

Audit Committee Meeting  
Thursday, November 6, 2025 4:30 PM

Dr. Matthew Prophet Education Center - Board  
Auditorium  
501 N. Dixon St  
Portland, OR 97227

## **Agenda**

1. Introduction
2. Public Comment *To sign-up for public comment email [PublicComment@pps.net](mailto:PublicComment@pps.net) or call the Board Office @ 503-916-3741.*
3. Follow up items from Committee Chair
4. Update to the 2025-2026 Audit Committee Work Plan and Meeting Agenda
5. Status update on the Annual Comprehensive Financial Report (ACFR) and the audit of compliance with federal grant requirements (called the Single Audit)
6. Contracts Audit: Status of the Implementation of Outstanding Recommendations
7. Wrap Up
8. Adjourn



## **PORTLAND PUBLIC SCHOOLS**

### **Office of Internal Performance Audit**

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**Date:** For the November 6, 2025 Audit Committee meeting

**To:** Audit Committee

**From:** Janise Hansen, CIA  
Sr. Internal Performance Auditor, Office of Internal Performance Audit

**Subject:** Current status on the 2025-2026 Audit Committee Work Plan  
and Proposed Meeting Agendas

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#### **Primary responsibilities of the Audit Committee:**

1. Oversight and support for the Office of Internal Performance Audit (OIPA)
2. Recommends the OIPA's annual Internal Performance Audit Plan ("Audit Plan") to the Board and provides ongoing oversight of the Audit Plan and individual audits
3. Recommends external auditors to the Board and provides ongoing oversight of audits performed by external auditors

#### **Audit Committee Work Plan:**

1. Review Bond Performance Audit Reports and provide ongoing oversight of the implementation of recommendations
2. Oversight of the OIPA's annual Internal Performance Audit Plan
3. Reviews and recommends actions related to the audit of District's Annual Comprehensive Financial Report (ACFR), the audit of the District's expenditures of federal awards, and provides ongoing oversight of the implementation of recommendations
4. Support the Office of Internal Performance Audit
5. Recommends external auditors to the Board

#### **Proposed Audit Committee Meeting Dates and Agendas:**

The following pages include the meeting dates and the proposed meeting agendas for each Audit Committee meeting.

## 2025-2026 Audit Committee Meeting Agenda

**Date:** October 16<sup>th</sup> 2025

### **Welcome to the Audit Committee / Introductions**

### **Public Testimony**

### **Audit Committee membership**

### **Status of the implementation of the Contracts audit recommendations**

- Management to provide the Audit Committee with the status of implementation of the outstanding Contracts Audit recommendations.

### **PPS's External auditors:**

#### ACFR (Annual Comprehensive Financial Report)

- Discuss the status of the annual audit of the district's financial statements (ACFR) and report on requirements for federal awards (Single Audit).
- Discuss scheduling for the presentation of the audit results in December 2025.

#### Annual Bond Performance Audits

- Discuss the status of the annual audit of the district's Bond program,
  - The Audit Committee's role related to the outstanding Bond audit recommendations
  - Scheduling for the presentation of the audit results in July 2025.
- Discuss the Bond auditor's contract which expires in the Spring of 2026, an RFP process, and the role of the Audit Committee in the RFP process.

### **Audit Committee work plan/meeting agendas for the 2025-2026 school year**

### **OIPA 2025/26 Audit Plan and discussion of new audit topics**

### **Overview of the Office of Internal Performance Audit (OIPA)**

- Board Policy: District Performance Auditing 1.60.040-P
- PPS Audit Committee and Performance Auditor Charter & Process
- Essential Conditions
- Benchmarking Data: Internal Auditing in the Great City Schools – White Paper

### **OIPA Annual Report**

### **Audit Committee and PPS Audit Reports web pages**

### **Wrap – up**

- Discuss scheduling for the next Audit Committee meeting
  - November 6<sup>th</sup>, is 4:30-5:30 ok (instead of 5-6:30)?
- Any requests for future Audit Committee meeting agenda items

## 2025-2026 Audit Committee Meeting Agenda

**Date:** November 6<sup>th</sup> 2025 at 4:30

### **Welcome to the Audit Committee / Introductions**

#### **Public Testimony**

#### **Follow up from the Chair related to:**

- The Audit Committee's recommendation to the full Board to ask applicable committees to follow up on the outstanding Bond Audit recommendations.
- Discussion with the Board Chair about a potential July 2026 Audit Committee meeting and inviting the BAC and Facilities Committees to join this meeting.

#### **Update to the 2025-2026 Audit Committee Work Plan and Meeting Agenda**

- Discuss any changes or updates

#### **Status update on the ACFR and the audit of compliance with federal grant requirements (called the Single Audit)**

- Discuss any changes from the update provided in the 10/16 meeting.
- Discuss scheduling of the presentation of these audit results in a December Audit Committee meeting.

#### **Contracts Audit: Status of the Implementation of Outstanding Recommendations**

- Discuss the status of the outstanding Contracts Audit recommendations.

#### **Wrap – up**

- Any requests for future Audit Committee meeting agenda items
- Discuss scheduling for the next Audit Committee meeting
  - OIPA would like to keep the December 4<sup>th</sup> meeting date for a full Audit Committee meeting – see agenda items on next page
  - That would mean we will have the 12/4 meeting and also a virtual meeting on 12/17 at noon for the purpose of receiving the ACFR and Single Audit results.

#### **10/27/25 - Summary of Update:**

Moved the ELL Audit Report Presentation and the Discussion of Proposed Audit Plan to the December 4<sup>th</sup> meeting. The focus of this meeting will be to discuss the Contracts Audit: Status of the Implementation of the Outstanding Recommendations.

**Date:** December 4<sup>th</sup> 2025 at 5pm

**Welcome to the Audit Committee / Introductions**

**Public Testimony**

**English Language Learners – Compliance Audit Report Presentation**

**Discussion of Proposed Audit Plan**

Audit Committee Action Required: The Audit Committee will need to vote to refer the selected audits to the full Board for approval to be added to the OIPA Audit Plan.

**Status update on the ACFR and the audit of compliance with federal grant requirements (called the Single Audit)**

Discuss scheduling of the presentation of these audit results in a December Audit Committee meeting.

**Wrap – up**

- Any requests for future Audit Committee meeting agenda items
- Discuss scheduling for the next Audit Committee meeting

10/27/25 - Summary of Update:

We were initially planning to cancel this meeting date. Instead we moved the ELL Audit Report Presentation and the Discussion of Proposed Audit Plan to this meeting.

