



**Exhibit A**  
**Portland Public Schools**  
**Student, Instructional, and Family Engagement Services Contracts:**  
**Scope of Work and Performance Requirements**  
**2022-23 School Year**  
**Black Excellence Group**

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

### **Strategy 5: Cultural Identity Development and Advocacy**

Utilizing our Black Excellence Group™ program and practicing our five foundational modules, we will implement and lead Black Excellence programming that fosters a sense of belonging, positive cultural identity, and intentional skills development necessary to thrive in the classroom and community. Black Excellence students will obtain BE Able skills, increased instructional time, expanded “excellence” experiences, and an intentional culturally relevant community that is critically necessary on the road to achieving the PPS Portrait of a Graduate.

Our program vision and rhythms target the same critical North Star in alignment with the PPS Reimagined Core Values. We believe in student-centered excellence and relationships anchored in innovative RESJ solutions. This program addresses students’ health and safety needs and provides direct services and engagement with historically underserved Black students. In the event we return to virtual learning, the program will occur virtually.

#### Black Excellence Group will provide school programs and student engagement at four (4) PPS elementary schools:

#1 Markham, #2 Bridlemile, #3 Rosa Parks, and #4 Dr MLK Jr. (launch date to be collaborated with Principals, est 10/3/22)

- Black Excellence Program (22 weeks), K/1 + 4/5 curr. edition (School 1 - Markham, up to 80 students, contains double cohorts)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 2 - Bridlemile, up to 20 students, 1 cohort)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 3 - Rosa Parks, up to 20 students, 1 cohort)
- Black Excellence Program (22 weeks), K/1 curriculum edition (school 4 - Dr MLK Jr, up to 20 students, 1 cohort)

School selection remains consistent and scaling beyond 22 weeks on hold until January 2023 for budget increase consideration. The fall back for this year three is to wait to increase students or schools. The basis for the program scaling was data driven by direct certification data, black student enrollment, disproportionately high/low black #s, and alignment with the RESJ lens to increase support for black principals.

#### Program Framework Components:

- Conduct 30-minute weekly Black Excellence group program during WIN time, group time TBD in partnership with school Principal
  - Onboarding specifics include: upfront onboarding meeting with program champion (Principal/counselor), securing dedicated space, group schedule determination, student roster, advanced teacher communications, school building access
- Contractor will provide Black Excellence staffing team sufficient to fulfill these direct student services. Our Program Director, Lead Facilitators, and Co-Facilitators will all be staffed with experienced African American/Black professionals to conduct this work. Additionally, Black Excellence Group staff may serve more than one staff role as needed for optimal program management.
  - Program Director covers streamlined program integration and implementation consulting, professional development and training to ensure successful facilitator and school program onboarding and execution. Ongoing program management with the school and facilitator teams, and quarterly integration touchpoints with key school staff. These services also include portal management and content pushes for the four (4) schools’ cohorts for the duration of this scope of work.
  - All schools will have two BE Program Facilitators to provide professional facilitation that leads the program for that school and provides in-classroom-only support during group sessions. The primary role of the BE Program Facilitators are weekly group facilitators, relationship builders, and program team connector for consistency of program communications.
- Provide the Black Excellence programmatic materials and supplies kit bundle to conduct the five modules and corresponding units



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- Weekly content/lesson plans, facilitator guides, cohort supplies kits, experience access, and portal platform
- Leverage our Black Excellence Family Portal platform. Our BE family portal serves two purposes: 1) digital program management that efficiently scales and 2) meaningful family engagement that's seamless. Portal content includes cohort data, documentation, and program framework. For families, the portal includes bi-monthly: module intro-based text/email pushes with our Black Excellence Family Connect messages to engage them during our five major module themes during the BE student journey.

