up to more effectively identify challenges, successes, and opportunities in climate action across departments, increasing the sense of collective efficacy and building out a pathway to increase transparency in Policy-related activities. Opportunities such as the Portland City Council approval of the Portlance Clean Energy Funds Climate Investment Plan strategic allocation to PPS ($17M for energy efficient infrastructure and $3M for student-led projects over five years) provided a path to mobilize community-based collaboration and planning to develop tangible and more equitable approaches to engagement and action. However, due to district-wide delays and challenges, many significant strategic scopes of this year are still in-progress. As these scopes wrap up over the summer in preparation for the Fall semester, there is an opportunity to engage new leadership in a successful strategic alignment with shared goals and outcomes.

Progress to Date

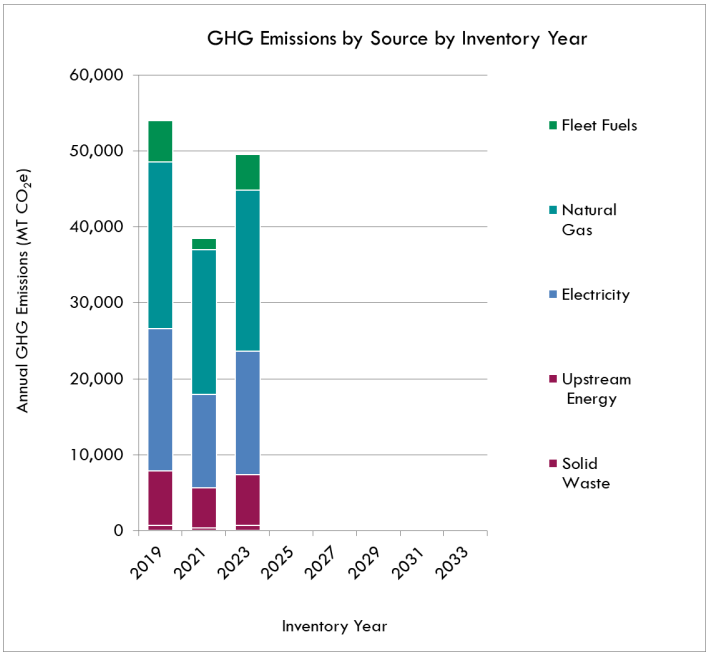
The FY23 strategic recommendations created a framework and focus of Policy work to continue to build a foundation for long-term success. That being said, over the last year, PPS has faced a number of great challenges and disruptions that have drawn District-wide focus to immediate and urgent priorities. Contract negotiations, building closures, leadership transition, and difficult budget cuts affected each student and employee. Despite a challenging year, at a high-level, PPS has made meaningful progress and built foundational structures to advance each of the recommendations presented to leadership last year in Greenhouse Gas reductions, coordination of strategic implementation, and incremental progress within specific scopes of work.

FY24 Progress: Greenhouse Gas Emissions Reduction

An overarching goal of the Policy is to reduce greenhouse gas (GHG) emissions by 50% from the 2018-2019 baseline by 2030, and to net zero by 2040. PPS made progress toward

reducing overall emissions and recently completed a greenhouse gas emissions (GHG) audit for the 2022-2023 school year. The high level results include:

- In 2022-2023, PPS emitted 49,590 metric tons (MT) of carbon dioxide (CO2). The graph to the right shows a more detailed account of emissions by source.
- PPS has reduced emissions by over 8% since its baseline year 2018-2019, 4 years ago. This is a fantastic achievement, but also demonstrates the significant resources that will be required to reach the district's goals of 50% reduction by 2030.
- These data do not include energy and emissions savings from solar energy. That data, when added, will likely reduce emission by around 1,250,000-1,750,000 KWh of electricity or around 500-700 MT CO2.
- The 2020-2021 measurement year was significantly lower than both this year and the baseline year due to covid-related school closures, which reduced energy use and transportation.
- Emissions from fleet and transportation fuel decreased from 5,425 MT CO2 in the baseline year to 4,693 MT CO2 this year, a reduction of 7.5%.



The PPS decarbonization plan includes moving away from natural gas and toward electrical use through the electrification of building systems and buses. In 2022-2023, PPS used more electricity (41,338 MWh) than we did in 2018-2019 (37,420 MWh), but because energy in Oregon is getting cleaner every year, our emissions from electrical use decreased (from 18,693 MT CO2 to 16,193 MT CO2). As PPS continues to shift toward electrification, we will be able to utilize cleaner energy over time, reducing emissions while increasing thermal comfort and lighting quality in schools.

FY24 Progress: Strategic Implementation

The following activities showcase district-wide strategic initiatives to advance the priorities outlined in FY23 by the Climate Justice Advisor and the Committee. These strategies provide the foundational infrastructure necessary for long-term systems change and elevate student voice and community partnerships.

Coordinated and Effective Leadership

In September 2023, the Climate Justice department launched the Climate Crisis Staff Advisory Group, composed of over 40 project managers from departments across the district to provide a comprehensive update of activities related to the Policy. This information was used to create the foundation of the Climate Crisis Response Policy Envisio Dashboard and to gain feedback on proposed KPIs and Targets for policy subgoals. This pilot year has created the

framework for mobilizing a district-wide approach to sharing updates on activities and metrics to better communicate progress and accountability for justice-centered climate action.

Inclusive, Collaborative, and Data-Driven Decision Making

To advance accountability and transparency in updating the community on Policy progress, the Climate Justice department contracted with evaluation group, ECONorthwest, to research best practices and meet with stakeholders to define suggested Key Performance Indicators (KPIs) and target outcomes for each Policy sub-goal (APPENDIX B: ECONorthwest Memo of Findings). These suggestions will be imperative for leadership to make key decisions on how to continue to focus and align Policy implementation for success. When the indicators are finalized, they will provide a more clear framework for tracking Policy progress with increased transparency and accountability.

In addition to long-term policy goals, it is important to have co-created and data-driven approaches to supporting and engaging all PPS students. This Spring, the Climate Justice department partnered with the Innovation Studio in launching the project: Co-Create Pathways for Student Leadership in Climate Action at PPS. This project involves coordinating a Design Team of teachers, students, and representatives from 20 community organizations that serve different populations and causes related to climate justice. The launch of this team was pushed from November 2023 to February 2024, and in this time frame has worked to engage with students, teachers, staff, parents, community partners, regional governments, and all who make up the PPS ecosystem to understand how to best support students, especially from our most underserved communities, to find personal and academic success through climate action. This Design Team will continue working through June, and by Fall 2024 this work will be translated into a series of best practices to support our most underserved students and community members to thrive despite a changing climate.