## 2025-2026 Audit Committee Meeting Agenda

Date: December 18<sup>th</sup> Virtual meeting at noon.

**Welcome to the Audit Committee / Introductions**

**Public Testimony**

**Presentation of the ACFR and the audit of compliance with federal grant requirements (called the Single Audit)**

Audit Committee Action Required: The Audit Committee will need to vote to refer the ACFR and Single Audit reports to the full Board to be accepted.

**Wrap – up**

- Any requests for future Audit Committee meeting agenda items
- Discuss scheduling for the next Audit Committee meeting – either January 15 or February 5th

## 2025-2026 Audit Committee Meeting Agenda

**Date:** January 15 or February 5<sup>th</sup> 2026

Note: Audit Committee meeting invites included a hold for meetings on both January 15<sup>th</sup> and February 5<sup>th</sup>. We do not currently foresee the need to have both.

### **Welcome to the Audit Committee / Introductions**

#### **Public Testimony**

#### **Status of the implementation of the Bond Audit recommendations**

- Potentially – verbal comments from the Chairs of the other committees

#### **Status of the implementation of the Contracts Audit recommendations**

- Management to provide the Audit Committee with the status of implementation of the outstanding Contracts Audit recommendations.

#### **Status of the implementation of the Hardship Petition Transfer Audit recommendations**

- Management to provide the Audit Committee with the status of implementation of the outstanding Hardship Petition Transfer Audit recommendations

#### **Annual Bond Performance Audit**

- Discuss the Bond auditor's contract which expires in the Spring of 2026, an RFP process, and the role of the Audit Committee in the RFP process.
- Discuss scheduling for the presentation of the audit results in July 2025
  - If at all possible, we would like to have a joint committee meeting to include the Audit Committee, the Facilities Committee, and the BAC

#### **OIPA Presentation of the Measure 98 Audit Results**

#### **Discussion and approval of the 2026/2027 budget for the Office of Internal Performance Audit**

- Review and discuss the proposed budget for the Office of Internal Performance Audit

Audit Committee Action Required: The Audit Committee will need to vote to refer the proposed budget to the full Board for inclusion in the Board's budget.

Note: The budget for OIPA is part of the Board's annual budget and its inclusion requires the approval of the full Board.

#### **Status update on the 2025-2026 Audit Committee Work Plan and Proposed Meeting Agenda**

- The Audit Committee will review this document to confirm the committee is on track to accomplish the work plan and discuss any updates or changes needed for the rest of the 2025/2026 school year.

#### **Wrap – up**

- Any requests for future Audit Committee meeting agenda items
- Discuss scheduling for the next Audit Committee meeting – next meeting proposed for May 7<sup>th</sup>.

**Date: March 5 2026**

Note: Audit Committee meeting invites included a hold for a meeting on March 5<sup>th</sup>. We do not currently foresee the need for the March 5<sup>th</sup> meeting.

There is not an Audit Committee meeting scheduled for the month of April 2026. The next Audit Committee meeting would be May 7<sup>th</sup>.

## 2025-2026 Audit Committee Meeting Agenda

May 7<sup>th</sup> 2026

### Welcome to the Audit Committee / Introductions

#### Public Testimony

#### Student Body Funds Audit - Status of the Implementation of Recommendations.

- Management to provide the Audit Committee with the status of implementation of the outstanding Student Body Funds Audit recommendations

#### Status of the implementation of the Contracts Audit recommendations

- Management to provide the Audit Committee with the status of implementation of the outstanding Contracts Audit recommendations.

#### Annual Bond Performance Audit

- Discuss the status of the outstanding Bond Audit recommendations
- Discuss the Bond auditor's contract and RFP process
  - Potential Audit Committee Action: If the RFP process has been completed, the Audit Committee will need to refer the selected contract to the full Board for approval
- Discuss scheduling for the presentation of the audit results in July 2025
  - If at all possible, we would like to have a joint committee meeting to include the Audit Committee, the Facilities Improvement and Oversight Committee, and the Bond Accountability Committee

#### Annual Performance Evaluation for the Internal Auditor

- The annual performance evaluation for the Internal Auditor is drafted by the Chair of the Audit Committee based on input provided by the Audit Committee and the full Board.
- Input from Audit Committee and full Board is due to the Chair of the Audit Committee by the end of May.
- The completed performance evaluation is due by June 30<sup>th</sup>.

#### Presentation of the Building Security Audit results

#### Reflect on the Audit Committee's work for the 2025-2026 school year and review the Policy and Charter for any updates needed.

- Any lessons learned? Were there enough meetings/too many meetings? Is there a preference for more meeting with shorter agendas?
  - Potential Audit Committee Action: If any updates to the charter or policy are identified the Audit Committee will need to refer the edits to the full Board for approval.

#### Discuss Audit Committee membership

- The term for both community members expires June 30, 2026
- Discuss recruitment efforts

#### Wrap – up

- Any requests for future Audit Committee meeting agenda items

- Discuss scheduling for the next Audit Committee meeting – next meeting proposed July.

## 2025-2026 Audit Committee Meeting Agenda

### Potential July 2026 Meeting

Note: This meeting has not been scheduled. If possible, it would be great to have a joint committee meeting to include the Audit Committee, the Facilities Improvement and Oversight Committee, and the Bond Accountability Committee.

### Welcome to the Audit Committee / Introductions

### Public Testimony

### Presentation of the Annual Bond Performance Audit – Year 7

### Status of the implementation of the outstanding Bond Audit recommendations

- Management to provide the Audit Committee with the status of implementation of the outstanding Student Body Funds Audit recommendations

Potential Audit Committee Action: A referral of Community Members to the full Board for appointment to the Audit Committee may be needed.

### Wrap – up

- Confirm the Annual Performance Evaluation was completed by June 30<sup>th</sup>
- This will be the last meeting for the 2025-2026 Audit Committee
- Discuss planning for the 2026-2027 Audit Committee and introduction of the new Chair of the Audit Committee (if known at this time).