To clarify the existing arrangement, Black Excellence Group will indeed use subcontractors as done during the previous school year for this scope of work. Consistent with our agreements, ownership and use of the Black Excellence Group brand and work is the exclusive property and work product of Black Excellence Group and shall only be used during the period of this contract by Portland Public Schools. Additionally, we shall both indemnify each organization mutually for this scope of work. Finally, in the event that a breach occurs to this scope of work, both parties are entitled to any available legal and equitable remedies.

**A. 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:
  - PPS Strategic Plan
  - Balanced Program and Enrollment Process
  - Middle School Redesign
  - Student Safety and Sense of Belonging and corresponding policies
  - RESJ Plan and Framework
  - Talent Diversity and Professional Development
  - PPS Budget and Investment Strategies
  - Attend Leadership Institute August 8-12, 2022

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

This Contract runs from September 1, 2022 through June 30, 2023.

**Locations/sites (please list):** School 1 Markham ES, Bridlemile, Rosa Parks, MLK Jr

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

**Goal #1: Increase student sense of belonging and positive cultural identity in the school environment**

Lead a culturally relevant weekly black excellence group with student cohorts. This will occur during the school day for additional instructional time and students will experience an intentional safe space community where they hear and know they belong, are valued, loved, able, and excellent.



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**Goal #2: Develop BE Able skills necessary on the path to realizing the Graduate Portrait**

Program lessons actually live our approach and mantra: Observe → Practice → BE  
The group facilitators will model our skills development weekly for students to observe, students will learn and practice the BE Able skills, and the reward is in the muscle memory outcomes. Our students will BE Able.

**Goal #3: Increase opportunities for students access to “excellence” experiences and essential needs support**

Program provides student access to diverse experiences in an effort to ensure the students’ sense of belonging in community via “excellence” experiences identified as providing exposure to high quality enriching activities and culturally relevant community offerings. *(For example: BE has provided pre-paid access to student sports registrations and uniforms for multiple cohort students)* This support has also been expended to provide essential needs support due to so many of our families experiencing foundational gaps necessary to be able to thrive. The major four areas of struggle over the past two years have been food insecurity, transportation, clothing, and power restoration.

**Goal #4: Increased student advocacy with teachers, school staff, and PPS leadership**

Provide communications to key school staff and PPS leadership to advocate on behalf of BE student health, safety, system flags, and academic need gaps that are identified or occasional intervention recommendations. Provide conference cycle integrated input to homeroom teachers for BE cohorts, when appropriate. *(For example: a Kinder cohort student that appears to be struggling in the general classroom has been thriving in group and taking a leadership role to lead our call-and-response affirmations, a beautiful example of the power of an intentional environment to produce sparked progress and new confidence and skills. A diversity in feedback about this student will help him be seen, grow, and thrive.)*

**Goal #5: Increased sense of belonging among PPS black staff**

The program proactively builds relationships with existing black PPS staff in an effort to serve and support them as well with our Black Excellence Group programming. Our goal is to serve the staff by inviting them, loving them well, and being a source of safe and affirming community for them in the school environment. When schedules allow, black staff know they are always welcome in weekly groups. We ensure the BE students are introduced to the black staff and we encourage fostering those relationships throughout the week. (e.g. being known and well loved, hello by name, lunch time meet up, occasional fun parent phone call home)

**4. Tasks and Reports:**



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<b>Activities &amp; Reporting</b>	<b>Time Frame/Due Date</b>
Attend check-in meetings with Contract Manager to discuss contract activities and progress to date	<b>TBD</b>



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Quarterly progress report for Quarter 1	10/26/22
Quarterly progress report for Quarter 2	1/19/2023
Quarterly progress report for Quarter 3	4/24/2023
Final report – cumulative summary	6/30/2023

All Reports will be sent to Dani Ledezma ([dledezma@pps.net](mailto:dledezma@pps.net)), cc: Amy Liu ([aliu@pps.net](mailto:aliu@pps.net)). Using [this](#) report template.