Strategic Advocacy and Allocation of Resources

With so many significant goals outlined in this Policy, it is imperative to approach policy implementation carefully and strategically to ensure an efficient use of funds and effective outcomes. In September 2023 the Board approved funding a contract to develop a Decarbonization Implementation Roadmap, which will inform PPS strategic infrastructure investments to meet the 2030 and 2040 GHG goals. The Decarbonization Roadmap team is currently calculating the carbon reduction of up to 15 efficiency measures for each of 101 sites based on the unique existing conditions of each site. The deliverable of this scope, to be completed September, is a prioritization tool to include health and equity impacts in project decision making, which will allow PPS to be more strategic and efficient with capital investments and planning. The prioritization is directly informed by the community and stakeholder input.

In addition, a key component of the Policy and the 2015 PPS Climate Literacy Board Resolution is to expand climate literacy and climate justice curriculum across grade levels and subjects at PPS. It is imperative that this work is done in alignment with the PPS Instructional Framework, and serves to enhance student outcomes. Therefore, PPS is working with Green Schools National Network to develop a Climate Justice Curriculum Roadmap that will highlight where students already encounter climate justice teaching and learning across their K-12 experience at PPS, and provide a series of recommendations that can deepen student and teacher engagement with adopted curriculum through a climate justice lens. The goal of this work is to strategically align resources such that climate justice is not a separate subject that teachers have to navigate adopting into their already packed schedules, but rather a lens with

which students can find cultural relevance, civic engagement, place-based learning, and problem solving. This scope is set to be completed by the end of 2024.

FY24 Progress: Activities to Advance Policy Pillars and Goals

In addition to District-wide strategic coordination, progress continues within each Policy Pillar at every level of the District. The following showcase a highlight of notable activities within each Policy Pillar over the last year.

Pillar One: Reduce Environmental Impacts and Costs

While this strategic planning to reduce emissions district-wide is underway, many site and project-level advancements continue to move forward. In FY24, PPS completed LED lighting upgrades at seven PPS sites, bringing the total upgraded sites to 55. In addition, 35,000 therms of energy were saved through the Strategic Energy Management program through Energy Trust of Oregon.

Significant movement has been made toward more sustainable transportation as well. For the first year, PPS has three small electric buses on routes in the district with an additional four more in the build process. Additional funding for four small buses recently awarded from PGE's Electric School Bus Fund. First Student, the company that PPS contracts with for traditional bus commutes, was awarded funding to receive 17 full size buses servicing PPS students. All totaled, by the end of 2026 PPS will have 28 electric buses serving both general and special education students alike as a result of the efforts made this year.

The Safe Routes to Schools (SRTS) programming also expanded, with 99 one-off SRTS events as well as 72 total programs participated throughout all schools. Programming like SRTS ensures the PPS community has safe, accessible and fun alternative transportation options to move students, families and staff away from commuting with single-occupancy vehicles and toward low emission and active transportation modes.

Waste reduction is an important component in reducing environmental costs and emissions. PPS continues to collect kitchen composting at all school sites. This year saw the expansion of reusable serviceware at school sites. A total of 52 school kitchens now use washable trays and plates, and 31 school kitchens utilize reusable silverware.

To support these site-level activities, PPS expanded implementation of sensor technology to all waste containers (garbage, recycling, food waste). Sensor technology allows for data-based problem solving focused on 'right sizing' waste service frequency, 'right sizing' waste container size, and increases efficient communication between custodians and the waste service provider. 'Right sizing' efforts decrease utility costs, reduce waste truck trips to and from schools, which decrease GHG emissions, and provide more robust data we can use to inform engagement campaigns to increase the District's waste diversion rate.

Pillar Two: Improve Health and Wellness

Health, safety, and wellness of students and employees is at the heart of the PPS climate crisis response. To increase equity and bridge the achievement gap, it is imperative to support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events. Within the larger Fall contract negotiations, the Portland Association of Teachers (PAT) union was concerned with the impact on students and staff when buildings cannot adequately mitigate the heat or cold. As part of the final contract agreement, PPS agreed to allocate $20M toward climate resilience infrastructure

that would specifically address heating and cooling, $10M of which are from the PCEF CIP allocation. Just a few months later, all PPS schools closed for a full week due to extreme snow and ice, with Markham and Gray experiencing long-term closures. The PPS Communications team continues messaging engagement with the communities impacted by these closures regularly. These examples of extreme climate events elevate the importance of advancing the School Modernization plans to upgrade school facilities, continued advocacy and fundraising to upgrade aging infrastructure, and regional coordination to increase climate resilience, key components of the Climate Crisis Response Policy.

A key factor of building temperature is the materials surrounding the building. The internal temperature of a building without air conditioning surrounded by asphalt will be hotter on a warm day than one surrounded by grass and shade trees. To be more efficient and strategic with capital schoolyard investments, PPS completed a data inventory of the 29,000,000 square feet of school grounds. This new resource allows staff to have a baseline database of exterior assets such as areas of pervious vs. impervious surface, tree canopy, vegetation and gardens, stormwater management facilities and much more. This school-grounds database will track improvements and progress towards removing asphalt, increasing greenspace, and other exterior physical improvements, and allow for the planning of these projects to focus on schools that are most vulnerable to extreme climate events.

Community resilience through access to and education about local, healthy food continues to be a priority at PPS schools. To advance this work, PPS was awarded $100k through the Oregon Department of Education Farm to Child Nutrition Program grant program to support garden and food education, cafeteria taste tests, and essential garden functions through June 2025. In addition, four PPS schools received the Farm to Community Non-Profit/School grants from the Oregon Department of Education for expanding their garden programs. These programs at Rose City Elementary, Sitton Elementary, Woodstock, and Kairos PDX highlight the intersectionality we strive for in climate justice at PPS, from enhancing physical and linguistic accessibility, to integrating education opportunities into the lunchroom, to providing culturally relevant ways to engage with the outdoors to learning climate resiliency skills like growing food.

Pillar Three: Provide Effective Environmental and Sustainability Education

PPS aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is to increase a student's sense of agency, confidence and academic excellence with inquisitive, community-based learning and civic action. This year, thousands of students were engaged across subjects and grades in hands-on learning, civic engagement, and community events.

In February, the District Student Council held a summit, bringing together over 100+ high school students from the 9 comprehensive high schools, to learn and discuss student interests and perspectives around the impacts and resources within their school district. Amongst the various work sessions, the students learned and discussed Climate Justice advocacy, state and local advocacy, Title IX, Mental Health resources, and PPS Org structure. They also had the opportunity to participate in a Q&A with district leaders.

