



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF STUDENT SUPPORT SERVICES**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3360

**Date:** September 4, 2019  
**To:** School Board  
**From:** Brenda Martinek, Chief of Student Support Services  
**Subject:** Cover Memo for Personal Services Contracts for Student, Instructional, or Family Engagement Services on the Board Contracts Agenda

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**Contract Number:** PS 68408

**Contractor Name:** Open School

**Program Name and Description:** Step Up – Culturally responsive staffing to provide academic supports for students indentified as “not on track” to graduate

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**1. How was this contract procured?**

**Request for Proposals**

**Date of solicitation:**

**OR**

**Direct Negotiation**

**If directly negotiated, how and why was this contractor selected?**

Open School has provided the Step Up program at PPS for over 11 years. Over the last 5 years, Open school helped students become "on track to graduate" at a very successful rate. Open School is a culturally responsive organization with a deep history and successful experience working with students of color. Additionally, Open School is familiar with the communities it serves and has aligned content with school needs.

**Why was competition deemed impractical?**

Competition is impractical for multiple reasons: 1) The process of identifying and vetting other organizations would cause a disruption in services offered to students and 2) Step Up offers culturally relevant/competent programming tailored to the needs of PPS' specific student populations-a new vendor would need time to learn school climates/cultures before they would be able to tailor their program offerings. The historical perspective from the community is invaluable. This would impact students.

2. **Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** Open School - Step Up will serve students who are "not on track" to graduate at Franklin, Madison and Roosevelt. When we apply the racial equity and social justice lens, we see that these students served are primarily students of color including the following demographic groups: Latino/Latina/Latin(x), Black/African-American, and Native (Indigenous Persons). This is also the student population which has been historically underserved for decades.

3. **Location of services:** Franklin, Madison, and Roosevelt High Schools

4. **This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

Step Up exceeded the goal relative to students served {301 students served compared to a goal of 268} and also exceeded the benchmark set around yearly credit attainment. {83% earned a minimum of 6 credits compared to a goal of 75%}

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

Had multiple conversations with admin over the course of year regarding Step Up and the program.

**List any prior targets or goals that were not met:**

Step Up did not meet the goals relative to student attendance, i.e. 70% of students enrolled in Step Up attended school at a rate of 90% or higher (actual was 50% of students attended school 90% or higher). Step Up did not meet the goal of GPA, 42% of students maintained a 2.5 GPA vs. a goal of 65%, or program attendance 72% vs a goal of 75%.

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

There were no changes to the goals for this year. Two principals are new for this year and one principal is in support of continuing the goals. Credit attainment was crucial with this population of students and schools will continue to work in collaboration on the goals that fell short; attendance and GPA. The contract will have additional oversight from PPS' Senior Advisor for Racial Equity and Social Justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**5. Rationale/justification for this expenditure:**

This expenditure directly supports the following Portland Public Schools' set priorities related to student achievement: 1) Reduce disproportionate exclusionary discipline for our students of color and 2) Increase the graduation and completion rates.

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

Two of the principals are new this year. They have been made aware of the contract, the importance of the work, and the expectation of collaboration and support for school and community. The third principal understands the goals and scope of work and values the services, and wants to continue to work on the goals, as is.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Students served, minimum GPA, minimum school attendance rates, and on-track to graduate status (as determined by minimum credit attainment) – see contract for goals and metrics. The SMART goal format was a "new ask" this year after the contracts were completed. Therefore the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year.

**How will the District assess attainment of the SMART goals?**

The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 11/26/2019, 2/21/2020, 5/4/2020, and 7/20/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-12870-538990-100-99999-5431



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**From:** Brenda Martinek, Chief of Student Support Services  
**Subject:** Cover Memo for Personal Services Contracts for Student, Instructional, or Family Engagement Services on the Board Contracts Agenda

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**Contract Number:** PS 68441

**Contractor Name:** NAYA Native American Youth and Family Center

**Program Name and Description:** NAYA provides Parent Involvement and Student Achievement Programs and culturally specific family engagement opportunities.

