



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

1. Synopsis of Contractor’s Work:

Strategy 1: Culturally Specific Family Engagement - Boise-Eliot ES, King ES (SUN), Woodlawn ES (SUN)

All of SEI’s services to schools, students, and their families are guided by the SEI Relationship Model, which has been developed and validated over our nearly 40 years of work in the local community; is grounded in Afrocentric values, culture, and experience; and is designed to foster positive human interactions, communication, and collaborative partnerships based on integrity and respect.

The five key components of the SEI model comprise continued regular check-in’s with students and their families on (1) Individual Success Plans (ISPs), outlining SMART goals and action steps which address (2) academic objectives, (3) life skills and social-emotional wellness; (4) food security; and (5) home safety (e.g., support systems, channels for emergency communication, resource and referral mechanisms). The SEI Relationship Model is congruent with the evidence-based principles of trauma/healing-informed care (TIC), and a full day of TIC training (which we have adapted/enhanced to ensure culturally specific relevance), is mandatory for all our full-time staff, who are also encouraged to attend regularly offered TIC “refresher” sessions.

Services funded in this contract include SEI Family Engagement Program - SEI Parent Involvement and SEI SUN Parent Engagement services delivered by .5 FTE coordinators.

SEI Parent Involvement

Culturally specific parent Involvement activities and resources, delivered/organized by coordinators build bridges connecting the school, family, community, and child, toward shared goals and outcomes for diversity, equity, and inclusion; academic achievement; and healthy social-emotional and physical development. These are aligned with local school data, needs assessments, and improvement plans (including SUN CS plans and results), and include both school-based and home-based/linked activities, including outreach, home visits, listening sessions, parent classes and support groups, advocacy on behalf of students and families, collaboration with other culturally specific or responsive school and community providers, collaboration with relevant school programs/initiatives e.g., PPS Early Kindergarten Transition, SEI In-School Program and Parent-Child Development Program.

SEI SUN Parent Engagement Services

Services for prenatal through age six, school social-emotional learning pilot projects, Albina-Rockwood Promise Neighborhoods Initiative led by SEI at two of the target schools). Activities, which vary based on the needs of the local school community (for example, SEI Elementary Kindergarten Transition or Parent-Child Development Services are at some, not all, sites), and include at least two culturally specific listening sessions, 20-week parent classes (using the nationally recognized Nurturing Parenting curriculum), as well as parent workshops and weekly support groups, and help in accessing appropriate community resources, available year-round. One of the goals of increased SUN CS at Woodlawn will be to expand access to culturally specific support family support focused on students’ social-emotional learning as well as academic progress. These activities are accompanied by parental/family encouragement to visit the school often to get to know teachers/staff, to be visible so they are available and able to create positive relationships, and to let their voices be heard (e.g., through advocacy, volunteerism, participation on advisory committees, PTA, site council, other groups).



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

Wraparound support includes internal referrals to SEI's Community + Families Programs (e.g., Energy Assistance hotline and services, Short-Term Rental Assistance, Homeless Housing, Anti-Domestic & Sexual Violence, Foster Care, In-Home Safety & Reunification, Fatherhood program for those involved in the child welfare system, child abuse prevention and intervention services, Community Works Project for TANF recipients, other education and employment services). SEI's parent coordinators, in-school service coordinators, and SUN CS managers/coordinators at partner schools work together closely to ensure that students and families have access to needed emergency supplies as needed to build identified assets and reduce barriers (e.g., diapers, food pantries, clothes/shoes, bus passes, school supplies, technology access) and that they are referred to external providers, as appropriate (e.g., culturally specific mental health assessments through the Oregon Health & Science University Avel Gordly Center for Healing or other specialized providers). An extensive, in-depth training curriculum has been developed to support family engagement action planning and training of coordinators and other staff, covering SEI's history and model, performance expectations, the building blocks of successful relationships with families, developing family engagement action plans, effective communication and coordination with school staff and other stakeholders, reporting/confidentiality requirements and procedures, SEI meetings and debriefing sessions, administrative tasks and tools (e.g., parent information form, student Barriers Checklist, student Family-Interests-Relationships-School-Social Profile, Individual Success Plan, family assessment/service plan/progress tracking form, release of information, referral, and other forms), SEI's Efforts to Outcomes (ETO) and the county's ServicePoint data systems, varied communication channels (flyers, posters, social media) arranging fun and educational activities (e.g., end-of-year/summer student rallies, parenting class graduations, family fun nights and open houses, mom/dad nights out).