In May, 150+ students from 7 high schools across the district gathered at the Redd Building on Salmon Street for the 2nd annual PPS Spring Climate Summit. The event's goal was to connect student leaders from across the district around the power of climate action through the theme of the event: Seeds of Change. Keynote speaker, Oregon Representative Khanh Pham, shared how to mobilize change for environmental justice in policy, specifically how students can get involved. Students heard from student representatives of the CLimate

Justice Youth Advisory, the PPS Climate Justice Advisor, and representatives from the City of Portland, Portland Clean Energy Fund. During the session portions of the event, students mingled with 20+ environmental advocacy and community organizations to learn more about their work and get inspiration for practicable, school-based climate projects funded by PCEF. In addition to tabling with organizations, every student participated in a project management workshop which taught students the basics of how to run a project from start to finish. Special guest, Elizabeth Doerr, led students through an activity designed to help individuals identify the type of climate action that works for them.

PPS worked with local organization, SAGE (Senior Advocates for Generational Equity) Vision 2030 Team, to host two Climate Solutions Fairs, one at Roseway Heights Middle School and the other at Harriet Tubman Middle School. The fairs reached over 1000 students in which, according to their project suggestions, food quality & sourcing, schoolyards design & accessibility, and consumption (recycling and waste services) were of greatest concern.

These centrally-coordinated events allow students to connect with community partners, government agencies, and opportunities from around the region. Meanwhile, community organizations and volunteers show up at school sites each day doing hands-on work with students in community gardens, bike-buses, sorting waste, and more. This multi-pronged approach to strong community partnerships alongside coordinated district-wide efforts are vital for student success and efficacy.

Strategic Direction Moving Forward

There are challenges to achieving PPS' climate goals, most notably mobilizing resources for large-scale infrastructure change and coordinating the necessary community engagement within the confines of a limited budget. Beyond fiscal needs, challenges range from the minute details of implementation decisions to the big-picture complexities of a transformative culture shift. The strategic priorities identified from the foundational year of policy implementation continue. It is vital to maintain focus on Coordinated and Effective Leadership; Inclusive, Collaborative and Data-Driven Decision-Making, and Strategic Advocacy and Allocation of Resources. With a robust understanding of the current state of Policy activities and a draft of key performance indicators and targets, the next year of policy progress requires prioritizing a phased approach to strategic implementation, and an intentional management of external funding opportunities.

As we welcome new District leadership, we as a community have an opportunity to examine our strategic approach with fresh eyes and in alignment with a new leader's perspectives. With opportunities such as the PCEF CIP Strategic Allocation and the numerous grants mentioned above, PPS has the opportunity to show the field of public education equitable engagement and place-based learning looks like on the ground.

While there are challenges ahead to meet the two overarching policy objectives of reducing emissions and prioritizing engagement, resilience and wellness, leadership support of a cohesive and coordinated approach to this work will ensure that PPS sets the stage for how to develop a transformative, rigorous, and joyous approach to a climate justice education as we move forward together.

Climate Crisis Response Committee

ANNUAL REPORT TO THE PORTLAND PUBLIC SCHOOLS BOARD OF EDUCATION

JUNE 11, 2024

The Climate Crisis Response Committee (CRCC) advises the Portland Public Schools Board of Education on implementation of the Climate Crisis Response, Climate Justice and Sustainable Practices Policy.

Committee Members

Barbi Alexander
Isaac Barrow
Jane Comeault
Charity Fain (Chair)
Angela Long
Tess Nestel
Erik Opsahl
Dianne Riley
Diego Romero

Executive Summary

In the Fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop ground breaking climate change policy that will advance PPS' efforts at a pace necessary to address the climate crisis. In March of 2022, the PPS School Board (the Board) adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy). The Policy includes a requirement for a Climate Crisis Response Committee (the Committee) of up to nine (9) persons to monitor the effectiveness of implementation, ensure transparency, and track the progress of initiatives needed to meet the policy. The Committee is required by a Committee Charter, to report to the Board at least once per year to ensure the Policy is met and comment on how effectively PPS is implementing the Policy thus far.

The Committee notes three main areas advancing the Policy this fiscal year:

- First, staff made significant progress on a Project Management Dashboard to track policy implementation.
- Second, an Evaluation Plan by ECONorthwest to identify KPIs for tracking the goals and targets of the Policy within the Project Management Dashboard is nearing completion.
- Finally, a Decarbonization Plan led by PAE consultants is underway.

In brief, the Committee feels that PPS is making genuine efforts to implement the Policy. While progress towards evaluation, planning, and implementation has been made, the current pace, rate and scale is not likely sufficient to meet the Policy's goals. This is especially concerning since we reported the same issue last year. We acknowledge that disruptions in the school year impacted workflow, and much foundational work is required to build systems and capacity throughout the organization. We hope to see an acceleration of progress in the next fiscal year. Continued support from PPS leadership and the Board is required to ensure the goals of the Policy are integrated into "how PPS does its work", as opposed to being seen as an "extra" task.

The Committee has four recommendations to share:

1. **Make Dashboard publicly available on the PPS website by Fall 2024 to enhance transparency and community engagement.**
2. **Add fundraising and project management staff to increase capacity for Policy implementation.**
3. **Pursue additional funding sources more aggressively to enable more rapid implementation of the Policy.**
4. **More effectively reach students about climate related opportunities and evidence of PPS efforts to address climate change, while expanding the pre-existing pathways for students to get involved.**

Introduction

In the fall of 2019, climate justice advocates began working with Portland Public Schools (PPS) to develop ground breaking climate change policy that will advance PPS' efforts at a pace necessary to address the climate crisis. In March of 2022, the PPS School Board (the Board) adopted the Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy). The Policy includes a requirement for a Climate Crisis Response Committee (the Committee) of up to nine persons.

The Committee's mission, outlined in its Charter[1], is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Policy and the goals within it. The Committee informs and advises the Board, but does not have decision-making authority. The PPS Superintendent has responsibility for performance of PPS Staff engaged in the implementation of the Policy that collaborates with the Committee.

This report includes an assessment of the following tasks, which the Committee is responsible for overseeing and reporting on to ensure the Policy is met.

1. Reports and Data. The Committee receives regular reports and data from PPS Staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities.

2. Status and Implementation. The Committee determines whether such status and implementation are consistent with the identified goals of the Policy.

3. Findings and Recommendations. The Committee, at a minimum, shares written findings with the Board on an annual basis, and may make recommendations to the Board as part of its work.

The Committee is required to meet quarterly at a minimum; to ensure the above tasks are met; the Committee met nine times between August 2023 and June 2024. Agenda items during these meetings included an orientation, and information or updates about policy implementation, data tracking and evaluation, student engagement, and grants and budget issues.

[1] Attached in Appendix B

Committee Public Meetings 2023-24
August 21, 2023 Orientation
September 21, 2023
November 9, 2023
February 1, 2024
March 14, 2024
April 4, 2024
May 9, 2024
May 23, 2024
June 6, 2024

Assessment of Progress in 2023-24

This assessment is organized according to the Committee's three areas of responsibility under its Charter: Reports and Data, Status and Implementation, and Findings and Recommendations.

