



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2020-21 School Year
REAP, Inc.

1. Synopsis of Contractor's Work:

Strategy 3 - Mentoring and Leadership Development - Beach, Lane, Bridger

REAP's mission is to proactively ignite, elevate and engage the next wave of leaders for the future now. REAP is a year-round multicultural leadership program committed to empowering diverse young leaders.

REAP serves student populations that typically fare worse in comparison to statewide averages in terms of academic, health, and other socioeconomic outcomes. REAP targets students in grades 3 through 12 who represent our most disengaged student population; 85% are culturally diverse students and/or immigrant/refugees; 80% are low-income (eligible for federal free or reduced lunch). REAP is a multicultural organization, representing culturally diverse students and families in Portland who come from locations including Africa, South America, China, Haiti, Korea, and Romania.

REAP will implement the Solutions leadership program at Beach, Land and Bridger schools.

Solutions: REAP's flagship program, Solutions is a student-driven leadership program targeting students during and after school. Regular activities are offered related to four curriculum modules: Civic Engagement, Health, Business, and Education.

- Weekly activities, meetings, and mentoring during and after school: Staff provide a structured time for students to engage in dialogues, entrepreneurship curriculum, community building, and benefit from information sharing on leadership opportunities. Students often participate in youth-led service projects, including food and clothing drives in which youth coordinate fundraising, packaging, and food distribution efforts.
- Student support and intervention. YECs' spend most of their time in schools, building relationships with students, offering a visible presence during and after school hours, liaising with business and entrepreneur leaders, providing appropriate support to students to ensure program goals are met.
- Bi-monthly interface activities with elected officials, business and community leaders. Students have an opportunity to elevate their voice, build relationships with career leaders, and demonstrate leadership abilities. REAP students regularly participate in roundtable forums with entrepreneurs and senior level executives to discuss a range of topics associated with business leadership. Partners include Oregon Business Council, Travel Portland, Dark Horse Entertainment, Intel, Prosper Portland, Microsoft, and Ruby Receptionists.
- Institute of Purpose -- A four-day leadership experience designed to empower students through various leadership training sessions, activities, and workplace tours aimed at unleashing individual and collective creativity to build toward the future with innovation.
- In addition to these activities, many Solutions participants access specialized, targeted opportunities.



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For REAP programs, which are designed around community gathering and school-based activities, the impact of the COVID-19 pandemic has forced REAP to radically adjust its service model. REAP canceled/postponed several large community events, including their Young Entrepreneurs Leadership Institute. In response, REAP has moved quickly to implement a full complement of virtual programs during the crisis. REAP staff are connecting with students and families through Google Hangouts, Google Classroom, Zoom meetings, Group Me Texting, phone calls and social media. REAP will assess the food needs of their students, and other basic needs.

- During and after school mentoring and group meetings with Youth Essentials Coordinators (YECs): 2 days a week; 90 minutes each day
- Daily 1:1 mentoring and advocacy
- Saturday Academy is held from 10am - 2pm every Saturday morning, serving up to 40 parents and family members.

Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend 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.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - Fall Re-Entry and Planning
 - PPS Emerging Strategic Plan
 - Balanced Program and Enrollment Process
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Naming and Defining PPS Places
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies

2. Performance Period/ Dates and Times of Service:

This Contract runs from September 1, 2020 through June 30, 2021.

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3. Detailed Description of Goals and Activities:

<p><u>Goal #1:</u> Eliminate the opportunity/access gaps for students of color</p>
<p><u>Activities:</u> Provide mentoring and leadership opportunities to support social emotional learning of students. REAP staff offering the following:</p> <ol style="list-style-type: none"> 1. Scheduled one-on-one check-ins (virtual/in-person) 2. Weekly student group meetings (virtual/in-person) 3. Provide community leadership activities 4. Provide COVID-19 outreach support (food/household items)
<p><u>Goal #2:</u> Decrease disciplinary disproportion between white students and students of color</p>
<p><u>Activities:</u> REAP staff will hold virtual space through a pre-determined link for teachers and school staff to share with students who need social emotional support.</p>
<p><u>Goal #3:</u> Reduced racial disparities in academic performance</p>
<p><u>Activities:</u> REAP staff will participate in and/or co-facilitate in school offerings throughout the day including but not limited to: classroom push-ins to support students</p>
<p><u>Goal #4:</u> Increased educational equity</p>
<p><u>Activities:</u> Provide weekly culturally responsive mentoring and leadership activities and supports</p>

4. Tasks and Reports:

Activities & Reporting	Time Frame/Due Date
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	TBD
Contractor shall communicate scope of program and student interaction to parent/guardian prior to enrollment of student in program.	Throughout contract
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020
Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021



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Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 3 rd quarter)	5/3/2021
Final report – cumulative summary	6/30/2021

All Reports will be sent to Dani Ledezma (dledezma@pps.net), cc: Amy Liu (aliu@pps.net)

5. Contract Performance Measures: Measurements and parameters of expectations are currently under revision. Finalized Performance Measures will be provided prior to Quarter 1 Progress Report.

Strategy 3:	Target
Number of students served (total and per school)	REAP will serve 60 students, 20 per school
Number of hours per student	7 hours per week per programming (specific student supports and other school supports). During and after school mentoring and group meetings with Youth Essentials Coordinators (YECs): 2 days a week; 90 minutes each day - Daily 1:1 mentoring and advocacy - Saturday Academy is held from 10am - 2pm every Saturday morning, serving up to 40 parents and family members
Staff Demographics	Director of Programs (.30FTE) - Black Leadership Manager (.25 FTE) - Black Program Innovation Manager (.25 FTE) - White Youth Direct Services Manager (1 FTE) - Black Youth Essentials Coordinators (3 FTE) - White, Latino & Haitian
Staff FTE	4.8 FTE
Leveraged funding/staffing	\$102,042.00

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is **\$225,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract.



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7. **Budget:** See Exhibit D
8. **Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in the following mandatory trainings:
- Child Abuse Prevention and Reporting (PC1012)
 - Discrimination, Harassment, Bullying & Retaliation Training (PC1013)
 - Emergency Preparedness Training (PC1014)
 - Identifying Homeless Youth (PC1016)
 - Adult Sexual Conduct: Staff to Student / Title IX (PC1018)
 - Information Security Awareness Training (PC1020)

PPS will 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 (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.