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**1. How was this contract procured?**

**Request for Proposals**

**Date of solicitation:** Summer 2017 (RFP #2016-2199)

**OR**

**Direct Negotiation**

**If directly negotiated, how and why was this contractor selected?**

**Why was competition deemed impractical?**

**2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** NAYA's Parent Involvement and Student Achievement program will explicitly target parents and students from Native and indigenous communities in Portland. Offering NAYA's Parent Involvement and Student Achievement program is a deliberate action step taken to "intentionally involve stakeholders who are also members of the communities affected by this policy, program, practice or decision" (Racial Equity Lens, 2019).

**3. Location of services:** Primarily at NAYA

4. This contract is for (choose one):

A new scope of work or new contractual relationship with this contractor

OR

An amendment or renewal of an ongoing contractual relationship

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

NAYA met most performance metrics as indicated by review of the final report. 80% of students improved attendance compared to a goal of 75%, 90% of students indicated improved sense of cultural identity, and 85% indicated their communication skills had improved (based on student survey data). When discussing these services with staff, they appreciate the support specifically with this underserved part of our community. More work needs to be done to increase a sense of belonging and building of self-esteem. Specific measures were not asked to be collected by district staff, as most services are not provided within PPS schools.

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

These services are primarily offered at NAYA and not in school buildings.

**List any prior targets or goals that were not met:**

75% of students surveyed reported improved self-esteem compared to a goal of 85%.

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

We will offer additional guidance relative to survey design to more thoroughly capture student cultural identity metrics. This will be a discussion with building principals, provider and Panorama for survey results and plans to support need.

Additionally, the contract will have additional oversight from PPS' senior advisor on racial equity and social justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. We will foster stronger connections to building administration to help reinforce a feedback circuit, ensuring that opportunities for program enhancement are explored in real-time. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

5. Rationale/justification for this expenditure:

This expenditure embodies PPS' vision relative to "Educator Essentials" by reinforcing the notion that "Collaborative work can also be done with parents and families to help them embrace their roles as children's first teachers" (Portland Public Schools Reimagined, 2019). This expenditure also illustrates PPS' commitment to ensure that schools are "Community hubs that integrate support services for families—including health care, housing

support, clothing, and food— that are intuitive, easy to navigate, and driven by community need" (Portland Public Schools Reimagined, 2019).

This expenditure also evidences PPS' belief that "Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners"(Portland Public Schools Reimagined, 2019).

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

Principals were not asked to identify changes to scope of work because the scope was identified in the RFP and services for the most part take place at NAYA and not in our schools.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Parents served, learning sessions offered, and student progress monitoring rates (indicated by parent surveys and focus groups). Please see contract for specific goals and metrics.

**How will the District assess attainment of the SMART goals?**

The SMART goal format was a "new ask" this year after the contracts were completed. Therefore, the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 10/15/2019, 1/15/2020, 5/4/2020, and 7/15/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-33000-531100-100-99999-5431



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**Contract Number:** PS 68426

**Contractor Name:** IRCO (Immigrant and Refugee Community Organization)

**Program Name and Description:** FACES –IRCO provides culturally specific family engagement and individualized parental support. Additionally, IRCO provides supports for parents who monitor their student's academic progress.

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Brenda Martinek, Chief of Student Support Services

**1. How was this contract procured?**

**Request for Proposals**

**Date of solicitation:** Summer 2017 (RFP #2016-2199)

**OR**

**Direct Negotiation**

**If directly negotiated, how and why was this contractor selected?**

**Why was competition deemed impractical?**

NA

**2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** IRCO targets students from Asian Pacific Islander and African Immigrant communities. Offering IRCO's Family and Community Engagement (FACES) program is a deliberate action step taken to "intentionally involve stakeholders who are also members of the communities affected by this policy, program, practice or decision" (Racial Equity Lens, 2019). We seek to deepen family engagement in their students' educational processes, and improve student performance, for the aforementioned communities.