In response to remote learning, SEI parent engagement staff members will stay connected with parents/families at partnering schools remotely, using multiple methods, including phone calls/texts, and expanded use of newer methods and technology tools (e.g., Google Hangout/Meets, Instagram Live, Private Facebook Parent Group, YouTube). SEI will also continue to help families secure access to computers and broadband technology. Culturally specific parenting classes (and graduation celebrations) occur online, as well as Parent-Child Development Services (PCDS), except for face-to-face in-home visits, and regularly inform parents/families about the expanded support groups and varied activities that are now hosted online (including a weekly Friday "Storytime at SEI" program geared to young children), "Wellness Wednesday" talks and guest speakers, and facilitated culturally specific/responsive, trauma/healing-informed, and gender-specific support groups for parents, and for their children, as appropriate, for those affected by domestic violence). SEI's ongoing involvement in community food pantries and weekly food box pick-up and deliveries through our involvement in the SUN Community Schools initiative also helps maintain connections with high-need families (using approved social distancing and other safety protocols including masks).

SEI will provide direct aid families to ensuring they have access to the internet and have devices for students to continue to learn and participate in social distance learning, reflecting the five key components of the SEI Relationship Model which apply however services are delivered, now and in the future: virtually, face-to-face, or as a hybrid. Pivoting to a virtual version of the SEI Relationship Model has entailed additional organizational costs in terms of technology access/upgrades, staff orientation/support, additional emergency resources (including food), and extra safety measures (e.g., securing masks, facilities cleaning). As virtual learning shifts to various potential hybrid models, SEI will adjust approaches and associated costs in order to continue to serve parents/families, children, and schools effectively.



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

Self Enhancement, Inc. (SEI) will provide comprehensive wrap-around support services at two of Portland Public Schools' identified priority sites: Jefferson High School (JHS) and Harriet Tubman Middle School through the SEI Whole School Model (WSM).

SEI's wrap-around service delivery approach is culturally specific for African American/Black students and culturally responsive to the unique strengths, experiences, and needs of students and families from other racial/ethnic groups and backgrounds. Self Enhancement, Inc. In-School Service Coordinators housed on-site at each high school (who are commonly among few or only people of color in a building), will help address/eliminate barriers to school success and improve assets among participating students, toward the goals of improved academic achievement, on-time promotion to the next grade level, and on-time high school graduation. SEI will also provide family outreach, engagement, education, and other support and resources designed to help parents/caregivers be effective partners in their children's learning, at home and at school. SEI's evidence-based theory of change is that African American and other underserved youth will believe that "life has options" and realize their full potential when supported by a dedicated team of caring adults who provide coordinated academic, social, and personal support services over a longitudinal framework within and beyond the regular school day and year.

- **The SEI Relationship Model**, grounded in the values, culture, and deep collective knowledge and experience of the African American/Black community, is what makes this organization uniquely successful in providing the "Right Who" and the "Right What" that empower Portland students and their families to envision, pursue, and realize their aspirations (Bandelet, Gillespie, & DeGruy, 2010; Leary, 1993). By learning to apply and model three key roles – mentor, teacher, parent – SEI staff are able to establish meaningful, trust-based relationships within the context of particular school cultures, family circumstances, and the constellation of complex factors affecting student learning and success. All SEI staff members--and the students and families they work with--learn the importance of SEI's Fundamental Beliefs and six Standards, as guides to their daily lives and interactions.
- **SEI's Culture of Success:** SEI sets high expectations and clear definitions of success, coupled with foundational strengths-based beliefs in each student's potential, teaching of responsible attitudes and behavior through adult role models/mentors, and incentives, routines, and rituals to foster respect, shared purpose, and positive bonding.
- **Continuum of Services:** A long-term commitment is critical to SEI's approach, ensuring that developmentally appropriate services are provided across key transitions (i.e., from middle to high school to postsecondary education, job training, and careers).
- **Comprehensive Approach:** SEI works with the "whole child" across environments: in school, after school, over the summer, at home (with parents/guardians), in the community, and post-high school. SEI's positive youth development model is student-centered, trauma/healing-informed, and guided by multiple external evaluations.