1. Reports and Data

The Committee is aware of three major projects underway that relate to reports and data: Project Management Dashboard, Evaluation Plan, and a Decarbonization Plan.

A. Project Management Dashboard

One of the earliest priorities identified by the Committee in 2022 was the need for a framework that may be used to evaluate progress toward the goals and directives outlined in the policy, including specific attention to the impact of the policy implementation on frontline communities. It could also serve as a mechanism to inform the community about progress on the Policy.

A draft dashboard was developed in 2022-23, and one of the Committee's main recommendations last year was to continue using and developing the dashboard and provide more information in specific areas. The Committee reviewed the latest version of the Dashboard at our May 9, 2024 meeting and were impressed by its development. There remains a need for a way to ensure that the impact of policy implementation on frontline communities is at the forefront of consideration and there may be an opportunity to embed that in the Dashboard.

We believe the Dashboard will be a critical tool in PPS' management of Policy implementation and will also significantly enhance transparency. The Committee looks forward to its launch in Fall of 2024.

B. Evaluation Plan

PPS hired ECONorthwest in February 2023 to develop an evaluation plan for the Policy. ECONorthwest attended the May 9, 2024 Committee meeting to share progress on the Key Performance Indicators (KPIs) and Targets that it helped PPS staff to develop. The KPIs and Targets are a main component of the Dashboard and were presented together with the tool. The KPIs and Targets were mostly complete and mostly met the Committee's expectations. We look forward to the KPIs and Targets being made public, as integrated within the Project Management Dashboard, this fall.

C. Decarbonization Plan

PPS hired a team of consultants led by PAE to develop a Decarbonization Plan for the District. The Decarbonization Plan will provide a roadmap to the Policy's greenhouse gas reduction goals: PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-19 school year baseline, and reach net zero by 2040. The consulting team attended the September 21, 2023 Committee meeting and provided an overview of their community engagement plan to which we provided input. The Committee fully supports the development of a Decarbonization Plan and looks forward to an update on it in Fall of 2024.

2. Status and Implementation

The Committee believes that progress towards achieving the Policy's goals is being made. The exact status of Policy implementation will remain unclear until a new greenhouse gas inventory is completed and the Dashboard is fully populated with data. Our sense is that some momentum has been built since the first year of the Policy adoption, but the pace is still inadequate to successfully achieve the goals of the Policy. Highlights of implementation efforts that we are aware of are outlined below.

A. Staffing

The Climate Justice team expanded adding two Americorps hires (three in total) compared to one in the 2022-23 school year. The goals of the Policy will be met with support from the entire organization, and we reiterate our call to PPS leadership to continue to explicitly support the work of the Policy by continuing to reinforce its

importance and allocating the necessary resources. We wrote and testified to the Board about this need during the recent budget process. Increasing staff capacity is critical to the success of this policy. Specifically, **PPS needs more staff capacity to secure grants or other external funding mechanisms for implementing the Policy and to manage the numerous projects necessary to meet its goals and targets**. Both crucial roles for the policy to become reality.

B. Student Engagement

The Committee is aware of three major avenues for student engagement on climate action:

i. Youth Climate Summit
The PPS Youth Climate Summit was held on May 22, 2024. Committee members volunteered at last year's Summit and based on that experience, fully support it as an annual event.

ii. Student Climate Action Design Team
Students were part of a design team in collaboration with PPS staff, community members and educators to create a plan that outlines pathways and supports for students to take action on climate justice in PPS. This is a relatively small opportunity for student engagement now that will hopefully result in a great deal of student engagement in the future.

iii. Climate Crisis Response Committee
As dictated by the Committee Charter, two of the nine Committee members must be students. The 2023-24 student representatives were active contributors and the Committee added a standing agenda item to better facilitate input from student representatives. Specific recommendations from PPS students collected by the student representatives is included in the Committee Oversight section below.

C. Funding Mechanisms

The Committee acknowledges the exceptionally restrictive budget environment of the upcoming fiscal year. Public schools across Oregon, including PPS, are dramatically underfunded. At the same time we strongly believe in the critical need for full and timely implementation of the Policy, and therefore the need to maintain staff and other resources necessary to be successful. In addition to regular sources of funding for public schools, PPS must become better adept in seizing grant opportunities from other levels of government and any other avenues for which it qualifies.

The Committee recognizes progress in this area and is aware of a couple of wins in 2023-24:

PPS began operating its first two all-electric school buses in 2023 thanks to partial funding support from Pacific Power and Portland General Electric

PPS was awarded more than $16 million for physical improvements to reduce greenhouse gas emissions and improve climate resiliency in buildings, transportation and schoolyards and $3 million for student-led initiatives over the next five years by the Portland Clean Energy Fund (PCEF). These funds became critical to successfully negotiating an agreement with the Portland Association of Teachers, for whom classroom safety and comfort was a key bargaining issue (heating and cooling).

Still, more grant opportunities are available and should be pursued. Admittedly grant applications take time and effort; the Committee has knowledge and experience in this area and is willing and able to support these efforts. **We recommend pursuing grants and other external funding mechanisms more aggressively**. We have mentioned adding project management staff above in section 2A of this report because we see a direct correlation between increased staff capacity and the ability to secure grant dollars that become missed opportunities without capacity to complete the required applications.

D. Committee Oversight Efforts

In addition to attending and contributing to regular Committee meetings, a few special projects were undertaken, or need to be improved, in the areas of student leadership, advocacy and recruitment.

i. Student Leadership

The 2023-24 student representatives, Tess Nestel and Diego Romero, have been exceptionally valuable members of the Committee. One initiative they undertook was a survey compiling student input about PPS climate action. Their results are summarized below.

Summary of the CCRC Student Reports for the CCRC Annual Report

As student representatives, we surveyed 30 high school students at a District leadership conference including representatives from all high schools in the district, and compiled some general student attitudes towards climate action from our experiences among our peers. We hope that the concerns and experiences of students remain a central focus in the implementation of PPS climate policy.

From the survey, students reported that climate change is a very pressing issue in their lives. In particular, they reported on how climate change affects their daily life at school, citing examples ranging from dealing with uncomfortable classroom temperatures to missing school entirely due to snow days. With the ever increasing impact of climate change on student's lives and the influx of unsettling information about climate change, these issues can seem daunting to students. In addition to this, for the students who are looking to get involved, students can oftentimes struggle with where to start and where to find climate related opportunities. To help address these issues, we see it as essential to **find more ways to reach students about climate related opportunities and what PPS is doing to address climate change, while expanding the pre-existing pathways for students to get involved**. Not only are students ready to engage with climate advocacy, they are also bringing their own ideas as well. In the survey, students offered ideas ranging from creating more school gardens to remodeling buildings and implementing more effective and energy efficient AC systems.

ii. Advocacy

The Committee advocated for advancement of the Policy in several ways through the year:

- Met with School Board members in support of the Decarbonization Roadmap contract in August 2023.

