



**Exhibit A**  
**Portland Public School**  
**Student, Instructional, and Family Engagement Services Contracts:**  
**Scope of Work and Performance Requirements**  
**Summer Enrichment 2022**  
**I Am MORE (Making Ourselves Resilient Everyday)**

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

Providing culturally specific services to Black students.

I Am MORE is one of the few in the state to offer a research-based, theory-based and evidence-based program that supports Black youth - THE most traumatized adolescent group - in moving from spirit-murder to emotional emancipation. The intensive and transformative summer programming uses culturally relevant social emotional learning, healing-centered frameworks and trauma-informed practices to reconnect youth to their resilience, joy and sense of agency. With a goal to provide food and opportunities to spend outside, as well as reconnect them to the earth and to their own capacity to positively affect other people.

For the last two summers, I Am MORE has held summer internships exclusively for high schoolers and early college age, that have attracted 40-60 students each summer. This summer, they are extending their programming to elementary and middle-school students in the mornings from 9-12. The programming will offer tutoring in literacy, opportunities to learn gardening and creative programming that uses music, drumming, art and expression to instill joy, resiliency and a love for learning. It is not a babysitting service, but an opportunity to help develop their own curiosity, and naturally learn culturally relevant social-emotional skills, especially since the pandemic has undermined their emotional well-being. At the end of the summer, we want these youngsters to be able to better manage their emotions, feel and show empathy for themselves and others, and to set and achieve their goals in a responsible and caring way with the goal of reconnecting black children to joy.

At 1 p.m., a shift to catering and serving up to 60 high schoolers, who will operate in small cohorts that can deepen learning about understanding how one's emotions influence behavior, how they can respond to a stressful situation constructively and how to practice teamwork and collaborative problem-solving with their peers. As natural leaders emerge, they will pick and choose youth facilitators who can lead their cohort in conversations about sensitive subjects, such as colorism, dating violence, adulting, sexism and racism, being intentional about nurturing the youth to lead themselves but also creating a safe container where youth can build trust with each other, improve their social skills and create a community of peers they can depend on. They also will take each cohort of high schoolers through a research-informed, inquiry-based journey where they can first heal from their trauma, deeply connect with their own sense of agency, and then give them platforms to express their wisdom, creativity and resilience before an audience of strangers at the end of the programming. That end goal, though, requires an inside-out journey that starts with healing from the racial trauma. High schoolers will also take hands-on classes from skilled Black adults who have expertise in photography, art, painting and drawing, podcasting, Swahili, and self-care, among other topics that resonate with the participants.

Additionally, they will have them interact with community elders willing to share their wisdom, which is a culturally appropriate way to pass on knowledge, exposing students to opportunities within the community where they can meet potential mentors through service learning projects, visiting Black-owned farms and businesses that



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reflect entrepreneurship, help paint murals, volunteer for and/or develop social justice projects. Each experience of exploring new opportunities requires a reflection, a podcast or an artistic examination that will help the high schoolers think differently about their inner worthiness and potential, as well as identify what excites them about a particular career or social justice activity.

Transformational programming cannot be in isolation from the community. Research documents that the African phrase Ubuntu - "I am because we are and because we are therefore, I am" is a reflection of how healing, wisdom and possibility are unearthed within the Black community. They want to inspire the high school participants to consider becoming an entrepreneur, a business person, an artist, a healer, a book author or a philosopher, for examples, by trying out those things now, and also being exposed to Black professionals who are making a living in those areas and can continue to mentor by adults they trust well after the summer internship is over. Inspiration can come from many different directions and our goal is to light that match and see what happens from their hidden sparks of brilliance. They don't just give youth something to do, they help them figure out who they can become.

In the evenings, at least twice a month - on evenings or weekends - Black teenagers will be invited back into the Soul Restoration Center for optional participation in a spoken word open mic, a Black Power movie night, card games or some other strictly fun activity that is planned for and by youth.

I Am MORE hopes to serve 150+, with 60-70 high schoolers receiving pay for their participation. RESJ Summer partner will attend all pre-planning meetings for information on invoicing, attendance tracking and reporting.

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

This Contract runs from May 10, 2022 – October 1, 2022  
 June 21 - Aug. 10, 2022, Monday - Friday, 9 a.m.-6 p.m., some weekends

**3. Detailed Description of Goals and Activities:**

<b>Goal #1: Increased racial pride &amp; empowerment, increased self-esteem, healing from trauma</b>
<u>Activities designed to help achieve this goal:</u>
Social justice project, Inside Out, Outside-In, Up & Beyond, Connect w/ elders, active participation in Resiliency in Rhythm



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**4. Contract Conclusion Performance Measures (submitted with final report):**

Number of students served (total: per grade, per school)	
Youth Employment	
Staff Demographics	
Staff FTE	
What worked well?	
What can be improved?	
Provide final project artifacts (if applicable)	

- 5. Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$350,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. [Summer program invoicing/attendance tracking.Template](#)
- 6. Contractor Mandatory Training:** Contractors and staff who work directly with students must participate in mandatory training required based on the number of unsupervised hours spent with students. [Mandatory Contractor Training](#)