



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2020-21 School Year
Native American Youth & Family Center (NAYA)

1. Synopsis of Contractor's Work:

A. Strategy 1: Culturally Specific Family Engagement - Overview

NAYA Family Center is committed to raising academic performance of Native American students through a continuum of direct academic support, educational advocacy and opportunities for cultural identity in order to improve and foster student educational success and achievement through cultural understanding and reinforcement of critical life skills needed for a healthy adulthood. Our programs provide culturally relevant, intergenerational experiences for Native youth, encouraging cultural awareness and identity and positive student/family interaction.

NAYA Family Center's Culturally Specific Family Engagement plan is designed to address the specific cultural and historic barriers that often keep Native American parents from becoming active advocates and communicators for their children. Although parents want their children to succeed, they often lack the understanding of school policies and programs and are intimidated by their own lack of education and past interactions with the public-school system. Mitigating these issues and creating a link between the school, family and the student is the highest priority of this program. NAYA will provide culturally appropriate supports to enable parents to become involved in the child's educational life, as well as becoming confident communicating with school staff members.

NAYA Family Center will provide after school tutoring and educational advocacy, working one-on-one with the students to help youth understand their academic strengths and to address challenge areas. Advocates will meet with students virtually, and when able to, in their schools and homes, as well as at NAYA, so that relationships can be built with educators and family members. Students are encouraged and rewarded for communicating information about homework, tests and events to parents, educators, and advocates to build awareness of their crucial role in their own success.

Strategy 1: Culturally Specific Family Engagement - Activities

During the first three weeks of student contact, the Youth Advocate will meet with the student once per week. Advocates will work with the student and their families to develop the student directed six-month Youth Development Plan (YDP). The YDP can be modified to ensure that it reflects the student's progress and strengths, and aids in the establishment of future goals for the next six months.

Youth advocates, the parent involvement advocate, and after school learning staff will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and schools will be best served through the culturally specific family engagement services NAYA can offer. Advocates will work with the student and their families to develop the student directed Youth Development Plan (YDP) using the Relational World View Model. The YDP plan can be modified to ensure that it reflects the student's progress and strengths, and aids in the establishment of future goals for the next six months.

After school programming, including educational supports and physical activities, are being developed to provide a consistent schedule of engagement activities to support the youth's needs. Equipment to support physical activities



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for the youth will be distributed so that youth can follow along with NAYA staff virtually and with the use of pre-recorded videos on NAYA's private YouTube channel. NAYA staff have already successfully held our summer camp via the private YouTube channel as well as hosting virtual workouts along with our NAYA Instagram for health and wellness where staff have posted everything from indigenous games to simple workouts that can be done at home.

NAYA staff work with families using a variety of methods to help them access services and resources at their schools, at NAYA, and in the community.

NAYA Youth Advocates and Parent Engagement staff will connect and assist families as they have youth entering the educational system. Parent Nights and access to wrap around services can support parents with youth in PK. Much of the work with PK students is with the parents. Additional support for PK youth can take place using storytelling and reading circles with participation of the student's parents to build their reading skills in preparation for kindergarten and beyond. Using traditional stories and works by Indigenous authors can build upon a positive cultural identity for the students and their parents and has shown to increase their success in school. We will also work with NAYA's early learning team and Community Education Worker to determine what supports we can collaborate on together and where Youth and Education Services can add value such as by enrolling parents in our Parent Involvement Advocacy program while pairing youth with a youth advocate.

Service delivery at NAYA has continued during COVID-19 utilizing social media platforms such as Facebook Live as well as digital platforms such as Zoom, RingCentral, and Microsoft Teams all of which have kept staff connected to the Native American and Alaska Native community members we serve. Activities such as the long standing bi-monthly Culture Night, the annual Youth and Elders Honoring Ceremony, and new programs like Family Cook-a-Long, have been successful in keeping the Portland Indigenous community engaged and together with one another. NAYA plans to adapt additional Family Nights during the coming year to virtual platforms to continue with these successful strategies connecting the Portland Urban Native American and Alaska Native community together in a safe and healthy manner during the pandemic and subsequent physical distancing requirements.

Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocate, after-school, and recreation staff will continue using the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves. Parent Nights, including the use of Positive Indian Parenting, will be adapted to virtual meetings, to support families keeping connected and learning new skills to support the positive growth of the family and to keep them engaged in their student's education.

NAYA will focus Culturally Specific Family Engagement across all of of PPS' K-5 and K-8 schools, in addition, NAYA will support parents and families of early learning students at Applegate, Clarendon and Faubion.

B. Strategy 2: Wrap Around Services - Overview

NAYA will focus on students in high school and eighth grade because of the importance of these crucial academic and transitional stages. We know it is critical to reach our youth prior to high school, to avoid students falling significantly behind in educational benchmarks. NAYA Family Center has determined through experience that targeting families with Native children in this age group will be effective in promoting academic success, preventing



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risky social behaviors, and support for success following high school. Educational assistance, such as for IEP and 504 meetings, can continue virtually, with NAYA staff assisting parents and students, preparing for meetings, and attending to provide support with the process and to encourage positive engagement.

Youth advocates, the parent involvement advocate, and after school program staff from the NAYA College and Career Center will work with schools to build relationships with identified youth participants, families, and educators. Staff will work with school personnel to collaborate and identify ways that youth, families, and schools will be best served through the wrap around services NAYA can offer.

NAYA finds that many of our families need increased services to ensure their basic needs are met. As a result, we will utilize client assistance and support from this funding, as well as leveraged funding from other programs at NAYA and in the community that can aid the families in need. We recognize that student learning and achievement is reliant on the entire family having their basic needs met at home. Staff can assist the family's access to critical needs with the use of electronically fillable documents that are submitted to the NAYA Community Development department to access short term rent and utility assistance. Staff connect via the phone, internet, or virtually.

This program will allow youth advocates, after school program staff, and parent engagement staff to continue providing cultural arts, recreation services, one-on-one youth advocacy and case management to the Native American community. In addition, this strategy will include NAYA's Learning Center, recreation activities such as NAYA's basketball and volleyball team, seasonal camps, Family Nights, and Culture Nights.

Strategy 2: Wrap Around Services - Activities

Advocates will engage with school principals, teachers, and school staff to connect with youth during lunch and after school, present program information at school staff meetings and reach out to individual school personnel. Advocates recruit families, work with PPS staff to address the special needs of our youth. Advocates work closely with the youth and their families, assisting them in identifying and completing their academic goals and aiding them in accessing available resources at NAYA, in their schools, and in the community.

NAYA staff work with families using a variety of methods to help them access services and resources at their schools, at NAYA, and in the community. NAYA offers a wide array of comprehensive services and community-based solutions, including lifelong educational opportunities, cultural identity, leadership development, elders support, homes for families, early childhood programs, and paths to financial security based on traditional tribal values. NAYA's mission is in direct alignment with the SUN Youth Advocacy programs to foster youth development and academic achievement and the Multnomah Stability Initiative antipoverty efforts to assisting homeless and low-income households to leave poverty and become self-sufficient. These efforts include energy assistance, rent assistance, housing, housing, skill-building, the support of early childhood programs that are held within NAYA's Youth and Education Services, Family Services, and Community Development Departments and programs.

Educational assistance, such as for IEP and 504 meetings, can continue virtually, with NAYA staff assisting parents and students, preparing for meetings, and attending to provide support with the process and to encourage positive engagement.



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Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocates, after-school, and recreation staff will continue using the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves. NAYA is also working towards allowing households to conduct family workouts in NAYA's field and possibly gym in the future as the weather shifts.

Access to NAYA's wrap around services have continued during the COVID-19 pandemic. Staff are able to assist the family's access to critical needs with the use of electronically fillable documents that are submitted to the NAYA Community Development department to access short term rent and utility assistance. Staff connect via the phone, internet, or virtually.

NAYA will focus Wrap Around Services for Native students across all of PPS' high schools, in addition, NAYA will support students at the Many Nations Academy.