- Testified at a Portland City Council meeting on September 20, 2023 in support of the Portland Clean Energy Fund Climate Investment Plan's proposed allocation of funding for climate based improvements to Portland schools.

- Signed on to a MESD Letter of Intent in May 2024 advocating for Portland-area schools to receive additional PCEF funding.

- Wrote a letter and provided testimony to the Board in March-April 2024 to advocate during the 2024-25 budget process for funding additional project management and grant writing staff to help implement the Policy.

iii. Recruitment

A systematic process to recruit new Committee members must be put in place. Last year student members had a late start due to recruitment issues and did not join until November 2023. This is the first year that new community members will be recruited to the Committee and as of May 2024 the Committee is not aware of

a process underway for either students or other community members. The lack of a systematic process makes it difficult for existing Committee members to assist with recruitment of new members.

3. Findings & Recommendations

The Committee made three recommendations in last year's annual report[2]. They are listed below with our observations of progress achieved in 2023-24:

- Continue using and developing the dashboard and provide more information in specific areas.
    - Significant progress was made and the Dashboard should be made public on the PPS website in Fall 2024.
- Augment organizational leadership and development, and accelerate the pace of implementation
    - The addition of two Americorps members was helpful to the Climate Justice team. The pace of implementation seems to be improved but remains inadequate.
- Enhance transparency
    - The PPS Climate Justice and Energy and Sustainability website is significantly improved from last year. The dashboard including KPIs and Targets should be added as soon as possible. Also, dates and headings for Committee meeting YouTube recordings should be added to the YouTube page.

2023-24 Recommendations

The Committee has four recommendations for continued advancement of the Policy:

1. Make Dashboard publicly available on the PPS website by Fall 2024 to enhance transparency and community engagement.

[2] Full report is available at: https://www.pps.net//cms/lib/OR01913224/Centricity/Domain/5910/CCRC%202023%20Annual%20Report.pdf

2. Add fundraising and project management staff to increase capacity for Policy implementation.
3. Pursue additional funding sources more aggressively to enable more rapid implementation of the Policy.
4. More effectively reach students about climate related opportunities and evidence of PPS efforts to address climate change, while expanding the pre-existing pathways for students to get involved.

Appendix A: Portland Public Schools Climate Crisis Response, Climate Justice, and Sustainable Practices Policy

Board Policy 3.30.080-P

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

In response to the human-caused climate crisis currently underway and the direct harm being done to our District, society, and planet, Portland Public Schools (PPS) is committing to immediately mobilize resources for climate action. To this end, the District commits to reducing greenhouse gas (GHG) emissions and minimizing other negative environmental impacts; improving our school communities' health and wellness; and building a culture of learning, responsibility, and sustainability centered on our values of racial equity and climate justice.

Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

The District aims to educate and empower students as leaders in the just transition to a sustainable city and restorative society. Our goal is for all students to be environmentally literate, and to understand the connections between their daily actions and the natural world by using community-based learning and civic action as a context for meeting academic goals described in the Graduate Portrait.

The District shall prioritize investments that achieve the greatest emissions reduction, while integrating climate action into our curriculum and developing a culture of environmental stewardship and climate justice throughout our organization. Other efforts which have a lower impact on emissions and require major changes in infrastructure can be implemented over the longer term.

Our two overarching objectives are:

> **Emissions Reduction:** PPS will reduce its greenhouse gas emissions by 50 percent by 2030, using the 2018-2019 school year baseline, and reach net zero emissions by 2040.
>
> For the sake of emissions tracking, PPS will use a Scope 1 and Scope 2 analysis, which includes all emissions associated with the following: district-operated buses and fleet vehicles, and building energy use from both natural gas and electricity. In addition to Scope 1 and Scope 2, PPS will also track emissions associated with waste disposal (food waste, recycling, and landfill-bound garbage), which is defined as part of a Scope 3 analysis.

Engagement, Resilience, and Wellness: The District will take steps to prepare schools for the effects of climate change, and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

As the District works to meet these climate and sustainability goals and targets, it will maximize, minimize, and take other actions to reduce carbon emissions and increase sustainable practices when alternatives exist that meet District standards, are aligned with carbon-reduction targets, are cost competitive over time, and available technology exists.

It should be noted that these goals are based on the following assumptions: technology in the electric vehicle market will advance significantly; the cost of electric school buses will come down significantly over the next 10-20 years; the District will continue to pass voter-approved bonds on a regular cycle to support infrastructure investment; and the District will allocate general fund budget to help reach these goals.

We will align our work with the U.S. Department of Education's Green Ribbon School Pillars. In accordance with those pillars, PPS is adopting the following goals:

Pillar 1: Reduce Environmental Impact and Costs
Goal 1.1: PPS will design and construct new low-carbon schools and renovations that are energy-efficient, resilient, and adaptable.

1. Use appropriate industry standards (e.g. LEED Gold, Net-Zero ready, Oregon's Energy Ready Commercial Code) when designing new and modernized buildings.
2. Prohibit the installation of fossil fuel infrastructure (gas-fired equipment) in all new buildings.
3. Phase out fossil fuel infrastructure (gas-fired equipment) in all existing buildings by 2050.
4. Increase energy efficiency, maximize the use of renewable energy sources, and minimize the use of fossil fuels.
5. Limit the amount of refrigerants used. Manage existing refrigerants with best available technology.
6. Transition to building materials produced with less carbon and that are more sustainable.
7. Design, renovate, and construct new facilities to improve resiliency to climate-related emergencies.

Goal 1.2: PPS will maximize reductions in Green House Gas emissions from district operations, maintenance, and facilities management.

1. Maximize efficiency in fuel, electricity, and water use.
2. Establish standardized systems for waste prevention practices, including recycling and food waste reduction at campuses.
3. Minimize disposable materials.

Goal 1.3: PPS will maximize the carbon sequestration potential and other environmental benefits of green school yards and increase the ability of school grounds to adapt to climate extremes.

1. Increase shade trees, green spaces, and de-pave projects, with highest priority in low-canopy neighborhoods.
2. Maximize onsite stormwater management in compliance with city code.
3. Establish green school yard plans to care for school grounds.
4. Phase out gas-powered equipment used for grounds maintenance.

Goal 1.4: PPS will minimize greenhouse gas emissions from student and staff transportation, including transitioning to electric or low-emission vehicles.

1. Establish school-based infrastructure and support for staff and students to walk, bike, bus or telecommute, in order to reduce single-occupant car commuting.
2. Transition PPS and contracted vehicle fleet to electric or low emissions or renewable fuels. Work with industry, utilities, and the state and federal governments to reduce the costs of shifting towards electric or low-emission vehicles.
3. Educate and communicate to students, parents and staff about benefits of and opportunities to reduce single-occupant car commuting and idling.