3. **Location of services:** Schools with students enrolled from the targeted demographic. Please see contract for specifics of targeted enrollment locations.

4. **This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

In the last school year, IRCO exceeded their goals for individualized parental support (159 families served compared to a goal of 110 families). Additionally, IRCO, exceeded the target for percentage of parents who monitor their student's academic progress (87% against a target of 80%)

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

Principals in several locations speak with high regard about IRCO and their staff. Parents receive the supports they need in their native language and students feel supported. There is also an increased presence at school events when families are associated with services from this provider.

**List any prior targets or goals that were not met:**

In home tutoring goals were not met (42 parents/students served compared to a goal of 60).

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

IRCO expressed a diminished ability to recruit long-term, high quality in-home tutors. Since they are utilizing volunteers including retired and currently licensed educators, one process improvement will be to connect IRCO to our database of retired educators who may be interested in assisting with in-home tutoring.

Additionally, the contract will have additional oversight from PPS' senior advisor on racial equity and social justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

5. **Rationale/justification for this expenditure:**

IRCO's FACES program endeavors to build parent leaders who "Become advocates and leaders in their own and other communities" (IRCO Final Report, 2019). This is in direct support of PPS' Core Value of a belief "In the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression" (Portland Public Schools Reimagined, 2019). This expenditure supports PPS' commitment to the Core Value "We believe that



together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision" (Portland Public Schools Reimagined, 2019).

This expenditure also directly supports the following Portland Public Schools' set priorities related to student achievement: 1) Reduce disproportionate exclusionary discipline for our students of color and 2) Increase the graduation and completion rates, and 3) 100 percent of students reading to learn by the end of 3rd grade.

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

Principals provided feedback on the in-home tutors and requested that this service continue and that we partner with them to figure out better ways to support in-home services. We continued this goal and will problem solve the issue of a lack of volunteers in this area.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Students served (case management), students served (in home tutoring), parents served (in home tutoring), parent progress monitoring rates, and increased understanding of student instructional programming and parental support strategies (survey responses). Please see contract and logic model for specific goals and metrics.

**How will the District assess attainment of the SMART goals?**

The SMART goal format was a "new ask" this year after the contracts were completed. Therefore, the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 10/15/2019, 1/15/2020, 5/4/2020, and 7/15/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-33000-538990-100-99999-5431



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**Contract Number:** PS 68412

**Contractor Name:** TIAA Corp (The I Am Academy)

**Program Name and Description:** The I AM Academy – TIAA serves students identified as "Academic Priority" status as well as students that show the need for additional academic support.

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**1. How was this contract procured?**

**Request for Proposals**

**Date of solicitation:**

**OR**

**Direct Negotiation**

**If directly negotiated, how and why was this contractor selected?**

The I AM Academy is a culturally responsive organization that focuses on improving student attendance, building community, and developing young leaders. They were selected based on an identified need for mentorship for students of color, in order to improve student engagement and student performance.

**Why was competition deemed impractical?**

The I AM Academy has developed deep relationships of trust with over 100 students and families - several families have expressed the need for continued mentorship specifically from the I Am Academy.

The I AM Academy in conjunction with building administration, has developed scaffolded plans of action extend beyond a single year. Replacing or changing the service provider would be detrimental to students because of the interruption of services.

Students typically participate in the academy for multiple years. This gives the academy the opportunity to identify barriers to learning outside of the school environment, impacting student achievement. A new provider will not have the established relationship with families nor the contextual case management information necessary to serve the targeted students.

TIAA is deeply rooted in the communities it serves. They have relationships with parents and students that extend beyond the classroom and into their homes.

**Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** TIAA serves students identified as "Academic Priority" status as well as students that show the need for additional academic support. When we apply the racial equity and social justice lens, we see that the students served are primarily students of color including the following demographic groups: Latino/Latina/Latin(x), Black/African-American, and Native (Indigenous Persons)

2. **Location of services:** Franklin, and Roosevelt High Schools

3. **This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

TIAA Corp has exceeded targets relative to 1) the number of students served (111 compared to a target of 100) and 2) the percentage of students served identified as academic priority (46% served compared to a goal of 20%), and 3) student attendance (78% of students maintained good attendance compared to a target of 75%). In conversations with both principals over the year, it was evident that they both were appreciative of the supports and services, and that the provider was effective in their service delivery. Specific measures were not asked to be collected by district staff, as this is a new request that will be reflected in future contracts.

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

One principal is new this year and the other principal provided valuable feedback. This principal is anxious for services to begin again, reported that the collaboration and communication with provider is excellent and when problems arise they work on them together.

**List any prior targets or goals that were not met:**

All goals were met.

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

For this year, we are continuing the same the goals and expectations for this provider. It has been very successful. This year the contract will have additional oversight from PPS'

Senior Advisor on Racial Equity and Social Justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**4. Rationale/justification for this expenditure:**

This expenditure directly supports the following Portland Public Schools' set priorities related to student achievement: 1) Reduce disproportionate exclusionary discipline for our students of color and 2) Increase the graduation and completion rates.

**5. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

One principal is new and is aware of the contract and services that will be provided. The other principal wanted the same goals as last year, due to the success achieved.

**6. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Students served, minimum GPA, and minimum school attendance rates. See contract for specific goals.

**How will the District assess attainment of the SMART goals?**

The SMART goal format was a "new ask" this year after the contracts were completed. Therefore, the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 11/26/2019, 2/21/2020, 5/4/2020, and 7/10/2020.

**7. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-12870-538990-100-99999-5431

101-23293-538990-100-99999-5431



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**Contract Number:** PS 68444

**Contractor Name:** Self Enhancement Inc. (SEI)

**Program Name and Description:** SEI - Jefferson Whole School Model - SEI's service offerings are tailored to meet the needs of the immediate community and include: Youth Services (in-school, afterschool, and post-secondary); SEI's Community and Family programs (anti-poverty, family stabilization, and employment services) and SEI Academy (Instructional Services--literacy, technology, performing arts, and recreation.)

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**1. How was this contract procured?**

Request for Proposals

**Date of solicitation:**

**OR**

Direct Negotiation

**If directly negotiated, how and why was this contractor selected?**

The basis for this contract was a critical partnership between Portland Community College (PCC) and Jefferson High School to co-create the Jefferson Middle College. This strategic partnership is credited with Jefferson High School's increase in graduation rates to 80%.

SEI has served Multnomah County and Portland Public Schools for over 36 years providing culturally specific services and has increasingly recognized the need for a more transformative and strategic approach to improving the health of its families and community. Families rely on SEI for assistance related to not only education, but overall health. SEI staff have an established bond with the Jefferson community and an interruption in services would be detrimental to student success.

SEI's service offerings are tailored to meet the needs of the immediate community and include: Youth Services (in-school, afterschool, and post-secondary); SEI's Community and Family programs (anti-poverty, family stabilization, and employment services) and SEI Academy (Instructional Services--literacy, technology, performing arts, and recreation.)

**Why was competition deemed impractical?**

SEI is a culturally specific organization with established relationships with students and families in the Jefferson Cluster. Their Whole School model provides year round academic and social support through academic coordinators who are long term employees who often support students for their entire tenure in Jefferson High School. Competition is impractical for this school year because of the potential gap in services and disruption to students.