**Contracts Audit Implementation Plan**

Presentation to the Audit Committee on 11/6/2025 at 4:30pm

2020 Contracts Audit Recommendations				Status		
#	Abbreviated Recommendation	Response	Responsible Administrator / Manager	Status:	OIPA Comments	District Response:
1	Re-evaluate internal controls to ensure all District staff who manage or work with contracts complete the mandatory contracting training course prior to the established deadline.	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
2	Maximize the benefit of the training course, by requiring the training course applicable for the contract term, to be completed by the required staff prior to initiating the contract.	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
2 a)	Consider changing the deadline for the required training course to August 1st of the applicable year.	Partly Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA

3	Develop and implement internal controls that will ensure a thorough and robust review and evaluation of the contracts performance is completed and documented prior to deciding whether or not a similar contract should be negotiated in the future	Agree	Instructional Leadership, RESJ leadership	Completed	<p>There has been <b>substantial progress towards the implementation of this recommendation</b>, however additional work is necessary to confirm the implementation of this recommendation.</p> <p>OIPA Reviewed the RESJ Support Services Report posted in BoardBook as Supplemental Resources for the Board's work session on October 28, 2026 and noted the following:</p> <p>1. Performance Reviews of the 2024/2025 school year, attached to the memo, were not completed in advance of the signing of the 2025/2026 school year contracts.</p> <p>Note: A modification to the timing of the performance review may be necessary. For example, the contracts for the 2025/2026 were signed in June 2025. The 2024/2025 contracts do not end until the end of June providing little to no time to evaluate the performance of the contract before re-contracting with the partner for the next year. One option could be to wait to sign the next year's contracts until August, using the month of July to complete the performance review. Another option could be to base the evaluation on the data from September 2025 - April 2026, complete the performance review using that data in the month of May, in advance of signing contracts in June. The value of a contract's performance review is only realized when the review is completed in time to be used the in decision-making process for re-contracting with the partner for similar services from one year to the next.</p> <p>2. Performance Reviews did not include an analysis of each of the goals identified in the 2024/2025 contract.</p> <p>Note: We noted the Performance Reviews did a great job detailing attendance and behavior data. However, most partners had at least one goal related to academic improvement expectations for students participating in the programs and the data and analysis of the academic improvement expectations were not included were applicable for each of the contracts. For example, one contract stated 80% of students participating in the program will demonstrate improved scores on OSAS for 3rd grade Reading and 5th grade Math. No analysis of whether or not the partner made progress towards the goal, or met that goal was included in the Performance Review.</p>	<p>Performance Reviews rely on end of year data and can not be reasonably completed by June of each year. Moreover, with recent budget reductions, the department of research was eliminated and thus, there is not the same staff capacity to analyze individual student level goals connected to OSAS. We will work with partners to ensure that goals are aligned with staff evaluative capacity. Additionally, even though Performance Reviews occurred after contracts were awarded, the RESJ team still non-renewed two contracts based on a lack of service provision to students and one contract because a partner went out of business. The team uses multiple criteria and not goal performance alone to determine non-renewal, most notably, whether or not a partner actually provided services and support to students.</p>
3 a)	Update the contracting training course to include additional guidance and expectations related to review and evaluations	Agree	Emily Courtnege, Director of Purchasing & Contracting	Completed	Confirmed	NA
3 b)	Utilize the content of the Board Cover Memo to create a template for Contract Managers to document the review and evaluation for all contracts.	Agree	Jonathan	On Target	<p>There has been <b>substantial progress towards the implementation of this recommendation</b>, however additional work is necessary to confirm the implementation of this recommendation.</p> <p>Per staff, the use of the Board Cover Memo was discontinued a couple of years ago because it was deemed repetitive of the scope document.</p> <p>Use of the content included in what was previously called the Board Cover Memo to document the review and evaluation was a suggestion because it already included a section to "Summarize data/outcomes from prior contract period (How do we know the contract was effective?)" and another section to "Describe any changes from prior year scope, new deliverables, or plan for improvement in this contract." Whether the district modifies the Board Cover Memo to serve as a review and evaluation template or creates a totally different template is up to the district.</p> <p>The recommendation to create and utilize a template to document the review and evaluation of contracts remains.</p> <p>Note: We reviewed the "Performance Review" attached to the memo which appears to be the template the district utilized to document the review and evaluation of each of the contracts. The "Performance Review" template was not adequate to ensure an evaluation of each of the goals identified in the contract (as detailed in the OIPA comments above related to recommendation 3). Additionally, the Performance Review template does not include a section to description of any changes from prior year scope, new deliverables, or plan for improvement in the contract. A carefully laid out template will support the contract manager by prompting them to include all of the required review and evaluation content needed in the decision-making process to determine whether or not to contract for the same or similar services again.</p>	<p>The RESJ Team did create a Performance Review template to document contract outcomes, although there does not appear to be agreement between the District and the Auditor on the format of the Performance Review. The District believes this recommendation has been met.</p>

3 c)	Require the review and evaluation be reviewed and approved by the Contract Manager's supervisor and submitted to the P&C Department for record keeping.	Partly Agree	RESJ Leadership & Instructional Leadership	On Target	<p>There has been <b>substantial progress towards the implementation of this recommendation</b>, however additional work is necessary to confirm the implementation of this recommendation.</p> <p>We reviewed the "Performance Reviews" attached to the memo and noted the contract manager identified in the Performance Review document is not the Contract Manager identified in the system as the Contract Manager for these contracts; and, there is no evidence of a supervisor's review of the Performance Review. In this situation, the memo was provided to the Board by Dr. Adams so it is reasonable to infer that Dr Adams reviewed and approved the Performance Review documents before including them in his memo. However, a memo may not always accompany a Performance Review so documenting evidence of the supervisor's review on the Performance Review document is important.</p> <p>We noted the "Performance Reviews" have not been uploaded into Cobblestone.</p> <p>Per the PPS Contract Management training: Contract Managers may delegate limited contract management activities, such as initial completion of the contract template or initial review of invoices to other staff.</p> <p>Note: Re-evaluation of who the contract manager is, may be necessary to support the implementation of this recommendation. The Contract Manager identified in the system and identified in the resolution listing the contracts requiring Board approval is typically the budget holder for the funds used to pay for the contract. In this situation, the budget holder and Contract Manager identified is Dr. Adams, the Chief Accountability and Equity Officer. In this situation, we would suggest identifying Business Operations Analyst II as the formal contract manager. Because the Business Operations Analyst II reports directly to Dr. Adams, Dr. Adams could provide the oversight the contract management's responsibilities performed by the Business Operations Analyst II, including signing off on the Performance Reviews as Business Operations Analyst II's supervisor. When Dr. Adams (who reports directly to the Superintendent) is identified as the Contract Manager providing oversight of the Contract Manager's responsibilities is not a reasonable expectation of the Superintendent. Careful consideration of who will be the Contract Manager is vital and why several of the other recommendations (#9, #17, and #18) were given.</p>	<p>Dr. Adams is not the contract manager. As shared with the Auditor previously, the Business Operations Analyst II is the contract manager and the Director of RESJ is her supervisor. Contract management is well within the scope of Business Operations Analyst II's position description. No documents reach the Board without multiple levels of review and approval, so the inference that these documents were approved is accurate. Performance Reviews were not scheduled to be uploaded into Cobblestone until after materials had been provided to the Board. These reviews will be uploaded into Cobblestone by November 15, 2025.</p>
3 d)	d) Increase transparency by saving all review and evaluations in a central and accessible location so they can be easily accessed and reviewed by stakeholders	Partly Agree	Emily Courtnage, Director of Purchasing & Contracting	On Target	<p>Recommendation Outstanding:</p> <p>We noted the "Performance Review" documents have not been uploaded into Cobblestone.</p>	<p>Performance Reviews will be uploaded by November 15, 2025.</p>

