



Exhibit A
Portland Public Schools
Student, Instructional, and Family Engagement Services Contracts:
Scope of Work and Performance Requirements
2023-24 School Year
Black Excellence Group

1. Synopsis of Contractor's Work:

For our fourth program year, Black Excellence Group will serve 250 students at 5 elementary school locations with our branded Black Excellence program: Bridlemile, Rosa Parks, MLK, and Markham, as well as a PreK cohort at Applegate, MLK, and Rosa Parks in 2023-2024. For the upcoming school year there are two tracks of program work, A) the PreK Black Excellence Group programming age 3-5 year-olds and B) the elementary school Black Excellence Group programming grades K-5.

Strategy 5: Track A (PreK). For the upcoming school year, the following summarizes the Black Excellence Group program braided budget for the two strands of PreK work at Applegate, Rosa Parks, and MLK.

- Continuation of the curriculum consulting for the extended Black Excellence PK classroom design process. Fixed fee. **\$8,400**
- Weekly PreK Black Excellence Group programming in 3 cohorts within Applegate, King, and Rosa Parks for a 22 week BE program duration this school year (Oct-Apr) with our Lead/Co teams. **\$46,200**

Total PreK budget for 2023-2024 is **\$54,600** (curriculum consulting + BE group weekly in 3 classrooms).

Strategy 5: Track B (Elementary). Cultural ID Development and Advocacy - Black Excellence Group 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 social emotional support, and an intentional culturally relevant community that is critically necessary on the road to achieving the PPS Portrait of a Graduate. The Black Excellence vision, structured module program, and rhythms target the same critical North Star in alignment with the PPS Reimagined Core Values for 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. Program start date (estimated Oct) will be collaborated with Principals and BE Founder.

- Black Excellence Program (19 wks), ES curriculum edition (Markham, < 105 students, 6 cohorts)
- Black Excellence Program (19 wks), ES curriculum edition (Bridlemile, up to 20 students, 1 cohort)
- Black Excellence Program (19 wks), ES curriculum edition (Rosa Parks, < 40 students, 2 cohorts)
- Black Excellence Program (19 wks), ES curriculum edition (Dr MLK Jr, up to 40 students, 2 cohorts)

Initial school selection leveraged data driven by direct certification data, black student enrollment, disproportionately high/low black #s, school climate improvement, request for partner support, and alignment with the RESJ lens to increase support for black principals. This 2023-2024 school year program is invoiced at a reduced fixed fee of \$148,000.00 and seeks to extend the program weeks once additional funding is available or grants received.

A. Contract amount changes:

- 2022-23 Contract amount per strategy:



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- Strategy 5 (elementary) - **\$149,316**

- 2023-24 Contract amount per strategy:
 - Strategy 5 (Track B - Elementary program) - **\$148,000.00**
 - Strategy 5 (Track A - PreK braided program) - **\$54,600.00**

The combined total contract amount for Strategy 5 is \$202,600.00.

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

- Founder will attend all 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 (dates are subject to change).
 - Q1: Nov 16, 2023;
 - Q2: Feb 12, 2024;
 - Q3: Apr 22, 2024
- Participate in and support scheduling of RESJ staff site visits partnership of programming
- Attend all RESJ Professional Learning sessions, as schedule allows
- 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 - Forward Together Committees
 - Student Safety and Sense of Belonging and corresponding policies
 - RESJ Plan and Framework
 - RESJ Professional Learning
 - PPS Budget and Investment Strategies
 - Attend Leadership Institute: August 7-11, 2023

2. Performance Period/ Dates and Times of Service:

This Contract runs from August 1, 2023 through June 30, 2024.

Tentative day/times BE weekly schedule below Oct-Apr, TBD based on staff/school schedules:

King – Mondays 1pm PreK, 1:50pm, 2:30pm

Markham – Tuesdays 9:15am, 10am, 10:35, 12:50pm, 1:30pm, 2:20pm

Applegate – Monday or Thursdays 10am PreK

Bridlemile – Thursdays 1:30pm

Rosa Parks – Fridays 9:20am, 10:10am, 11am PreK

3. Detailed Description of Goals and Activities:



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

Activities designed to help achieve this goal:

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.