**2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** SEI targets students from Black/African-American communities and provides support and advocacy services, and programs to assist in raising achievement, on-time promotion to the next grade level, and on-time completion of high school. SEI will also provide family outreach services designed to help parents/families be partners in students' success. Offering SEI whole school is a deliberate action step taken to "intentionally involve stakeholders who are also members of the communities affected by this policy, program, practice or decision" (Racial Equity Lens, 2019). We seek to deepen family engagement with their students' educational processes, and improve student performance, for the aforementioned communities.

**3. Location of services:** Jefferson High School

**4. This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

SEI exceeded the goal for high school credit attainment {89% of students earned credit to be considered on track to graduate compared to a goal of 80%}. SEI also exceeded the goal for program attendance, 96% compared to a goal of 85%}. This year the principal is working more closely with staff from SEI to ensure additional procedures are in place, training occurs and that students receive the services from SEI that is contracted for. The principal and staff understand the importance of this work and the agency's effectiveness.

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

Ongoing communication occurred last year in regards to the contract, investigation, supports needed and course corrections for students. Even under stressful circumstances, the Jefferson community of staff continue to support the performance and outcomes that this contract provides.

**List any prior targets or goals that were not met:**

SEI did not meet the goal relative to students served {94% goal attainment 376 students served compared to goal of 400}, nor did they meet the goal for student attendance {53% of students attended school at a rate of 90% or higher, compared to a goal of 85%}

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

Based on conversations with SEI and cost of delivery of services, we have reduced the required number of students served and will have additional oversight from PPS' Senior Advisor for Racial Equity and Social Justice. We did not change attendance rates, as this is still a viable goal. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**5. Rationale/justification for this expenditure:**

This expenditure directly supports the following Portland Public Schools' set priorities related to student achievement: 1) Reduce disproportionate exclusionary discipline for our students of color and 2) Increase the graduation and completion rates.

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

The principal continues to be involved in contract alignment within the Jefferson community in conjunction with the scope of work. Contract goals have not been changed at this time, except for a reduction in students served. Further discussions need to occur for amendments, once SMART goals are identified, or changed for next year.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Students served, minimum GPA, minimum school attendance rates, and on-track to graduate status (as determined by minimum credit attainment.) The SMART goal format was a "new ask" this year after the contracts were completed. Therefore, the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. Please see contract for specific goals and metrics.

**How will the District assess attainment of the SMART goals?**

The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 11/26/2019, 2/21/2020, 5/4/2020, and 7/20/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-12870-538990-100-99999-5431





**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF STUDENT SUPPORT SERVICES**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3360

**Date:** September 5, 2019  
**To:** School Board  
**From:** Brenda Martinek, Chief of Student Support Services  
**Subject:** Cover Memo for Personal Services Contracts for Student, Instructional, or Family Engagement Services on the Board Contracts Agenda

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**Contract Number:** PS 68436

**Contractor Name:** Latino Network

**Program Name and Description:** Escalera – High School supports and culturally specific college preparation. The Escalera coordinators who accompany students across grade-level transitions are long term employees with established relationships with students.

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**1. How was this contract procured?**

Request for Proposals

**Date of solicitation:**

OR

Direct Negotiation

**If directly negotiated, how and why was this contractor selected?**

Latino Network is a culturally specific Latino community organization with extensive knowledge of the Latino Community in the Portland Area while uniquely offering education focused, culturally specific programs and services.

Latino Network has served Portland Public Schools for over ten years and has successfully met outcomes by utilizing programs designed and continually shaped by community input to exist without structural, cultural, and linguistic barriers.

**Why was competition deemed impractical?**

Latino Network's Escalera program meets all key outcomes. Additionally, the Escalera coordinators who accompany students across grade-level transitions are long term employees with established relationships with students. We believe that students should be

afforded the opportunity of uninterrupted mentorship. Since this program has proven to be successful, there is no reason to deviate from the provider.

**2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** Latino Network targets students from latino, latin(a), and latin(x) communities. Offering Latino Network's Escalera program is a deliberate action step taken to "intentionally involve stakeholders who are also members of the communities affected by this policy, program, practice or decision." We seek to deepen family engagement in their students' educational processes, and improve student performance, for the aforementioned communities.