Core elements of SEI's wrap-around program model:

- **Intensive in-school case management, mentoring, and support** for ISP goals by the in-school service coordinators, who monitor student attendance, behavior, and grades, and work closely with school personnel to ensure that each student's ISP is aligned with what the school is measuring. Progress is monitored monthly, including online support and classroom visits (SEI has been moving to virtual services during the Covid-19 crisis). Biweekly case management meetings include the coordinator, after-school/SUN staff, as appropriate, and school personnel, to discuss student progress/challenges/concerns. SEI staff develop additional interventions based on school records, home visits, teacher comments, and other information; these interventions may include referrals to



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

SEI and other resources (e.g., emergency anti-poverty services, assisting with a foster care placement, or others as appropriate). Virtual learning and other supports started under Covid-19 this spring will be continued this fall and as needed as integral to wrap-around support. SEI After-School programming is provided during the regular school year at both the SEI Center for Self Enhancement and through the SUN Community School (two days of ASP programming at the Center and four days of academic tutorials with SEI and SUN CS staff).

- **SEI's Summer program** helps avoid the “summer slide” in motivation/skills, and support academics (e.g., credit recovery) and enrichment in arts and performance, health and wellness, life skills, and community-based learning. (The SEI Summer Program comprises five weeks of full-day academic and enrichment activities, plus one-to-two weeks of basketball, soccer, and other special camps.)
- **Parent/family engagement** activities include home visits, family nights, support groups, leadership opportunities, case management, and other activities supporting home-school connections and student success.

In response to remote learning, SEI's pivot to virtual services remains firmly grounded in the SEI Relationship Model, including these key elements needed to stay connected to students (and their families) and to support their success, in and outside of school, as part of our comprehensive and aligned service continuum.

SEI coordinators will continue to conduct regular check-in's virtually with students and their families on Individual Success Plans (ISPs), outlining SMART goals and action steps which address each student's academic objectives, life skills, and social-emotional wellness. Virtual connection will also address food security (which is linked closely to ISP goals for academic advancement, development of life skills, and both physical and emotional health); and home safety (e.g., what support systems do students and their families have access to while schools and our facilities are closed? what channels have we established for emergency communication with each student/family and what additional resources may be needed, and how do we help ensure that they are accessible virtually and, as needed and in line with safety protocols, in person?). SEI anticipates will adapt the virtual networking and communications relationships and strategies in regular and close coordination with teachers, administrators, counselors, and other school and district staff as this pandemic continues to unfold in our local community, and in response to state guidelines/mandates. Consistent with district RESJ goals, and with our experience to date, SEI will work in this new and rapidly expanding virtual learning arena to demonstrate valuable culturally specific/responsive models of how to keep students and families engaged, motivated, and supported.

SEI wrap around services will be provided via virtual interactions and phone communication. During that time, the following activities will continue:

- Virtual After-School Program (ASP), (@official_sei on Instagram Live)
- Virtual meetings with caseloads
- Virtual learning workshops for youth, adults, and families
- Virtual celebrations, recognitions, and acknowledgements
- Virtual incentive programming
- Increased virtual staff model training (weekly)
- Weekly virtual all-staff meetings with current events facilitation

Strategy 3: Mentoring/Leadership Development - Ockley Green and George MS



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

Self Enhancement, Inc. (SEI) will provide positive mentoring and leadership activities for students at George and Ockley Green middle schools designed to develop the knowledge, attitudes, skills, positive relationships, and sense of belonging and agency associated with improved school success. The project will assist participating schools in improving school attendance, reducing disproportionate disciplinary rates, and preparing students for a successful transition to high school. Self Enhancement, Inc. will strengthen and augment existing services provided through our in-school, after-school, summer, parent/family engagement, and Schools Uniting Neighborhoods (SUN) Community Schools programming at Ockley Green. SEI will also expand our continuum of comprehensive and aligned grades 6-12 services to George Middle School.

Leadership programming is integrated into SEI's service delivery infrastructure, i.e., potential participants are identified by SEI in-school service coordinators and/or teachers and other staff at partnering schools, and their Leadership classes and activities are aligned with their Individual Success Plans (ISPs) academic, social, and personal long-term goals and short-term action steps. The purpose is to increase access to positive mentoring, counter negative stereotypes associated with young male African Americans, and build the knowledge/skills needed for success in education, in the workforce, and in life. These skills include teamwork, communication, discipline, responsibility for oneself and others, problem solving, perseverance, an ethos of service, and "giving back" to the community. One of the outcomes of the model is an annual Community Day of Service that Leadership students have planned and organized since 2015, involving hundreds of students and adults from the African American community.