Goal 1.5: PPS will reduce the demand for new materials and resources, and procure materials, products, and services in a manner that integrates climate considerations, fiscal responsibility, and equity priorities.

1. Where applicable, use best practices related to Environmentally Preferable Purchasing for centralized, formally solicited purchases, and provide tools and guidance to schools to support sustainable, climate-preferred product and services purchasing.
2. Transition to increased electronic communication and reduce paper copying and maximize recycled content in paper used.

3. PPS will produce a report at least annually of PPS investments in fossil fuels with information that, in light of state-mandated investments, is reasonably accessible and available to it. Investments in state investment funds will be reported, recognizing that the Oregon State Treasury controls the decision-making for state investment funds.

Pillar 2: Improve Health and Wellness
Goal 2.1: PPS will address climate-based impacts on health, safety, and wellness of its students and employees.

1. Include climate change impacts, such as flooding, landslides, and wildfires, as risks in district real property asset assessment and management.
2. Where possible, prioritize foods that are local, organic, seasonal, plant-based, minimally processed and/or minimally packaged, while meeting requirements of the USDA Child Nutrition Programs.

Goal 2.2: PPS will support frontline student communities to build resilience from climate change induced stresses and support preparation for and recovery from these events.

1. PPS will coordinate with state, regional, and local jurisdictions and community-based organizations to communicate with and support PPS students and families during climate-related events and natural disasters, such as wildfires, flooding, drought, heat waves, extreme winter storms, extreme wind events. The District will make available its facilities, as appropriate, during community response efforts to climate events.
2. Incorporate climate justice priorities and climate resiliency design to inform long-term facility planning. Plans should prioritize serving people with disabilities and frontline communities.

Pillar 3: Provide Effective Environmental and Sustainability Education
Goal 3.1: PPS will empower staff as allies for a healthy climate.

1. Provide learning opportunities for staff on climate science/climate justice.
2. Continuously collaborate with staff to utilize sustainability practices in the performance of their work and provide information, support, and tools to help implement those practices.

Goal 3.2: With guidance from frontline students and communities, PPS will develop curricular learning opportunities, so PPS graduates know the causes and consequences of climate change, understand climate justice, and have

opportunities to practice climate solutions.

1. Develop and deliver curriculum and resources to help students understand, prepare for, and respond to climate change impacts.
2. Teaching and learning about climate change will recognize and support the emotional and other impacts of climate change on individuals.
3. Provide opportunities for students to probe the underlying causes of the climate crisis and the structural racism embedded in climate change due to actions by majority white countries with disproportionate negative burdens and impacts on people of color, and to understand the dynamic nature of complex systems and how they change, and opportunities for them to practice using systems thinking to inform their choices.

Goal 3.3: PPS staff will collaborate with students to create opportunities to engage youth in hands-on climate learning, preparation, and practice on a regular basis at all PPS schools.

1. Support development of youth leadership and engagement opportunities around climate solutions, prioritizing opportunities for students from frontline communities.
2. Support student-led climate justice, climate action, and climate resiliency initiatives.
3. Treat the grounds and garden of each school as a learning space and involve students in nature-based grounds improvements and design. Support opportunities for students in every PPS elementary school to learn in a designated outdoor learning space.
4. Support students in their ongoing and critical role as climate response, climate justice, and sustainability advocates.

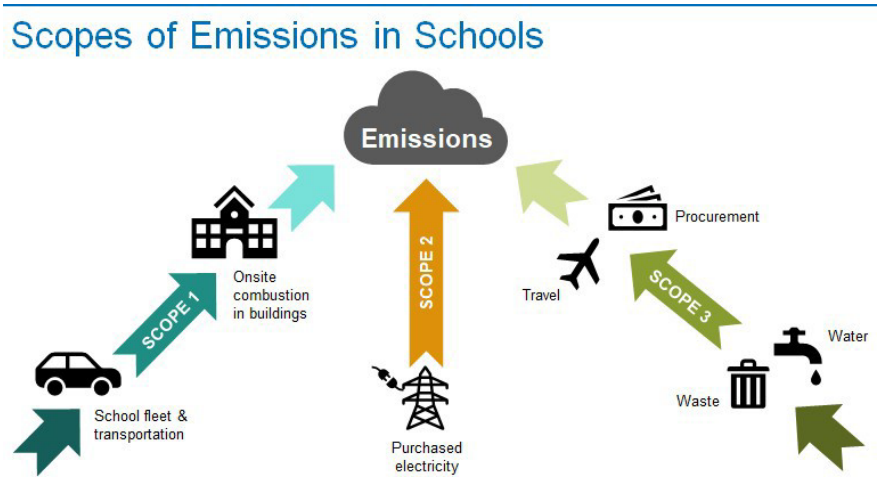
CLIMATE CRISIS RESPONSE COMMITTEE

To monitor effective implementation, transparency, and tracking of progress, PPS will establish a committee of no more than nine persons that is made up of a majority of members who identify as people of color, and two members who are current PPS students. The Board shall approve the Charter for and members of the Committee. The Committee will convene no less than quarterly and will report to the Board on an annual basis the progress the District is making under the policy directives. The Committee informs and advises the Board but does not have decision-making authority.

PPS Climate Crisis Response, Climate Justice and Sustainable Practices Policy

Glossary of Definitions

Scope 1 Emissions: direct greenhouse (GHG) emissions that occur from sources that are controlled or owned by an organization (e.g., emissions associated with fuel combustion in boilers, furnaces, water heaters, vehicles).



Scope 2 Emissions: indirect GHG emissions associated with the purchase of electricity, steam, heat, or cooling. Although scope 2 emissions physically occur at the facility where they are generated, they are accounted for in an organization's GHG inventory because they are a result of the organization's energy use.

Scope 3 Emissions: the result of activities from assets not owned or controlled by the reporting organization, but that the organization indirectly impacts in its value chain. Scope 3 emissions include all sources not within an organization's scope 1 and 2 boundary. The scope 3 emissions for one organization are the scope 1 and 2 emissions of another organization. Scope 3 emission sources include emissions both upstream and downstream of the organization's activities.

(Scope emissions defined by EPA Center for Corporate Climate Leadership Home)

Feasible: capable of being done or carried out. Feasibility will include the following factors: economics/available funding and appropriate trade-offs (i.e. the district will not spend general funds on energy efficiency if it is in lieu of incremental staffing in schools).

Frontline Communities: Communities that experience continuing injustice—including people of color, immigrants, people with lower incomes, those in rural areas, and

indigenous people—and face a legacy of systemic, largely racialized, inequity that influences their living and working places, the quality of their air and water, and their economic opportunities.

Systems Thinking: a holistic approach to analysis that focuses on the way that a system's constituent parts interrelate and how systems work over time.