**3. Location of services:** Benson, Madison, and Roosevelt High Schools

**4. This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

Latino Network exceeded goals relative to students served (179 compared to a goal of 160), school attendance (76% compared to a goal of 75%), while meeting the goal of 60% of students maintaining a GPA of 2.5 or higher. They also exceeded the goal for group activities (413 compared to a goal of 200). Staff at these high schools were appreciative of the supports and services provided.

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

The contractor has performed their duties as per their contract and exceeded expectations. Additionally, they provide culturally specific support that is important for students and families. Principals would like to see more participation from students and that will continue to be addressed.

**List any prior targets or goals that were not met:**

Increased school participation as reported by students on the student survey was an outcome that was not met.

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

We have reduced the required number of students served, per communication from Latino Network surrounding increased anxiety of families as a result of recent immigration 'enforcements.'

Additionally, we will have additional oversight from PPS' senior advisor on racial equity and social justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program

observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**5. Rationale/justification for this expenditure:**

The Escalera/Early Escalera Program is a national, evidence based rigorous, high engagement, after school program for students currently enrolled in High School. Working alongside their case manager, students develop individual plans that address their interest, attendance, grades, and behavior in order to reach, and in some cases develop their educational goals. Escalera is a national model of the Unidos (formerly National Council of La Raza), implemented exclusively by selected affiliates nationwide. This expenditure is evidence of PPS' commitment to the Core Value "We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision" (Portland Public Schools Reimagined, 2019).

This expenditure also directly supports the following Portland Public Schools' set priorities related to student achievement: 1) Reduce disproportionate exclusionary discipline for our students of color and 2) Increase the graduation and completion rates.

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

Principals were not engaged in conversations in regards to specific scope of work moving forward. They did discuss the value add for transition support, attendance focus and want to improve on participation from students, as appropriate.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Students served, minimum GPA, and minimum school attendance rates. See contract for specific goals and metrics.

**How will the District assess attainment of the SMART goals?**

The SMART goal format was a "new ask" this year after the contracts were completed. Therefore the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year end reports will be due on the following dates: 11/26/2019, 2/21/2020, 5/4/2020, and 7/10/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-33000-531100-100-99999-5431



**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF STUDENT SUPPORT SERVICES**

501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3360

**Date:** September 5, 2019  
**To:** School Board  
**From:** Brenda Martinek, Chief of Student Support Services  
**Subject:** Cover Memo for Personal Services Contracts for Student, Instructional, or Family Engagement Services on the Board Contracts Agenda

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**Contract Number:** PS 68437

**Contractor Name:** Latino Network

- 1. Program Name and Description:** Colegio de Padres – Program deepens family engagement in student educational processes by offering the Colegio de Padres/Parent College program to engage families in bi-monthly workshop sessions that build skills and provide tools to proactively address student discipline, support their children to be successful students, graduate high school, and reinforce a culture of post-secondary education enrollment and completion.

**Contract Manager:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice  
Prior: Dunya Minoo, Director of Community Partnerships

**Memo Prepared By:** Ezell Watson III, Business Operations Analyst

**Senior Leadership Review By:** Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

**How was this contract procured?**

**Request for Proposals**

**Date of solicitation:** Summer 2017 (RFP #2016-2199)

**OR**

**Direct Negotiation**

**If directly negotiated, how and why was this contractor selected?**

**Why was competition deemed impractical?**

- 2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** Latino Network serves parents and students from latino, latin(a), and latin(x) communities. Offering Latino Network's Colegio program is a deliberate action step taken to "intentionally

involve stakeholders who are also members of the communities affected by this policy, program, practice or decision" (Racial Equity Lens, 2019). We seek to deepen family engagement in student educational processes by offering the Colegio de Padres/Parent College program to engage families in bi-monthly workshop sessions that build skills and provide tools to proactively address student discipline, support their children to be successful students, graduate high school, and reinforce a culture of post-secondary education enrollment and completion.