**5. Contract Performance Measures:** Measurements and parameters of expectations are currently under revision.

Number of students served ( <b>total and per school</b> )	Total Number of Students: approx. <b>130 Students</b> School 1 (Markham ES) – up to 80 students School 2 (Bridlemile ES) – up to 20 students School 3 (Rosa Parks ES) – up to 20 students School 4 (Dr MLK Jr ES) – up to 20 students
Number of hours per student	Each student will receive approximately 15 hours of service via black excellence programming and weekly group.



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Staff Demographics	African American/Black professionals, black teachers, and black community leaders will be conducting all direct service to the students and families. Contractor service provider is black/woman owned and operated.
Staff FTE	Black Excellence Group staff contractors: 10 BE Program Staff
Number of PPS Black staff served	Total Number of PPS black staff: approx. <b>12 Black staff</b>  School 1 (Markham ES) – 5 black staff  School 2 (Bridlemile ES) – at least 1 black staff, TBD  School 3 (Rosa Parks ES) – 3 black staff  School 4 (Dr MLK Jr ES) – 3 black staff
Number of hours per PPS Black staff	Each Black staff member will receive approximately 5 hours of intentional engagement. And staff that participates in weekly group will receive up to 15 hours of additional support via black excellence programming.
Leveraged funding/staffing	n/a

**6. Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$149,316.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Invoices need to be billed against each budgeted line item, per strategy, per school. **Please note:** A protected-custom-invoice template will be shared with you. Each month, please update your billing in this invoice template (do not make copy) and also submit your independently created invoice for the payment request. If the Direct Service fund is used, please report the total spent for the student/family using the same invoice template. Here is an [example](#). Progress reports will be submitted commensurate with the contract.



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**7. Budget: (see page 7 of this Ex A.)**

**8. Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required trainings. [Staff List & Student List Template](#)

**9. PPS agrees to:**

- provide all contractor staff working directly with students with an individual PPS email account that will give contractor staff access to our trainings via our profession development site, PEPPER (see Exhibit C). Contractors must submit both the names and emails of all relevant contractor staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 14 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 14 days to complete the mandatory trainings and forward Certificates of Completion to the contract manager.

**Contractor shall:**

- communicate the scope of program and student interaction to parent/guardian prior to enrollment of student(s) in the program;
- ensure your staff wears a Contractor badge, clearly displayed, at any and all virtual meetings and at all times while on school premises. Contractor shall provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.



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**Strategy 5 – Positive Cultural Identity Development and Advocacy**

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
<b>Staffing</b> <b>Wages and Benefits</b> % FTE or Hourly Rate	Budget reflects weekly rate pricing for defined scope		
Black Excellence program direction, implementation consulting, + PD training (across 4 elementary schools, 5 cohorts) Program Director (FTE) weekly rate \$1,500	\$34,500		
BE Program Staff (per 10 staff), weekly rate \$400	\$80,270		
Ongoing collaboration and partner engagement with PPS leadership, qtlly meetings, thought leadership, pepper trainings. Program Director (FTE) weekly rate \$900	\$18,375		
<b>Equipment, Supplies, Curriculum &amp; Transportation</b>			
Cohort supplies bundle* (5 classroom program cohort kits required upfront)	\$11,171 One-time payment, Sept		
Experiences hard cost expenses (student activity fees/registration, essential supports for students)	\$5,000		
<b>Administration</b>			
<b>Total</b>	<b>\$149,316.00</b>		<b>\$149,316.00</b>

\* To ensure program consistency and provide a turn-key scaling implementation, schools will each be provided with an upfront cohort kit of supplies to have classroom-ready supplies to conduct each of the weeks of programming. Materials and time to procure and assemble the class bundle sets of Black Excellence notebooks, program shirts, stickers, BE medals, room signage, and end of year celebration supplies. Additionally, these classroom supplies are a class sets of pencils, multicultural crayons, multicultural markers, paper, and a community rug or excellence experience artifacts that will transform our space into the BE "family room". This budget item will be invoiced upfront as a one-time payment in September 2022.