Adopted: 3/2022

Appendix B: Portland Public Schools Climate Crisis Response Committee Charter

Portland Public Schools Climate Crisis Response Committee Charter

Draft: April 18, 2022

Mission

The mission of the Climate Crisis Response Committee (the Committee) is to monitor effective implementation, provide transparency, and to track and report progress or challenges of the Portland Public Schools's (the District) Climate Crisis Response, Climate Justice and Sustainable Practices Policy (the Policy) and the goals in it. The Committee informs and advises the Board of Education (Board), but does not have decision-making authority.

Committee Charge

The duties of the Committee are as follows:

1. To receive regular reports and data from District staff on the current status and planned implementation of the Policy goals and directives, including the impact of the policy implementation on frontline communities;

2. To determine whether such status and implementation are consistent with the identified goals of the Policy; and

3. To share written findings with the Board on at least an annual basis; the Committee may make recommendations to the Board as part of their work.

The Superintendent has responsibility for performance of staff engaged in the implementation of the Policy.

Committee Membership

The Committee is composed of no more than nine members that is made up of a majority of members who identify as people of color and two members who are current PPS students.

From an applicant pool, members are selected and appointed by the Board. Members will initially be appointed to staggered terms of one and two years with all subsequent

terms being two years. Each member may serve up to four years total on the Committee. Student members will be appointed to a one-year term.

A Committee chairperson will be appointed annually by the Board and will not hold that position for more than three years. The chairperson will serve as the sole point of contact between the Committee and District staff between meetings.

Appointed Committee members should have significant experience, expertise, understanding and/or knowledge in one or more of the following areas:

1. Climatejustice: the disproportionate impacts climate change has on frontline communities and the interrelationship between racial equity, social justice, and climate change;

2. Climate change: major causes, impacts, and proven mitigation and adaptation techniques applicable to a school district;

3. Climate literacy: K-12 education and curriculum related to climate change, climate justice, natural resources, conservation, and sustainability;

4. Greenhouse gas emissions (GHG): proven strategies to reduce emissions throughout District operations, such as energy efficiency, renewable energy, electrification, etc;

5. Environmental Sustainability/Green schoolyards: Understands the interconnecting relationships between environmental, educational, and social-emotional learning and the benefits of greenspaces in gardens, trees, stormwater facilities, and other outdoor learning spaces, and their impact on the urban landscape;

6. Construction: building design, application of renewable energy to architecture, and engineering; and/or

7. Public contracting: procurement, budgets, and schedules.

The Board recognizes that community members bring specialized knowledge and expertise to the Committee. All Committee members shall employ discretion, avoid conflicts of interest and the appearance of conflicts of interest, and exercise care in performing their duties and making recommendations from which they may personally benefit.

The Committee members shall receive no direct or indirect compensation from the District for their services as members of the Committee.

The Committee members may not have an active or pending contract with the District, including being an employee, director or owner of an entity with an active or pending contract with the District, nor enter into a contract during their term on the Committee.

The Committee may not include any employee or official of the District, or any vendor, contractor or consultant of the District.

Committee Operations

The Committee operates in an advisory capacity to the Board. The Committee is not responsible for program or project outcomes and does not direct staff, including any contracted staff, consultants, contractors or auditors. The charge to the Committee does not include:

1. Approval of contracts;

2. Appropriation of funding or budget;

3. Approval of District plans, implementation, and projects; and

4. Selection of contractors, consultants, and other professional service firms

Committee Meetings

1. After initial organizing meetings, the Committee will convene quarterly.

2. Committee meetings are advisory and not related to formal decision-making by the Board. Committee meetings shall include opportunity for public comment.

3. The District will provide necessary technical and administrative assistance as follows:
    a. A meeting room, including any necessary audio/visual equipment;
    b. Provision of reports covering the status of goals and progress of the Policy directives and disaggregated data so that impacts on students and frontline communities can be assessed;

c. Preparation of Committee meeting minutes and posting for public viewing and use on the PPS web site; and
d. District staff will attend Committee meetings in order to report on the status of the Policy implementation and to respond to questions. District contractors and/or consultants may attend Committee meetings at the discretion of District staff.

PPS Climate Crisis Response, Climate Justice & Sustainable Practices Policy



PORTLAND
Public Schools

2023 - 2024 Annual Progress Update

June 25, 2024

Photo credit: Anita Spaeth

Policy Passed March 2022

PPS Commits to swiftly mobilize resources to:

- Reducing greenhouse gas (GHG) emissions and **minimizing negative environmental impacts**;
- Improve our school communities' **health and wellness;** and
- Build a culture of learning, responsibility, and sustainability centered on our values of **racial equity and climate justice**.

Climate Justice

The Policy states:
Climate change disproportionately impacts the vulnerable members of our community. Implementation of this policy will prioritize serving people with disabilities, communities of color, and other vulnerable populations.

Advancing the Graduate Portrait

- Transformative Racial Equity Leaders
- Influential and Informed Global Stewards
- Optimistic and Future-Oriented Graduates