C. Strategy 5: Cultural ID Development and Advocacy - Overview

NAYA's Youth and Education Services programming provides opportunities for youth to explore and engage in culturally affirming activities and develop positive cultural identity. Programming includes a diverse array of enrichment activities with a strong emphasis on Culture, Education and Wellness through a decolonized lens.

Outreach for these programs are conducted primarily through Youth Advocates who carry caseloads in Portland-metro area schools, as well as Title VI Indian Education programs in PPS.

NAYA staff will encourage and support student in PPS to engage in the Portland Youth and Elders Council providing leadership opportunities for PPS Native American and Alaska Native youth. We are also working closely with the planners of the PYEC to ensure that the issues discussed are youth centered and driven, which will increase the likelihood of youth participation. We will continue identifying socially distant and virtual methods for our youth to conduct service projects that will contribute to the goals and even the direction of PYEC. Finally, NAYA's Advocacy and Policy team, of which our Director of Youth and Education Services and high school social studies (and therefore government and economics) team are both members, continues to center our advocacy and political organizing efforts around youth. For example, with the upcoming election, youth will be encouraged and supported through voter registration, and for that are 18, the process of educating themselves and actually voting and then will be encouraged to use their voice through the legislative process through advocacy days, which have been in person, but may shift to phone calls and written testimonials during the pandemic. All these activities will allow for youth to engaged with PYEC.



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Strategy 5: Cultural ID Development and Advocacy - Activities

Wellness and Recreation programming consists of volleyball and basketball teams that run through the school year for older elementary and middle school aged youth as well as integration of Indigenous Games within Learning Center, Culture Night and Camps. Additionally, we offer a one-week Recreation and Wellness camp in the summer, as well as structured wellness activities throughout the remainder of our Seasonal Camps. At NAYA, recreation involves much more than typical Western sports—it also includes traditional Indigenous games, both physical and mental; meditation, grounding and stretching; outdoor physical activities such as canoeing that allow youth to learn and connect with the natural world in culturally engaging ways; and education about the important roles of games and physical movement in Native communities historically and contemporarily.

The Two Spirit Safe Space Alliance (TSSSA) typically bi-monthly throughout the school year, with additional field trips and participation in events such as the Oregon Queer Youth Summit and Portland Pride. The focus of these meetings is on supporting positive youth identity around the intersections of culture and gender/sexual identity, the program is designed to encourage participation from Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space. The TSSSA has also grown to include a beading group during Culture Night bi-monthly. The group makes decisions together and staff support the logistics to enable event participation. The Gathering is a place where youth can gain confidence and trust in themselves, so when they go back into their home communities will be able to integrate confidently with the knowledge taught to them by Two Spirit Elders.

Seasonal Culture, Education and Wellness Camps take place during Spring Break and 5 weeks during Summer and are open to youth in 2nd through 8th grade. Spring Camp Rise is offered in alignment with the PPS Spring Break during the last week of March. Recreation and Wellness Camp takes place for one week in the early summer. Summer Camp Rise is offered in 2 two-week sessions.

These activities will be adapted as the year progresses to meet the changing needs of our families during the COVID-19 pandemic.

NAYA Youth Advocates will continue to engage youth in affinity groups like Native Clubs within their school cohort, and possibly beyond their schools, providing opportunities for students to meet Native American and Alaska Native youth from outside of their schools throughout PPS.

Service delivery at NAYA during COVID-19 utilizes social media platforms such as Facebook Live as well as the use of Zoom, RingCentral, and Microsoft Teams have kept staff and the Native American and Alaska Native community members connected during the pandemic and subsequent physical distancing requirements. Activities such as the long standing bi-monthly Culture Night, the annual Youth and Elders Honoring Ceremony, the Two Spirit Safe Space Alliance, and new programs like Family Cook-a-Long, have been successful in keeping the Portland Indigenous



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community engaged and together with one another. NAYA plans to adapt additional Family Nights during the coming year to virtual platforms to continue with these successful strategies connecting the Portland Urban Native American and Alaska Native community together in a safe and healthy manner. As the year progresses NAYA will adapt its programs to meet the Native American and Alaska Native Community's needs.