4	Develop and implement internal controls that will ensure all contracts include appropriate and specific deliverables, performance measures, expected outcomes, how the performance of the contract will be measured, and reporting requirements tailored to the particular contract.	Agree	Instructional Leadership & RESJ leadership	Completed	<p>Recommendation Outstanding: We reviewed several of the 2025-2026 contracts and noted the contracts do not clearly identify the contract's performance measures, referred to as SMART goals. This is a reversal from the 2024-2025 contracts which did include SMART goals.</p> <p>In our review, we noted the SOW template used for the 2025-2026 contracts had significant changes in section 3 when compared to the SOW template that is posted on the P&amp;C web page and is required to be used for all Personal Service contracts for Student, Instructional, and Family Engagement Services Contracts. Section 3 of the SOW template posted on P&amp;C website includes "3. Detailed Description of Goals and Activities" looks like this:</p> <p><b>3. Detailed Description of Goals and Activities:</b></p> <table border="1" data-bbox="1118 402 2016 672"> <tr> <td>Goal #1: <b>Example: Increase school attendance</b></td> </tr> <tr> <td>Activities <b>[Describe below the specific contract activities designed to help achieve the listed goal]</b></td> </tr> <tr> <td>1.</td> </tr> <tr> <td>2.</td> </tr> <tr> <td>3.</td> </tr> <tr> <td>Goal #2: <b>Example: Reduce racial disparities in academic performance</b></td> </tr> <tr> <td>Activities</td> </tr> <tr> <td>1.</td> </tr> </table> <p>The SOW for the 2025-2026 contracts modified section 3 says to provide a "General Overview of how your organization supports the district continuous improvement plan" and added a section titled "Annual Evidence Based Strategies, Measures and Action". We noted the content included in the modified SOW did not clearly identify SMART goals.</p> <p>In the memo provided there is a section titled "What to expect for 2026." Which states the process for tracking goals and activities has been revised to create a more equitable, consistent approach aligned with District expectations. Community partners will now set goals connected to the District's continuous improvement plan and Board goals in four areas: attendance, literacy, mathematics, and 9th grade success. Partners' strategies have been written as theories of action, aligned with the Ideal Student Experience, to demonstrate measurable impact and show how their work supports these priority areas."</p>	Goal #1: <b>Example: Increase school attendance</b>	Activities <b>[Describe below the specific contract activities designed to help achieve the listed goal]</b>	1.	2.	3.	Goal #2: <b>Example: Reduce racial disparities in academic performance</b>	Activities	1.	The District strongly disagrees with this outstanding recommendation and language. The district met this SMART goal recommendation in June 2024 and therefore, believes this should be met. For 2025-2026, scopes of work were not abandoned or changed. In keeping with best practices, the RESJ team worked with potential partners to align their outcomes with the first ever District Continuous Improvement Plan. Schools are asked to align with this plan and partners also needed to meet this expectation. In keeping with this alignment, goals are written as theories of action. Moving forward RESJ will ensure that all partners' "Goals written as a theory of action" contain percentages, as the team recognizes that not all current scopes have this.
Goal #1: <b>Example: Increase school attendance</b>														
Activities <b>[Describe below the specific contract activities designed to help achieve the listed goal]</b>														
1.														
2.														
3.														
Goal #2: <b>Example: Reduce racial disparities in academic performance</b>														
Activities														
1.														
4 a)	Require the use of the Specialized SOW template	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	<p>While we would expect minor adjustments to the goals identified in the 2024-2025 contracts, the 2025-2026 contracts completely abandon the SMART goals identified in the 2024-2025 contracts which were approved by the Board for four years. When a SOW has substantial changes from the original contract approved by the Board, the new contracts should require the Board to approve the updated SOW, which did not happen for the 2025-2026 contracts.</p>									
4 b)	Require the appropriateness of the specific deliverables, performance measures, expected outcomes, how the performance will be measured, and reporting requirements tailored to the particular contract be reviewed and	Partly Agree	Jonathan Garcia	On Target	Further, the SMART goals identified in the 2024-2025 contracts were already targeted at attendance, literacy, mathematics and 9th grade success. Modifications to these goals to better align with the District's continuous improvement plan could have been made without abandoning the 2024-2025 goals and replacing them with general overviews and theories of action that do not clearly identify how the performance of the contract will be measured/determined.									
4 c)	Increase transparency by saving the completed Specialized SOW template in a central and accessible location so they can be easily accessed and reviewed by stakeholders.	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA								

5	Provide an update to the Board to communicate the District's phased implementation of the mandatory training requirements for contractors and the delay in full implementation.	Partly Agree	Legal - Mary Kane	Completed	NA	NA
6	Develop and implement internal controls to ensure all mandatory training courses are included in all contracts that require interactions with students.	Partly Agree	Legal - Mary Kane and Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
6 a)	District Management develop detailed guidance and expectations related to the mandatory training requirement for contracts that require contractors and their staff to interact with PPS students.	Partly Agree	Legal - Mary Kane	Completed	Confirmed	NA
6 b)	The P&C department communicate the detailed guidance and expectations to Contract Managers throughout the District	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
6 c)	Update the contracting training course to include guidance and expectations related to the inclusion of the mandatory training courses in applicable contracts; including if or when exceptions can be made and the process for obtaining an exception.	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
6 d)	Establish a clear and mandatory channel of communication between the P&C department and Contract Managers (in addition to the annual contracting training course) to communicate and distribute guidance and expectation for Contract Managers on topics related to contracting	Disagree	Emily Courtnage, Director of Purchasing & Contracting	Completed	NA	NA
7	7. Develop and implement internal controls to ensure the District obtains evidence that the contractors and their employees have completed the mandatory training course as required in the contract.	Agree	Legal - Mary Kane and Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
7 a)	Develop adequately detailed guidance and expectations and communicate that content with Contract Managers.	Agree	Legal - Mary Kane and Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
7 b)	Include the list of mandatory training courses in applicable RFPs (or ITB).	Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA

7 c)	Consult with the Office of Technology & Information Services (OTIS) to develop a streamlined process for the activation of the necessary PPS email addresses for the contractor and their staff to access the training courses in Pepper PD.	Agree	Legal - Mary Kane	Completed	Confirmed	NA
8	8. Develop and implement internal controls that will ensure: <ul style="list-style-type: none"> <li>Evidence of deliverables identified in the SOW are achieved/delivered, and</li> <li>Reports obtained by the District as evidence of deliverables include all required information, agree with District data, and all required reports are obtained (i.e. all four of the four reports are obtained).</li> </ul>	Agree	Instructional Leadership & RESJ leadership	On Target	Recommendation Outstanding  We obtained the worksheet used by staff to track the receipt of the deliverables identified in the SOW. In this situation, the deliverables are the quarterly reports. In the section of the worksheet where staff document the date the quarterly reports are received, there were comments stating they did not received the quarterly report, or that the quarterly report received did not include the narrative as required by the contract. Of the 23 contracts listed on the worksheet, it appears that staff have documented 15 were missing one or more of the required quarterly reports.	The District recognizes this issue and will continue to work with partners to ensure that quarterly reports are completed. RESJ staff have been hyper-focused on whether or not services are being provided to students via communications with building leaders and site visits.
9	We also recommend the District management develop and implement internal controls that will ensure contract management responsibilities are being performed.	Agree	Instructional Leadership & RESJ leadership	On Target	OIPA Request: Please provide a narrative on how the district ensures contract management responsibilities are being performed.	Contract management responsibilities are covered in supervisory meetings (one-on-ones) with the contract manager and unscheduled check-ins on partner implementation, including site visits.
10	We recommend the District develop and implement internal controls that will ensure the District has received a signed ROI form prior to releasing any student information and continue to prioritize obtaining ROI forms, until a signed ROI form is obtained for each student.	Partly Agree	Legal - Mary Kane and potentially others	Completed	Confirmed	NA
11	We recommend the District perform and document an analysis of the District's obligation to secure student information from unauthorized re-disclosure under FERPA laws.	Agree	Legal - Mary Kane	Completed	Confirmed	NA
11 a)	We recommend the District consider specifically addressing each of the examples identified in the finding in its analysis.	Agree	Legal - Mary Kane	Completed	Confirmed	NA
12	We recommend the District develop a clear criteria for determining when a signed ROI form is required.	Agree	Legal - Mary Kane	Completed	Confirmed	NA
13	Develop and implement internal controls that will ensure the consistent application of a signed ROI form in applicable contracts.	Agree	Legal - Mary Kane and Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
				Completed	Confirmed	NA

13 a)	We recommend the District consider providing Contract Managers with training that will detail guidance and expectations to ensure they have an adequate understanding of the criteria for which a signed ROI form is required and the District's obligation to secure student information from unauthorized re-disclosure under FERPA laws.	Partly Agree	Legal - Mary Kane	Completed	Confirmed	NA
14	We recommend the District review contract payment processes and procedures for process improvements and efficiencies to ensure payments to contractors are made timely as required in the contract. Additionally, we recommend the District document the date the invoice was received.	Agree	Tracy Pinder, Director of Financial Services	Completed	OIPA did not have a chance to confirm this one yet. We will follow up on it before the next Audit Committee meeting.	
15	We also recommend the District consider centralizing the receipt of contract invoices.	Partly Agree	Tracy Pinder, Director of Financial Services	Completed	Confirmed	NA
16	To ensure contract management responsibilities are being performed as expected, we recommend the District develop and communicate detailed guidance and expectation related to contract management responsibilities.	Partly Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA
16 a)	a) Identify personal services contracts for student services as complex contracts and increase requirements for those contracts to include: o Develop an additional contract management training course that Contract Managers of complex contracts are required to complete prior to initiating the contract. o Require complex contracts include a contract administration plan (similar to that used by the State of Oregon) that is review and approved by the Contract Manager's supervisor and submitted to P&C for recordkeeping.	Partly Agree	Emily Courtnage, Director of Purchasing & Contracting	Completed	Confirmed	NA

17	Develop and communicate oversight of contract management responsibilities, including how performance of contract management responsibilities will be evaluated. To achieve this, we recommend the District consider updating position descriptions to include contract management responsibilities and include an evaluation of the performance of these responsibilities in the staff member's annual performance	Partly Disagree	Jonathan Garcia	On Target	OIPA Request: Please provide a narrative describing how oversight of contract management responsibilities takes place.	Oversight of contract management responsibilities takes place during supervisory meetings between both the Business Operations Analyst II and the Director of RESJ and Dr. Adams and the Director of RESJ, during one-on-one meetings. During these meetings, matters pertaining to the operations of the department and roles and responsibilities are frequently discussed and reviewed.
18	Prior to assigning a Contract Manager, supervisors of the proposed Contract Manager should evaluate the positions' other roles and responsibilities to ensure those assigned contract management responsibilities have adequate time to perform the contract management responsibilities while also performing the roles and responsibilities in their position descriptions	Partly Disagree	Instructional Leadership & RESJ leadership	Completed	OIPA Request: Please provide a narrative from the supervisor of a contract manager that describes the consideration/evaluation of the roles and responsibilities of the contract manager, that ensures those assigned contract management responsibilities have adequate time to perform the contract management responsibilities while also performing the roles and responsibilities in their position descriptions	The District finds this request to be unnecessary given that contract responsibilities are clearly included in the current contract manager's position description per Human Resources. Contract Management is a core responsibility of the Business Operations Analyst II's role. The District believes that it has met this recommendation and that this finding should be closed.
19	We recommend the District take additional steps to implement a comprehensive and systematic approach to improve performance management of personal service contracts. To achieve this we recommend the District consider scaling the District's comprehensive and systematic approach to improve performance management of personal service contracts identified by the District as RESJ partnership contracts to include all of the District's personal service contracts with educational	Partly Agree	Instructional Leadership & RESJ leadership	Completed	Confirmed	NA
20	To address the SoS audit's call for increased transparency and oversight for the District's contracts we recommend the District consider publicly posting the review and evaluation of contracts (via the Board Cover Memo) and the SOW for contracts listed on the Board agenda for Board approval. This could increase transparency in contracting decisions while still safeguarding the majority of the content related to contractor	Partly Agree	Jonathan	On Target	OIPA did not have a chance to confirm this one yet. We will follow up on it before the next Audit Committee meeting.	This was provided in June 2024 when RESJ contracts were last approved for a four-year term. Documents were uploaded into Board Book and contracts were voted upon by the Board. The District believes that it has met this requirement.