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

Activities designed to help achieve this goal:

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: Provide increase social emotional support and modeling for historically underserved students

Activities designed to help achieve this goal:

Program provides a culturally relevant safe space for students to build a foundation of SEL, relational, and recognized superpowers necessary to thrive in the classroom and beyond. Casel aligned social emotional focus areas and culturally affirming modules and program rhythms propel their student experience.

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

Activities designed to help achieve this goal:

Model for staff how we see, value, and interact with BE students and hold high expectations as well as a very high regard for the children we love and serve. Provide guidance and/or intervention recommendations to key school staff and PPS leadership to advocate on behalf of BE student health, safety, and academic achievement obstacles. Provide ongoing student/family perspective in collaboration with staff, counselors, school and district leaders, as appropriate. As funding allows, we also support Red-Zone priority students with reading 1:1 tutoring support during the school day with professional reading support staff for increased instructional time with targeted reading proficiencies.

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

Activities designed to help achieve this goal:

The program proactively builds relationships with existing black PPS leaders and 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. 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.



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4. Tasks and Reports: [Link to form, Student Roster Template, Narrative Report Template](#)

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	TBD
Quarterly progress report for Quarter 2	TBD
Quarterly progress report for Quarter 3	TBD
Final report – cumulative summary	6/30/2024

All Reports will be sent to Lidia Lopez Gamboa (llopez@pps.net), cc: Amy Liu (aliu@pps.net).

5. Contract Performance Measures:

Number of students served (total and per school)	Total: 250 Per School: Markham 105, Bridlemile 20, King 40, Rosa Parks 40, Applegate PreK 15, King PreK 15, Rosa Parks PreK 15
Number of hours per family	n/a
Number of Families served	230
Number of hours per student* <i>*This is hours of direct service to a student that the student accessed.."</i>	Each student will receive approximately 15 hours of service via black excellence programming and weekly group.
Staff Demographics	12 Staff - 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	12 Staff
Leveraged funding/staffing	Currently being considered for grant funds to supplement PPS



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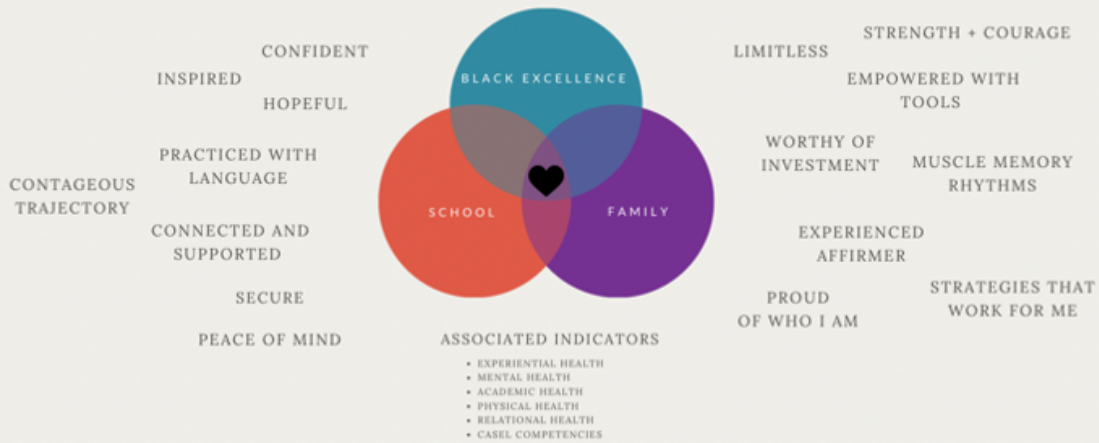
Serve up to:	250 students and approx 8-10 PPS black staff
Staff Attendance at PD -	As schedule applies, Founder looks forward to attending all opportunities to learn alongside PPS teams and partners.
Student Service Hours -	3,750 student service hours
<p>The Black Excellence Group direct impact goals for our PreK-3rd grade bands are proposed as the following. Together we will determine a primary set of metrics as well as review the critical secondary performance indicators below quarterly.</p> <p>Primary Indicators proven to support academic achievement and improved black student experience:</p> <ul style="list-style-type: none"> ● Sense of belonging ● Increased instructional time ● Casel aligned SEL skills ● School climate ● Student experience ● Attendance <p>District will analyze the following measures regarding partner performance and impact on students:</p> <ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline 	<p>We consider ourselves an integral part of the collaborative PPS team responsible for moving the needle for our black students. We are committed to partnering to prioritize meaningful indicators that support our student’s ability to thrive. Our proposed tiered set of indicators is something we look forward to evolving together as the data determines necessary. At Black Excellence Group, we prioritize the black student experience and seeking to improve their school journey, so BE students are setup to realize the North Star Portrait of a Graduate.</p> <p>The Black Excellence Effect. Our students will thrive in the reality that they belong, are valued, loved, able and excellent. Black Excellence Group will deliver on the school board imperative to better support black students and establish the foundational skills and rhythms necessary to thrive academically and beyond.</p> <p>Primary Indicators proven to support academic achievement and improved black student human experience (program begins with PreK/K students, children Age 3-5 years-old):</p> <ul style="list-style-type: none"> ● Sense of belonging ● Increased instructional time ● Casel aligned SEL skills ● School climate ● Student experience ● Attendance <p>District will analyze the following measures regarding partner performance and impact on students:</p> <p>Secondary Indicators:</p> <ul style="list-style-type: none"> ● GPA ● Achievement (MAP, Graduation, etc.) ● Referrals and discipline