RESJ Partnerships support will be used to strengthen and expand female and male Leadership curriculum and activities at the middle school level, with an emphasis on grades 7-8 and preparation for transition to high school, as a coherent sequence combining fun and engaging skills-building sessions and exercises with increasingly in-depth content and clear expectations (e.g., the number of classes/workshops expected at each grade level), focus areas and themes relevant to Black youth (including local and national Black history, building effective community, African American LGBTQ youth, and other topics moving from grades 8-12, e.g., Leadership Principles and Foundations, Brotherhood/Sisterhood, Critical Thinking/Self-Knowledge/Global Awareness, Rites of Passage).

The scope of work includes the following key activities:

- Develop and implement a culturally specific curriculum exploring leadership;
- Establish relationships with students who exemplify leadership qualities and are potential candidates for program participation, based on the recommendations of teachers, counselors, administrators, and/or SEI coordinators;
- Recruit/select 30-40 students (targeting grades 7-8 and preparation for high school transition);
- Host at least three workshops focused on the Foundations of Leadership;
- Develop/offer a weekly after-school class on Principles of Leadership;
- Organize weekly discussions and curriculum units exploring peer influences and what it means to be a positive, contributing citizen in your school and community;
- Integrate curricular activities (including field trips and project-based learning) into SEI six-week



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

Summer program.

Funding in this contract will support Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at Ockley Green and George.

In response to remote learning, SEI wrap around services will be provided via virtual interactions and phone communication. During that time, the following activities will continue:

- Virtual After-School Program (ASP), (@official_sei on Instagram Live)
- Virtual meetings with caseloads
- Virtual learning workshops for youth, adults, and families
- Virtual celebrations, recognitions, and acknowledgements
- Virtual incentive programming
- Increased virtual staff model training (weekly)
- Weekly virtual all-staff meetings with current events facilitation

Strategy 4: Extended Learning and Enrichment - Ockley Green and George MS

SEI will provide extended-day and enrichment programming to serve students at George Middle School and Ockley Green MS. The SEI Summer Program and After-School Program (ASP) held during the school year offer academic tutoring and other support, develop healthy relationships and positive social-emotional skills, and provide exposure to a variety of engaging enrichment classes and opportunities in the areas of health and wellness, arts and performance, life skills, and leadership development. By expanding opportunities beyond the regular school day and year, ASP and Summer programs provide the culturally specific/responsive opportunities and support that African American and other underserved students need to reach their potential, prepare for college/careers, and become positive, contributing citizens in their communities.

Funding in this contract will support Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at Ockley Green and George.

Activities (delivered virtually, as needed in close coordination with schools/district plans as they unfold in 2020-21) will include

- Provide self-esteem and gender classes
- Providing one on one culturally specific counseling for students
- Providing culturally specific family counseling via partnerships
- Providing access to culturally specific mental health groups via outside partners
- Partnering with Anti-Gang programs to help kids who have become gang-affected change their life
- Also providing incentives for positive behavior and participation in aforementioned activities



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

- Online classes through SEI Virtual ASP focused on leadership development, Black culture/history/advocacy, social-emotional health, academic enrichment, college/career-planning, and other engaging and relevant topics (featuring SEI staff, certified teachers, special guests/experts). Examples include a Portland Community College online class on drone building, animation design for middle school-level students.
- Events and extracurricular activities focused on positive leadership development, student advocacy, and cultural identity/awareness: e.g., formation of school Black Student Unions, Black History Month assemblies at each school (and “More than a Month” activities tied to classes on Black history/culture/leadership).

In response to remote learning, SEI services will be provided via virtual interactions and phone communication.

Strategy 5: Positive Cultural Identity Development - Ockley Green and George MS

Self Enhancement, Inc. (SEI) provided services to expand opportunities that encourage students to express their “voice,” talents, knowledge, and skills in ways that demonstrate a confident and positive cultural identity, and that empower them as advocates, contributing community members, and proud “culture carriers.” These opportunities will be woven into existing SEI in-school, after-school, and summer programming for students in grades 6-8 at Ockley Green and George Middle school. African American/Black students in grades 6-8 will benefit from increased opportunities to study and celebrate Black history and culture, and to apply their knowledge, skills, and creativity through advocacy, participatory community research projects and presentations, and other events and channels. This strategy area aligns closely with one of the six SEI Standards (founded on principles of integrity and respect) that staff members and students all memorize and learn to apply in their daily lives, in school, outside of school, at home, and in the community: “Standard No. 5: In SEI we treasure our rich culture and hold the cultures of all people in high regard.”

The proposed scope of work for this strategy includes the following key activities:

- Expand access to culturally specific relationships with caring adults for African American/Black students at the three targeted middle schools.
- Develop and deliver African American/Black history curriculum as part of elective classes and non-core programming during SEI After-School and Summer programming.
- Prepare and promote high-quality Black History Month presentations and events, at the Center for Self Enhancement and at partnering schools.