# MEMO

**To:** PPS Board of Education

**From:** Dr. Renard Adams, Chief Accountability and Equity Officer  
William Fernandez, Director of Racial Equity and Social Justice

**Date:** October 17, 2025

**Subject:** RESJ Racial Equity and Social Justice Support Services Report

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## **Background Information**

The memo provides an update on the [Racial Equity and Social Justice \(RESJ\) Support Services RFP](#) that was released in early 2024 with contracts approved June 25, 2024.

- **Process & Results:** RESJ led an eight-week competitive RFP process, including a 1-hour information session. **Twenty-eight** 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 results, **23 organizations were recommended for contract negotiations for the 2024-25 SY.**
- **Partnership Approach:** Guided by the [PPS Racial Equity Student Support Services Strategy](#), PPS has partnered with culturally specific, and culturally responsive organizations to advance racial equity goals and the Graduate Portrait vision.
- Respondents were asked to submit proposals that outlined a separate scope of services aligned with each of the strategies for which they intended to submit a proposal. Included in the outline of the scope of services, proposers were asked to provide a rationale and ability to provide services for the student focus group. Program design described the set of activities and services provided along with a rationale that describes the alignment with the strategies listed in the PPS Racial Equity Support Services Strategy, and the strategies listed below:
  1. **Culturally specific family engagement**  
Family engagement is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students.
  2. **Wrap-around services**  
Provision of culturally specific and culturally responsive services to support student academic, emotional, and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services are a comprehensive and holistic approach to meeting the needs of students.
  3. **Mentoring and 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 at

school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.

4. **Extended learning and enrichment**

Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that student engagement in these activities can lead to improved academic performance and attendance.

5. **Student advocacy and positive cultural identity development**

Programming provides participating youth with exposure and opportunity 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.

**2024-25 Community Partner Scope of Work**

The RESJ team remains committed to fostering collaboration across central office departments, school sites, and community partners to ensure continued alignment with shared objectives. Achieving meaningful and sustainable outcomes calls for collective accountability across the organization. While community partners play an essential role in supporting students and families, progress is only attainable when every department actively contributes to identifying and removing barriers and advancing effective solutions.

**What to expect for 2026**

The process for tracking goals and activities has been revised to create a more equitable, consistent approach aligned with District expectations. Community partners will now set goals connected to the District's continuous improvement plan and Board goals in four areas: **attendance, literacy, mathematics, and 9th grade success.**

Partners' strategies have been written as **theories of action**, aligned with the Ideal Student Experience, to demonstrate measurable impact and show how their work supports these priority areas. RESJ will continue to review data from PPS dashboard to measure partner performance and impact on students on the following areas: attendance, achievement, and discipline.

Beginning on page 3, you will find detailed information about each organization including organization name, brief program description, RESJ Strategy(ies) being implemented, schools served, link to community partner performance review (prepared by RESJ staff) and narrative (submitted by community organization)

RESJ Partnership Programs

Proposer	Program Description, Summary & Strategy	Schools Served	Links to documents
<p><b>African Refugee Immigrant Organization (ARIO)</b></p>	<p>ARIO facilitates the full and complete social integration, emotional adjustment and stability, and cultural transition of the African refugee and immigrant community to life in Oregon. Promote diversity and raise the voices of community advocates and activists in the workforce development, community education, public bodies, arts, cultural expression, transportation, justice reform and leadership structures.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b> 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.</p>	<p>McDaniel, Roosevelt, Franklin, Grant, Cleveland, Ida B. Wells, Roseway Heights, Harrison Park, George, Kellogg, Lane, Jackson, Hosford, Beaumont</p>	<p><a href="#">Performance Review</a></p> <p>No partner narrative due to non-renewal of contract</p>
<p><b>African Youth and Community Organization (AYCO)</b></p>	<p>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. The program is called UPLIFT because of the 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.</p> <p><b>Strategy 2: Warp-Around Services for Student Success</b> AYCO offers 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.</p>	<p>Ida B Wells, Franklin, McDaniel, Roosevelt, Jackson, Harrison Park, Woodmere, Lane, Markham, Rosa Parks, Roseway Heights.</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<p><b>Black Excellence (BE) Group</b></p>	<p>BE Group is a culturally relevant organization that is dedicated to serving historically underserved black students within Portland Public School.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b> BE 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.</p>	<p>Markham, Bridlemile, Rosa Parks, Dr. Martin Luther King Jr., Jackson, West Sylvan, Odyssey</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<p><b>Black Parent Initiative (BPI)</b></p>	<p>BPI's mission has been to educate and mobilize the parents and caregivers of African, African American and African American Multi-cultural children to ensure they achieve success.</p>	<p><b>Strategy 1</b> Sabin, Boise, Eliot, Martin Luther King</p>	<p><a href="#">Performance Review</a></p>