After school programming, including educational supports and physical activities, are being developed to provide a consistent schedule of engagement activities to support the youth's needs. Equipment to support physical activities for the youth will be distributed so that youth can follow along with NAYA staff virtually and with the use of pre-recorded videos on NAYA's private YouTube channel. Regular check-ins by NAYA Youth Advocates, Parent Engagement Advocate, after-school, and recreation staff will use the various virtual platforms at NAYA's disposal and adapted to meet the family's needs as they present themselves.

NAYA will focus Positive Cultural Identity services for Native students across all of PPS's middle schools and 6-8th grades at all of PPS K-8's.

D. Ongoing collaboration, engagement and feedback with PPS leadership:

- Attend quarterly RESJ partnership meetings convened by the Superintendent to discuss collective progress and challenges of partnerships, review contract performance data and share best practices amongst partners and PPS staff.
- Engage with PPS staff and participate as available in meetings to provide feedback and thought leadership on significant policy and funding decision making including but not limited to the following initiatives:
 - Fall Re-Entry and Planning
 - PPS Emerging Strategic Plan
 - Balanced Program and Enrollment Process
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - Naming and Defining PPS Places
 - Talent Diversity and Professional Development
 - PPS Budget and Investment Strategies

2. Performance Period/ Dates and Times of Service:

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

Contractor will hold after school programming virtually, and when able to, in person at the NAYA Family Center's Learning Center. Recreational activities will be run virtually on a weekly basis and in person once it is safe to do so. Youth Advocacy activities such as Native Clubs and 1:1 check ins will be held with youth during the school day as the student's schedule permits and after school. Parent Engagement activities will be held on a consistent basis throughout the school year and will include Positive Indian Parenting.



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3. Detailed Description of Goals and Activities:

Goal #1: Improve academic outcomes for youth through culturally specific engagement
<u>Activities designed to help achieve this goal:</u>
1. Staff will build relationships with identified youth, families, and educators. This will be done in collaboration with school staff to identify ways that both participants and schools will be best served through culturally specific services offered by NAYA.
2. Youth Advocates and identified youth will meet weekly, developing youth-directed six-month Youth Development Plans (YDPs), which can be modified to reflect progress, strengths, and future goals for the next six months.
3. Advocates will continually engage with families of identified youth, respond to data, co-coordinate student enrichment instruction and activities, and provide transportation to students to ease after-school participation barriers.
Goal #2: Uplift and connect PPS families using whole-person, whole-family, and whole-community models
<u>Activities designed to help achieve this goal:</u>
1. Additional staff will be included in the relationship building activities of Goal #1, including a dedicated wrap-around specialist and staff from the College and Career Center, all of whom will use the Relational Worldview Model to assess client strengths and needs.
2. Client-assistance funding from Youth Advocacy and other programs at NAYA will be leveraged to ensure that basic needs at home and in the community are not barriers to student learning and achievement.
3. Case-managed youth and families will be linked with other cultural and community resources as needed.
Goal #3: Increase positive cultural identity
Activities
1. Ensure that case-managed youth served within Goal #1 are connected to the following activities and ensure that additional PPS-enrolled youth are engaged.
2. Host Learning Center activities multiple days per week for youth in grades 2 through 8, including mentoring, tutoring, reading, Indigenous arts and games, and movement-based activities.