This strategy will be able to build on numerous partnerships in order to expand these student opportunities; as mentioned in Strategy 4, SEI’s 27-week After-School Program and 5-7-week Summer program provide rich avenues for collaboration with partners and for engaging enrichment.



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

In response to remote learning, SEI services will be provided via virtual interactions and phone communication.

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:

Contract runs from 9/1/20 – 7/31/21

Strategy 1: Contractor will have quarterly parent engagement sessions/workshops to be held at the school in the evenings between the hours of 5pm-8pm. They will also host virtual parenting classes weekly that parents can attend online. They will host 1 Family Cultural Literacy Nights at King, Boise, and Woodlawn (1 per school) centered around literacy.

Strategy 2: Contractor will hold four two-hour group mentoring sessions, with 10-12 students per session, every week that school is in session. Mentoring sessions will be held at the school between the hours of 3:30 pm and 6:30 pm. (virtual offerings for mentoring, enrichment classes and other programming will be provided)

Strategy 3: To take place from 3-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.

Strategy 4: During the months of July through August, SEI offers day-long programming on weekdays for seven weeks. Program components include academic support and enrichment (taught by certified teachers), as well as healthy recreation, community outreach, and college/career exploration, internships, and paid work experience.



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

Following the five-week program, SEI offers an extra two weeks of our flagship basketball camps, along with soccer, and other special camps.

ASP is offered in three-hour blocks from 3:10 to 6:10 pm, Monday-Thursday, for 27 weeks during the regular school year (starting in October).

Strategy 5: To take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.

3. Detailed Description of Goals and Activities:

Strategy 1
Goal #1: Provide outreach to African American/Black families/caregivers at priority schools (Boise-Eliot, King, Woodlawn).
Activities
Provide information to increase parent/family awareness and understanding of PK5 performance benchmarks and how to support school readiness, attendance, elementary reading/math achievement, and other outcomes (e.g., healthy development and social-emotional wellness).
Contact (via home visits and/or remote visits, as safety protocols indicate) parents/families to identify barriers and assets affecting student success in school (e.g., lack of employment, substance abuse, mental illness, social issues, educational deficits, socioeconomic obstacles, needed parenting skills); increase awareness of and access to available services and benefits, as appropriate (e.g., Title X); support parents/families in an advocacy goal.
Goal #2: Facilitate parent classes/workshops, support groups, and SUN Community School activities to enhance parental engagement and knowledge/skills.
Activities
Encourage school participation (e.g., in back-to-school nights, Title I meetings, volunteerism, SUN culturally specific/responsive family activities and special events).
Host virtual and/or “live” monthly parent engagement gatherings as part of SUN Community School activities, and across schools at the SEI Center (as appropriate under Covid-19 protocols), to include parenting classes and support groups, and seasonal/holiday festivities (e.g., October Harvest Fest, Thanksgiving Food Baskets, December holiday gift baskets and activities).
Goal #3: Positively impact parent(s)/guardian(s) interactions with the school and strengthen home-school connections.
Activities
Administer pre/post surveys among parents/guardians at targeted schools.
Strategy 2



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

<p>Goal 1: Provide students at Jefferson High School and Harriet Tubman Middle School with comprehensive in-school support, advocacy, and case management to assist in meeting improvement benchmarks for attendance, on-track to next grade, graduation/credit attainment, post-secondary readiness, PPS graduate portrait attributes.</p>
<p>Activities</p>
<p>Provide visitations.</p>
<p>Access to Synergy for academic monitoring and credit tracking.</p>
<p>Setting Individual Success Plan (ISP) goals for all core classes to achieve a C or better.</p>
<p>Provide access to credit recovery via evening school or summer scholars. The moment a student fails a core class, they are signed up to recover that credit to avoid ending the year credit deficient.</p>
<p>Teach and practice the SEI Standards, to share our governing values and hold all students accountable.</p>
<p>Offer gender-specific groups giving students safe places to share their voice, frustrations, and future aspirations; enhance positive cultural identity; develop leadership skills (e.g., problem solving, communication, conflict resolution, time management, goal-setting) and encourage involvement in meaningful advocacy/service among peers and in the community.</p>
<p>Strategy 3 - Mentoring/Leadership Development - Ockley Green and George MS</p>
<p>Goal - Mentoring/Leadership Development (Ockley, George)</p>
<p>Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms. Only Ockley Green students during the school day.)</p>
<ul style="list-style-type: none"> ● Partnering with Anti-Gang programs to help kids who have become gang-affected change their life
<ul style="list-style-type: none"> ● Provide guest speakers, professional exposure, and project based learning experiences.
<ul style="list-style-type: none"> ● Also providing incentives for positive behavior and participation in aforementioned activities
<ul style="list-style-type: none"> ● Online classes through SEI Virtual ASP focused on leadership development, Black culture/history/advocacy, social-emotional health, academic enrichment, college/career-planning, and other engaging and relevant topics (featuring SEI staff, certified teachers, special guests/experts). Examples include a Portland Community College online class on drone building, animation design for middle school-level students.
<ul style="list-style-type: none"> ● Provide George students Virtual groups access to all of the following
<p>Strategy 4 - Extended Learning and Enrichment - Ockley Green and George MS</p>
<p>Goal #1 - Extended Day, Enrichment (George, Ockley MS)</p>
<p>Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms)</p>
<p>Improved alignment of in-school services and extended-day enrichment and support to address continuum gaps through targeted enhancements at each of three schools: Ockley Green (particularly in-school and ASP/SUN Community School activities) and George MS.</p>