Photo credit: Anita Spaeth

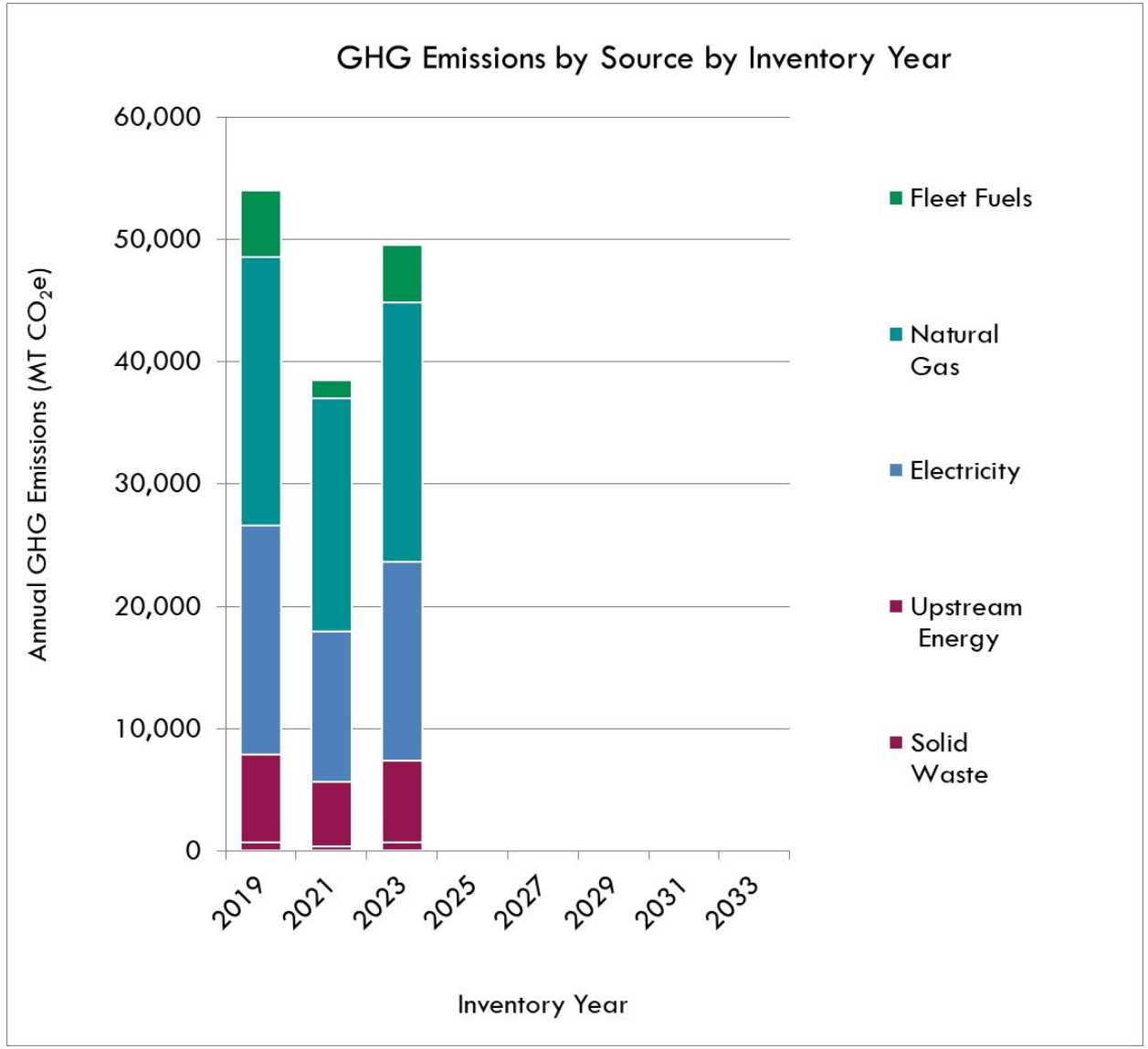
Progress to 2030

Decarbonization Goals:

- 2030: Reduce Emissions by 50% of 2018-2019 baseline
- 2040: Reach Net Zero GHG Emissions
- 2050: Phase out all fossil fuel infrastructure and equipment

Progress:

- In 2022-2023, PPS emitted 49,590* metric tons (MT) of carbon dioxide (CO2).
- Reduced by 8% since baseline year 2018-2019
- Emissions from fleet and transportation decreased by 7.5%.



*These data do not include energy and emissions savings from solar energy. That data, when added, will likely reduce emission by around 1,250,000-1,750,000 KWh of electricity or around 500-700 MT CO2.



Coordinated and Effective Leadership



Inclusive, Collaborative, and Data-Driven Decision Making



Strategic Advocacy and Allocation of Resources

Progress: Strategic Implementation

Activities Continue to Advance Policy Pillars and Goals

Reduce Environmental Costs and Emissions

- Increase in Electric Buses
- Walk N' Roll Events
- Increase in reusable dishware

Increase Health & Wellness

- Portland Clean Energy Fund
- Green Schoolyard Data Inventory

Climate Justice Education & Student Empowerment

- Student Summits and Solutions Fairs
- Climate Justice Learning









Looking Ahead

Balancing urgency of the crisis with integrity of process

FY24 Challenges

- Accommodating schedule changes and delays
- Capacity to seek additional funding sources

Opportunities for Continuous Improvement

- Prioritize phased systemic integration of policy scopes of work
- Intentional Community Feedback
- Alignment of strategic priorities for proactive planning



Moving Forward, Together

Questions?

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STAFF MEMO

Date: June 20, 2024

To: Board of Education

From: Dan Jung, Chief Operating Officer

Subject: General Obligation Bond Election Planning

This memo identifies impacts and risks of moving the planned voter approval of the next general obligation bond (GO bond) from November 2024 to May 2025.

The most recent GO bond option includes projects currently in progress that were funded from previous GO bonds. Completing these projects requires additional funds from the next GO bond. Below are the current efforts that require additional capital funds to compete:

- **Modernizations:** Jefferson High School, Cleveland High School, Wells High School, Harriet Tubman Middle School, and the Center for Black Student Excellence + K5 Learning Lab are all currently in either planning or early design phases. Each project has enough budget to continue progress without interruption if the GO bond vote is held, and approved, in May 2025.
- **Curriculum Adoptions:** The current curriculum adoption cycle is funded by the 2020 BO bond. Funds to continue curriculum adoptions, to keep up with the next required adoption cycles and commitments with digital apps, will run out prior to May 2025. PPS will need to find an alternate or temporary funding source to continue with current and planned programming, bringing PPS into compliance with curriculum adoptions.
- **Enterprise Resource Planning (ERP):** Efforts to modernize PPS's business practices and unify the ERP underlying systems are well underway. Early portions of the ERP project were funded by the 2020 bond; however, to complete the project additional capital funds will be necessary to complete the purchasing and implementation process uninterrupted. PPS will need to find an alternate or temporary funding source to continue with current and planned adoptions.

The district has multiple options to fund the curriculum adoptions and ERP project until a voter-approved GO bond in May 2025, and subsequent GO bond sales. The option that may be most

available and convenient is to use existing bond funds to continue the curriculum and ERP work, to be effectively refunded by the future GO authority. Staff will follow up with Bond Counsel and financial advisors to ensure compensability and practicality. Other options that could be considered is use of general funds or a loan. It's worth nothing that all options also carry risk. Current bond projects will be at financial risk if existing GO bond funds are used and a future bond is unsuccessful.

Two other considerations of note:

- **Oregon School Capital Improvement Matching (OSCIM) Program:** PPS is eligible for the OSCIM program (a State matching funds program intended to encourage communities to invest in public schools) in the November 2024 election. The OSCIM program could add as much as $12 million to the total bond amount. Eligibility for OSCIM is based on a number of variables, and it is unclear if PPS would be eligible for the program in May 2025. District staff are actively communicating with the State staff to clarify.
- **Bond Issuance Schedule:** PPS has approximately $422 million of remaining GO bond authority from the 2020 GO bond. The current plan is to sell the remainder in spring 2025. A May 2025 vote may cause the District to change the bond issuance timing; however, we do not see this as having a negative impact.

STAFF RECOMMENDATION

The current GO bond option sums to a historically large principal amount and includes a broad variety of projects and project types. Engaging the PPS community to better understand their capital priorities and their opinions regarding levy rates and total budget will be important prior to finalizing a GO bond package. Considering that the known impacts of a 6 month delay can be mitigated, staff recommends moving the planned voter request to May 2025 inorder to allow time to gather detailed community feedback, modify scopes as needed and further refine potential projects.

REFERENCES

- Facilities & Operations Committee Materials (05/31/2024)