**3. Location of services:** Schools with students enrolled from the targeted demographic. The final set of schools need to be approved by contract manager. Schools served last year were Benson, Madison, Roosevelt, Beaumont, Lane and Lent.

**4. This contract is for (choose one):**

**A new scope of work or new contractual relationship with this contractor**

**OR**

**An amendment or renewal of an ongoing contractual relationship**

**Summarize data/outcomes from prior year or prior contract period. Was the contract effective? What steps were taken and/or what objective data was collected and analyzed by District staff to assess contract effectiveness?**

In the last school year, Latino Network exceeded the number of parents served (205 compared to a goal of 100), and year-end parental program participation (73% compared to a goal of 50%). Specific measures were not asked to be collected by district staff, as this is a new request that will be reflected in future contracts. In discussions with principals, they value the community support and focused discussions on college, parent information and support for students with discipline issues.

**(For school-based services:) Describe any input gathered from principals, educators, or other school staff regarding contractor performance and contract outcomes:**

Contractors partnered with our schools in a collaborative way. Principals reflected a positive experience with Latino Network staff members and believe that outcomes were met. Due to recent immigration concerns, some families did not stay in the program which reflects a national issue not necessarily an issue with the contractor's services. In addition to providing educational services, Latino Network also helps families navigate immigration issues and are actively working to support immigrant families.

**List any prior targets or goals that were not met:**

Parental progress monitoring rates, collected from parent surveys, was an unmet target (26% compared to a goal of 80%).

**Describe any change from prior year scope, new deliverables, or plan for improvement in this contract. If there were deficiencies in performance, or if prior goals were not met, how is the new scope, new deliverables, and/or new monitoring processes designed to improve performance and outcomes?**

The contract will have additional oversight from PPS' senior advisor on racial equity and social justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and contractor

leadership. Once additional evaluation methods have been finalized, the contract will be amended to include these components.

**5. Rationale/justification for this expenditure:**

This expenditure embodies PPS' vision relative to "Educator Essentials" by reinforcing the notion that "Collaborative work can also be done with parents and families to help them embrace their roles as children's first teachers" (Portland Public Schools Reimagined, 2019). This expenditure also illustrates PPS' commitment to ensure that schools are "Community hubs that integrate support services for families—including health care, housing support, clothing, and food— that are intuitive, easy to navigate, and driven by community need" (Portland Public Schools Reimagined, 2019).

This expenditure is also evidence of PPS' belief that "Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners"(Portland Public Schools Reimagined, 2019).

**6. To what extent were principals and/or school staff involved in determining the scope of work and contract goals?**

Principals were not asked to identify changes to scope of work but do want to partner more with their provider in helping with more engagement opportunities.

**7. Briefly describe the SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals included in this contract scope.**

The following goals have been established: Parents served, learning sessions offered, and student progress monitoring rates (indicated by parent surveys and focus groups). See contract for specific goals and metrics.

**How will the District assess attainment of the SMART goals?**

The SMART goal format was a "new ask" this year after the contracts were completed. Therefore, the goals are not reflective of the new format. This will either be addressed in an amendment or with a new contract for next school year. The district will monitor the goals using internal measurements housed in our data warehouse with additional oversight and performance management from PPS' special advisor on equity. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance coaching discussions, quarterly program observations from building administration, and collaborative periodic performance reviews that involve district leadership, school administration, the contract manager, and vendor leadership.

**Monitoring timeline/key dates:**

Quarterly, Mid-Year, and Year End reports will be due on the following dates: 10/15/2019, 1/15/2020, 5/4/2020, and 7/15/2020.

**8. Funding for the first year of this contract exists in the following account (list applicable funding source/ Account Codes):**

101-23293-538990-100-99999-5431