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IMAGINE THE IMPACT

OUR STUDENTS WILL THRIVE IN THE REALITY THAT THEY BELONG, ARE VALUED, LOVED, ABLE, AND EXCELLENT



I close my eyes and picture the way the world should look and feel for our students. This programming seeks to break through generational obstacles and transform our students' experiences in such a way that propels them into a new trajectory for their lives... and their children's children's lives. We are unapologetically prioritizing human-experience outcomes... one student at a time.





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ADVANCING A CULTURE OF BLACK EXCELLENCE

Positive Cultural Identity Development and Student Advocacy are two strategies that confirm that students are able to be more confident and have a positive cultural identity when they are allowed to share elements of their culture with their peers. Research shows that when students have a positive, well-informed sense of self, they are able to have social and emotional success (Chen, 2005). Research also shows that when students are able to have a positive sense of their racial identity, when they can identify and critique racism, advocate for themselves, and are being offered culturally relevant instruction, then students have a clearer and more supportive opportunity to attain and maintain academic success (Ginwright, James, 2002).



American psychologist Urie Bronfenbrenner was the first to put forth the 'Ecological Systems Theory' (Bronfenbrenner, 1974) based on understanding of a child's relationship to the systems that influence them. His theory is one of the most accepted explanations about how one's environment influences an individual's development.



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EXCELLENCE IN ACTION

"CBSE Vision. Advocacy refers to the internal policies and processes to accelerate Black student excellence and external policy positions to consider that may directly or indirectly reinforce Portland Public Schools' ability to support Black students."

PPS CBSE Vision

"The opportunity of the Center for Black Student Excellence is met with research that positively correlates cultural affirmation and community networks with improved academic and social outcomes. In order to significantly elevate the Black educational experience, we need to advance a culture of Black excellence, increase the presence of Black educators, and commit to maintaining high expectations, while meaningfully integrating joy and healing. It is under these conditions, research shows, that Black students will thrive."

PPS CBSE - Board Adopted Vision

"Priority 1: *MSRD Racial Equity and Social Justice* Elevating Black and Native students and families by creating safe, inclusive environments that leverage cultural strengths where students see themselves represented."

Portland Public Schools - Middle Redesign

"We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students.