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| 3. | Host Two Spirit Safe Space Alliance meetings bi-monthly, supporting positive youth identity around the intersections of culture and gender/sexual identity, and connecting Two Spirit adult community members and staff in order to share intergenerational knowledge, serve as positive role models, and help youth explore new methods of self-expression in a safe space. |
| 4. | Host Native American Culture Nights bi-monthly, sharing seasonally appropriate traditions, practicing cultural arts of all kinds, and featuring guest speakers, arts instructors, and volunteers who will guide participants to explore and preserve the many Native traditions. |
| 5. | Facilitate Wellness and Recreation programming on a twice-weekly and as-needed basis, including meditation and stretching, basketball, Indigenous Games, and special events during camps. |
| 6. | Host seasonal camps twice annually, incorporating arts, recreation, and wellness activities through a culturally specific lens. |
| 7. | Host Portland Youth and Elder Council meetings as close to the pre-COVID frequency as possible (monthly). |

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
Quarterly progress report for Quarter 1 (Coincident with the end of the 2020-21 1 st quarter)	12/1/2020
Quarterly progress report for Quarter 2 (Coincident with the end of the 2020-21 1 st semester)	2/26/2021
Quarterly progress report for Quarter 3 (Coincident with the end of the 2020-21 3 rd quarter)	5/3/2021
Final report – cumulative summary	6/30/2021

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

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



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<u>Strategy 1: Culturally Specific Family Engagement</u>	Target
Number of students served (total and per school)	70 throughout 3 school and then city-wide
Number of hours per family	3
Number of Families served	51
Number of hours per student	18
Staff Demographics	100% of proposed staff identify as Native American/Alaskan Native; the majority of these staff identify as multi-racial, matching the demographics of many of the self-identified Native American/Alaskan Native PPS youth that also identify with multiple backgrounds.
Staff FTE	2.22
Leveraged funding/staffing	\$191,132.33 - Sources include the Portland Children’s Levy \$72,856.09, United Way Successful Families \$70,445.43, Multnomah County SUN Youth Advocacy \$40,330.81, and US Bank \$7,500.
<u>Strategy 2: Wrap Around Services</u>	Target
Number of students served (total and per school)	40 throughout Many Nations Academy and all PPS High Schools
Number of hours per student	18
Staff Demographics	Direct Service Staff: Of the 11 staff that will support these strategies and student services, 91% identify as Native American/Alaskan Native, with 9% (1 staff) identifying as Caucasian. Of the program evaluation and management staff, 67% identify as Native American with 33% identifying as Caucasian.



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Staff FTE	1.52
Leveraged funding/staffing	\$160,507.40 - Sources include Multnomah County SUN Youth Advocacy \$59,553.06, Portland Children’s Levy (both Mentoring and After-School areas) \$49,374.57, Friends of Tryon Creek partnership (Partner Pass-through from Metro funds) \$7,500.00, as well as US Department of Education pass-through Funding through SEI with the Albina Rockwood Promise Neighborhood Initiative \$44,079.77.
<u>Strategy 5: Cultural ID Development and Advocacy</u>	Target
Number of students served (total and per school)	40 throughout all of PPS
Number of hours per student	18
Staff Demographics	Direct Service Staff: Of the 11 staff that will support these strategies and student services, 91% identify as Native American/Alaskan Native, with 9% (1 staff) identifying as Caucasian. Of the program evaluation and management staff, 67% identify as Native American with 33% identifying as Caucasian.
Staff FTE	1.12
Leveraged funding/staffing	\$98,966.08 - Sources include Multnomah County SUN Youth Advocacy \$39,808.95, Portland Children’s Levy (both Mentoring and After-School areas) \$30,005.88, Friends of Tryon Creek partnership (Partner Pass-through from Metro funds) \$7,500.00, as well as US Department of Education pass-through Funding through SEI with the Albina Rockwood Promise Neighborhood Initiative \$21,651.25.

6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$450,000.00** (not including in-kind contributions). Invoices for actual costs incurred will be submitted monthly. Progress reports will be submitted commensurate with contract.

7. **Budget:** See Exhibit D



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8. Contractor Mandatory Training: Contractors and staff who work directly with students must participate in the following mandatory trainings:

- Child Abuse Prevention and Reporting (PC1012)
- Discrimination, Harassment, Bullying & Retaliation Training (PC1013)
- Emergency Preparedness Training (PC1014)
- Identifying Homeless Youth (PC1016)
- Adult Sexual Conduct: Staff to Student / Title IX (PC1018)
- Information Security Awareness Training (PC1020)

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