	<p>The impact of systemic racism on the Black/African American community includes extreme disparities in health, education, housing, employment, and more. Forced Displacement, structural violence and exclusion from economic opportunities for advancement have left many Black/African American families in Oregon in a position where they are unable to support the health and well-being of their children. BPI believes that children and families they serve are inherently capable, brilliant and beautiful though social service systems have historically neglected to center on their strengths, wisdom, promise and expertise.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b> The Black Parent Initiative (BPI) proposes to provide Culturally Specific Family Engagement for several Portland Public Schools sites through our Sawubona School-Based Learning Communities. Aligning with the Racial Equity Student Support Services Strategy to create a welcoming and respectful environment for family and community engagement for Pre-K-5, BPI's Sawubona School-Based learning program will bring students, families, early learning providers, and school staff together to improve school readiness and success among African American, African, Black, and Multi-Ethnic students.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b> The Black Parent Initiative (BPI) proposes to expand our Sawubona wrap-around services to Grant High School, in collaboration with the Black Student Union to provide academic tutoring, culturally-specific mentorship, guest speakers, college prep, and access to career fairs and employment opportunities.</p>	<p>Jr.</p> <p><b>Strategy 2:</b> Grant</p>	<p><a href="#">Community Partner Narrative</a></p>
<p><b>Boys and Girls Club</b></p>	<p>Boys &amp; Girls Clubs provides a safe, positive places for kids to enjoy fun and engaging program. Clubs provide enrichment programs to youth while empowering them with a sense of belonging and security, and surround members with caring, trained staff that engage them in nationally proven evidence-based youth development programs. This grant supports out-of-school time extended learning and enrichment programming (after school and summer).</p> <p><b>Strategy 4: Enrichment, Extended Day</b> Programming model revolves around a full-age continuum of essential skills building, which means, intentionally creating 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.</p>	<p>Blazers Club (NE Portland) Wattles/Clegg Club (SE Portland)</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<p><b>Camp Fire Columbia</b></p>	<p>While Camp Fire has historically been synonymous with outdoor learning and providing opportunities for women, today's Camp Fire is a multi-faceted agency that serves all kids through a diverse array of programs. Camp Fire has long served the communities of Oregon and southwest Washington by providing high-quality youth development</p>	<p>Cesar Chavez, Lane, Harrison Park, George</p>	<p>The partnership ended in December 2024 due the closing of</p>

	<p>programming for nearly a century.</p> <p><b>Strategy 3: Mentoring and Leadership</b> 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.</p>		<p>CampFire, and not enough information was available to conduct a full performance review.</p>
<p><b>Center for Intercultural Organizing (Unite Oregon)</b></p>	<p>Unite Oregon is a membership organization led by Black, Indigenous, People of Color, immigrants and refugees, rural communities, and people experiencing poverty. We work across Oregon to build a unified, intercultural movement for justice.</p> <p><b>Strategy 3: Mentoring and Leadership</b> 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.</p>	<p>Cesar Chavez, Harrison Park, Ockley Green</p>	<p><a href="#">Performance Review</a></p> <p>No partner narrative due to non-renewal of contract</p>
<p><b>Chess for Success</b></p>	<p>Through chess, all students in CFS after-school programs are introduced to concepts including: mindfulness, distress tolerance, emotional regulation, and interpersonal skills</p> <p><b>Strategy 4: Enrichment, Extended Day</b> Chess for Success provides safe, inclusive, structured, fun and engaging activities that enhance and expand the learning of students outside of school hours.</p>	<p>Arleta, Beach, Bridger, Chief Joseph, James John, Kelley, Kellogg, MLK, Marysville, Ockley Green, Rigler, Rosa Parks, Roseway Heights, Sabin, Vernon, Woodlawn</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<p><b>Coalition of Black Men</b></p>	<p>The COBM's mentoring program assists young African-American males and other boys develop into educated, contributing members of our community. It is designed to mold youth into leaders through responsible personal conduct, educational achievement and cultural enrichment. This is done through group coaching and community activities.</p> <p><b>Strategy 3: Mentoring and Leadership</b> The program continues its work 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.</p>	<p>Astor, Faubion, Ockley Green, and George</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>

<p><b>Girl Scouts</b></p>	<p>Forever friendship is a powerful thing. It's what gives Girl Scouts the confidence to be themselves, unapologetically. It's what makes them feel safe enough to try new things and cheer each other on in tough times. It's the support that can get them up on tough mornings, help them raise their hand in class, and even climb to the top of a mountain.</p> <p><b>Strategy 4: Enrichment, Extended Day</b>          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 &amp; 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.</p>	<p>Rosa Parks and Martin Luther King Jr.</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<p><b>Immigrant and Refugee Community Organization (IRCO)</b></p>	<p>IRCO's mission is to welcome, serve, and empower refugees, immigrants, and people across cultures and generations to reach their full potential. We imagine a future where refugees and immigrants belong, our staff are nurtured, and all communities thrive. Founded by refugees for refugees, IRCO has been serving Oregon's immigrant and refugee communities for nearly 50 years. IRCO supports K-12 students with holistic, wraparound services that promote academic success through afterschool groups, mentoring, tutoring, academic advocacy, family engagement, and community celebrations.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b>          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</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b>          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.</p> <p><b>Strategy 3: Mentoring and Leadership</b>          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.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b>          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</p>	<p><b>Strategy 1</b>          Sitton, Jason Lee, Clark (HP), Kelly</p> <p><b>Strategy 2</b>          Roosevelt HS, McDaniel HS, Franklin HS</p> <p><b>Strategy 3</b>          Roseway Heights, Harrison Park, Lane</p> <p><b>Strategy 5</b>          George (cluster), Roseway (cluster), Harrison Park (cluster) – whole family cultural events may include students from ES and/or HS.</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>

	and culturally affirming environment.		
<b>iUrban Teen</b>	<p>iUrban delivers 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.</p> <p><b>Strategy 3: Mentoring and Leadership</b> 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.</p>	George Middle School, Lane Middle School, McDaniel High School, Jefferson High School.	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<b>Latino Network</b>	<p>Latino Network is a Latine-led education organization, grounded in culturally-specific practices and services, that lifts up youth and families to reach their full potential. The work springs from the core belief in Latino community self-determination—that is, the ability of community members to participate meaningfully in the decisions that affect their lives and the lives of their families.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b> 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.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b> 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.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b> 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</p>	<p><b>Strategy 1</b> Cesar Chavez, Scott, Lent</p> <p><b>Strategy 2</b> Roosevelt, Jefferson, Franklin, Benson</p> <p><b>Strategy 5</b> Roseway Heights, Harrison Park, Beaumont, Hosford, Robert Gray, Faubion, George, Harriet Tubman, Vernon, daVinci, Jackson, Astor,</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>

	advocacy, higher education, and professional development.		
<b>Maurice Lucas Foundation</b>	<p>The Maurice Lucas Foundation is carrying on Maurice’s work by creating transformational opportunities for middle school, high school and post-high school students by providing a combination of school programs, experiences, and sport. Through positive interactions with program coaches, team members, and community role models, we help youth develop their cognitive, emotional, intellectual and social skills in a fun environment.</p> <p><b>Strategy 4: Enrichment, Extended Day</b>  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.</p>	Harriet Tubman	<a href="#">Performance Review</a>  <a href="#">Community Partner Narrative</a>
<b>Native American Youth and Family Center (NAYA)</b>	<p>NAYA offers a wide array of comprehensive services and community-based solutions, including lifelong educational opportunities, cultural identity, leadership development, Elder support, homes for families, early childhood programs, and paths to financial security based on traditional tribal values. We are committed to eliminating poverty, hunger, family violence, and homelessness.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b>  NAYA 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.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b>  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.</p> <p><b>Strategy 3: Mentoring/Leadership Strategy</b>  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</p>	<p><b>Strategy 1</b>  NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.</p> <p><b>Strategy 2</b>  NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.</p> <p><b>Strategy 3</b>  NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.</p> <p><b>Strategy 5</b></p>	<a href="#">Performance Review</a>  <a href="#">Community Partner Narrative</a>