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

Strategy 5 - Positive Cultural Identity Development - Ockley Green and George MS
Goal #1 - Cultural Identity
Activities - (to take place from 3:-6:30 Mon thru Thursday as well as during the school day via media platforms)
<ul style="list-style-type: none"> ● Provide self-esteem and gender classes
<ul style="list-style-type: none"> ● Providing one on one culturally specific counseling for students
<ul style="list-style-type: none"> ● Providing culturally specific family counseling via partnerships
<ul style="list-style-type: none"> ● Providing access to culturally specific mental health groups via outside partners.
<ul style="list-style-type: none"> ● Black Parent meetings
<ul style="list-style-type: none"> ● This support will include additional emergency assistance (e.g., personal protection equipment/supplies such as masks, food, help in addressing energy, housing, technology barriers for students/families, to further secure the mental and physical safety and security of our students and families.
<ul style="list-style-type: none"> ● Events and extracurricular activities focused on positive leadership development, student advocacy, and cultural identity/awareness: e.g., formation of school Black Student Unions, Black History Month assemblies at each school (and “More than a Month” activities tied to classes on Black history/culture/leadership).

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
Client Assistance Report: to whom and for how much	Every 30 days (submitted with invoice)
Summer Student Incentives Report: Itemized	At conclusion of Summer program activities (submitted with invoice)
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020



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

Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021
Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 1 st 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@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 1	Target
Number of students served (total and per school)	At least 150 (50 per school)
Number of hours per family	5 hours monthly
Number of Families served	150 (50 per school)
Number of hours per student	2 hours per month
Staff Demographics	African American
Staff FTE	1.2
Leveraged funding/staffing	1 FTE Parent Coordinator, 0.19 Family Engagement Manager
Strategy 2	Target



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

Number of students served (total and per school)	342 (Jefferson) 150 (Harriet Tubman) = 492
Number of hours per student	5 Hours Weekly
Staff Demographics	African American
Staff FTE	19.1
Leveraged funding/staffing	\$1,181,638
Strategy 3	Target
Number of students served (total and per school)	35-40
Number of hours per student	3-5 per week
Staff Demographics	African American
Staff FTE	.37
Leveraged funding/staffing	none
Strategy 4	Target
Number of students served (total and per school)	70 total; 30 George, 40 Ockley
Number of hours per student	3-5 per week
Staff Demographics	African American



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Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2020-21 School Year
Self Enhancement, Inc.

Staff FTE	0.65FTE
Leveraged funding/staffing	None
Strategy 5	Target
Number of students served (total and per school)	70 - 80 Total/ 35 - 40 each at George & Ockley
Number of hours per student	3-5 per week
Staff Demographics	African American
Staff FTE	0.37FTE
Leveraged funding/staffing	None

6. Payment: See Contract Section 4(a) through 4(d). The total amount of this contract is \$ **2,399,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract. Strategy 2 to be funded on a 1/11 basis for the contract term.

7. Budget: See Exhibit D

8. PPS Agrees to:

- Set up PPS email and Synergy accounts once all required paperwork is completed (see Exhibit C)
- Provide quarterly data in order to complete required reporting (See Exhibit C)

9. Contractor Mandatory Training:

Contractors and staff who work directly with students must participate in several mandatory trainings:



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- 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. 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.