... These goals and targets strongly and transparently signal our need to double down on our equity work on behalf of our students to realize the promise of eliminating persistent, generational and unacceptable outcome gaps along the lines of students' race and ethnicity."

PPS School Board - Adopted Goals

"If we apply a Racial Equity Lens to key policies, programs, practices and decisions in core business areas—with an intentional focus on "equal outcomes" rather than "equal inputs"—students and families of color will experience more equitable outcomes."

Portland Public Schools

Research suggests that strategies to improve school climate and individual SEL could also improve the academic performance of students of color, thus contributing to more racially equitable academic outcomes.

NIH: National Library of Medicine - Racial Equity in Academic Success: The Role of School Climate and Social Emotional Learning



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6. **Payment:** See Contract Section 4(a) through 4(d). The total amount of this contract is **\$202,600.00** (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.

7. **Contractor Mandatory Training:** Contractors and staff who work directly with students must complete all required training; both RESJ PD & PPS courses, within 14 days of contract start date and/or staff hire.

8. **Student Information Security Protocols:** Any email, googledoc, spreadsheet, etc. containing student information must be stored and conveyed within PPS' in order to keep our students, data, and operations safe. Protocol for student information shared via Google Sheets or Docs is that it should be accessed only via those created from, and stored within, a PPS G-drive. This requires a PPS account. Select person[s] who will access PPS' spreadsheets containing attendance & invoicing databases and submit their names and personal/work email addresses to Pam Dahlberg (pdahlberg@pps.net) for account creation.

9. **Nonperformance:** As used in this Contract, "failure to perform" means failure, for whatever reason, to deliver goods and/or perform work as specified and scheduled in this Contract. If Contractor fails to perform under this Contract, then District, after giving seven days' written notice and opportunity to cure to Contractor, has the right to terminate this Contract.

Nonperformance includes, but is not limited to: site visits, Quarterly Meeting attendance, mandatory training compliance, student enrollment, and student information security.

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 (student-facing) staff to the contract manager as well as submit required IT Request Forms for each staff account activation within 7 days of either Contract initiation or staff hire. Once accounts are activated the contractor staff will have 7 days to complete the mandatory trainings.

Contractor shall:



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- 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.
- Provide the contract manager with badge verification and expiration date for all contractor staff within 14 days of contract initiation or staff hire.
- Ensure that you, your agents and employees who may or will have direct, unsupervised contact with students will take all of the identified training before beginning work under this Contract and monitor training progress of your agents and employees to ensure training completion before work begins.
- Provide Portland Public Schools a staff list, kept current at all times.

9. Budget:

Strategy #5 -

Budget Item	Proposed PPS Investment	Total Other Funds	Total Program Budget
Staffing - Wages and Benefits, % FTE or Hourly Rate	Budget to be managed and invoiced to the total spend for RESJ elementary vs. blended PreK		
Black Excellence program direction, implementation, + PD training (across 5 elementary schools, 11 cohorts for 19 weeks)	\$41,800.00		
BE Program Staff – elementary (12 staff) weekly rate \$400	\$80,270.00		
Ongoing collaboration and partner engagement with PPS leadership, qtlly meetings, thought leadership, trainings. Program Director (FTE) weekly rate \$900	\$14,250.00		
PreK continuation curriculum consulting	\$8,400.00		
BE Program PreK – Program Direction, Implementation, and BE Staff (across 3 elementary schools, 3 PreK cohorts for 22 weeks)	\$40,880.00		
Equipment, Supplies, Curriculum & Transportation (Provide detailed listing of each			



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proposed item)			
Cohort supplies bundle* (11 classroom program cohort supplies, invoice required upfront)	\$11,000.00		
Cohort supplies for PreK program* (3 classroom program cohort supplies, invoice required upfront)	\$3,000.00		
Administration General business expenses for 2023-2024 school year program (e.g. accounting, meals, parking, supplies, etc admin expenses)	\$3,000.00		
Total	\$202,600.00		

* 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, student/family basic needs support, school fees, end of year celebration supplies and infrastructure subscriptions. 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 August/September 2023.