	<p>stability.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b></p> <p>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. 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.</p>	NAYA, schools that are fed by youth in the Cully neighborhood, and throughout PPS.	
<b>Open School</b>	<p>At Step Up, we believe every child deserves to learn and grow in an environment that meets them where they are. In response to systemic inequities and the limitations of one-size-fits-all education, we're on a mission to create a more equitable future where underestimated and underserved youth feel seen, supported, and empowered at every stage of their academic journey. We commit ourselves personally and professionally by working to keep dominant culture from being the basis of how we relate to one another, operate as an organization, and educate and engage the students, families, and communities we are charged to serve.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b></p> <p>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.</p>	Franklin, Roosevelt, and McDaniel High Schools	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<b>POIC</b>	<p>POIC+RAHS provides culturally specific and culturally responsive wraparound services to students who have transitioned from a Portland Public Schools (PPS) location to one of PPS' alternative school partners. POIC+RAHS would offer students a variety of supports to promote student academic, emotional, and social success. POIC+RAHS has become the subject matter expert on engaging, serving, and connecting local marginalized and disconnected young adults with programs and services to build resilience and self-reliance</p> <p><b>Strategy 3: Mentoring and Leadership</b></p> <p>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</p>	Clark, Vernon, Rosemary Anderson, Bridger, Marysville	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>

	police interactions; and violence prevention and personal safety.		
<b>REAP</b>	<p>REAP is on a mission to proactively ignite, elevate, and engage the next wave of leaders for the future now. With two decades of providing social services and engaging communities with an emphasis on addressing gaps for culturally diverse students and families. REAP programs offer customized skill-building for students using restorative justice and trauma-informed practices to maximize their potential. REAP also provides professional development opportunities for students, fostering overall school site growth.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b></p> <p>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 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.</p>	Franklin, Kellogg, Lane, and Mt Tabor	<a href="#">Performance Review</a>  <a href="#">Community Partner Narrative</a>
<b>Sankofa Counseling</b>	<p>Sankofa Counseling offers 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.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b></p> <p>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 &amp; 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 create opportunities for family bonding and deepening connection with community.</p> <p><b>Strategy 5: Positive Cultural Identity Development and Advocacy</b></p> <p>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</p>	Jefferson High School, Franklin High School	<a href="#">Performance Review</a>  <a href="#">Community Partner Narrative</a>

	enhance the overall well-being of students and their families.		
<b>Self Enhancement Inc. (SEI)</b>	<p>SEI is a comprehensive, one-stop resource for youth and families, primarily serving African Americans and others living in poverty or seeking culturally responsive services. It is also one of the city’s leading multi-service organizations, providing thousands of youth, families, and adults with a wide array of education and social services on an annual basis. SEI’s strength lies in its ability to meet the complex needs of its children and families, including helping people overcome cultural, educational, and economic barriers. Working with schools, families, and partner community organizations, SEI provides support, guidance, and opportunities to achieve personal and academic success. SEI brings hope to individual young people and enhances the quality of community life.</p> <p><b>Strategy 1: Culturally Specific Family Engagement</b> 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.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b> 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.</p> <p><b>Strategy 4: Enrichment and Extended Day</b> 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.</p>	<p><b>Strategy 1</b> Boise-Eliot Elementary School</p> <p><b>Strategy 2</b> Jefferson High School</p> <p><b>Strategy 4</b> Jefferson High School</p>	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner Narrative</a></p>
<b>Samoa Pacific Development Corporation (SPDC)</b>	Samoa Pacific Development Corporation or “SPDC” serves the Samoan community in Oregon through educational and economic resources and cultural empowerment. SPDC’s main focus is addressing low graduation and attendance by increasing parent and family engagement through culturally specific programs. Our hope is that students will graduate	Roosevelt High School	<p><a href="#">Performance Review</a></p> <p><a href="#">Community Partner</a></p>

	<p>from high school prepared with what's to come.</p> <p><b>Strategy 2: Wrap-Around Services for Student Success</b>  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.</p>		<a href="#">Narrative</a>
<b>The I Am Academy (TIAA)</b>	<p>The I Am Academy provides young men and women with a life changing experience, which empowers, encourages, and enables them to develop needed social-emotional tools and academic confidence for success in school and beyond. The discussions and activities focus on deepening their understanding of self, cultural identity, academic strengths, and social and emotional competence.</p> <p><b>Strategy 3: Mentoring and Leadership</b>  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.</p>	Roosevelt High School, Franklin High School	<a href="#">Performance Review</a>  <a href="#">Community Partner Narrative</a>
<b>The Blueprint Foundation</b>	<p>The Blueprint Foundation is a human development organization that reconnects Black-identified youth and young adults to nature by providing culturally specific learning opportunities. The Blueprint Foundation has embraced a mentorship model to inspire its participants to overcome systemic barriers by welcoming new experiences that support their workforce development. By tending to the environment, Blueprint youth invest in nature, their communities, and themselves. It is our mission to empower future generations one seed, one tree, one stream at a time.</p> <p><b>Strategy 4: Enrichment and Extended Day</b>  Through the Roots Program, Grounding Waters, and Constructing Careers, Blueprint will offer after-school programs that provide a safe and structured environment for students. After school programming will include diverse enrichment activities such as STEM workshops, arts and crafts, sports, music, and drama as well as academic tutoring. Students will be able to choose activities based on their interests and strengths to encourage participation and engagement.</p>	Roosevelt, Harrison Park, McDaniel, Jefferson, Benson, Ida B. Wells, Grant and Cleveland	<a href="#">Performance Review</a>  No partner narrative due to non-renewal of contract