

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

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Contract Number: PS 68408

Contractor Name: Open School

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

Contract Manager: Dani Ledezma, Senior Advisor for Racial Equity and Social Justice

Prior: Dunya Minoo, Director of Community Partnerships

Memo Prepared By: Ezell Watson III, Business Operations Analyst

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

1. How was this contract procured?

Request for Proposals

Date of solicitation:

OR

Direct Negotiation

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

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

Why was competition deemed impractical?

Competition is impractical for multiple reasons: 1) The process of identifying and vetting other organizations would cause a disruption in services offered to students and 2) Step Up offers culturally relevant/competent programming tailored to the needs of PPS' specific student populations-a new vendor would need time to learn school climates/cultures

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

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

4. This contract is for (choose one):

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

OR

An amendment or renewal of an ongoing contractual relationship

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

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

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

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

List any prior targets or goals that were not \_\_\_ met:

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

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

There were no changes to the goals for this year. Two principals are new for this year and one principal is in support of continuing the goals. Credit attainment was crucial with this population of students and schools will continue to work in collaboration on the goals that fell short; attendance and GPA. The contract will have additional oversight from PPS' Senior Advisor for Racial Equity and Social Justice. Enhancements to evaluation methodology will tentatively include the use of student/parent survey results in performance co (anc)-1 Temesultmuiu5 (ti)]TJ

5. Rationale/justification for this expenditure:

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

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

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

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

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

How will the District assess attainment of the SMART goals?

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

Monitoring timeline/key dates:

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

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

101-12870-538990-100-99999-5431

**Date:** September 5, 2019

**To:** School Board

**From:** Brenda Martinek, Chief of Student Support Services

**Subject:** Cover Memo for Personal Services Contracts for Student, Instructional, or Family Engagement Services on the Board Contracts Agenda

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**Contract Number:** PS 68441

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

4. This contract is for (choose one):

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

OR

An amendment or renewal of an ongoing contractual relationship

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

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

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

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

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

75% of students surveyed reported improved self-esteem compared to a goal of 85%.Tvi9(m)-5.9 (oc43 0 (

support, clothing, and food— that are intuitive, easy to navigate, and driven by community need"

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**Contract Number:**

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

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

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

**OR**

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

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

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**PORTLAND PUBLIC SCHOOLS**  
**OFFICE OF STUDENT SUPPORT SERVICES**  
501 North Dixon Street / Portland, OR 97227  
Telephone: (503) 916-3360

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**Contract Number:** PS 68412

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

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

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

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

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

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

Request for Proposals

**Date of solicitation:**

OR

**Direct Negoon an identified need for mentorship for students of color, in order to improve student engagement and student performance.**

**Why was competition deemed impractical?**

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

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

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

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

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

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

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

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

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

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

TIAA Corp has exceeded targets relative to 1) the number of students served (111 compared to a target of 100) and 2) the percentage of students served identified as academic priority (46% served compared to a goal of 20%), and 3) student attendance (78% of students maintained good attendance compared to a target of 75%). In conversations with both principals over the year, it was evident that they both were appreciative of the

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

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

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

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

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

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

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

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

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

**Monitoring timeline/key dates:**

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

7.

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**Contract Number:** PS 68444

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

**Program Name and Description:** SEI - Jefferson Whole School Model - SEI's service offerings are tailored to meet the needs of the immediate community and include: Youth Services (in-school, afterschool, and post-secondary); SEI's Community and Family programs (anti-poverty and family center), Senior Advisor for Racial Equity and Social Justice

Prior: Dunya Minoo, Director of Community Partnerships

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

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

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

(PCC) and Jefferson High School to create the partnerships credited with Jefferson High School

SEI has served Multnomah County and Portland Public Schools for many years providing culturally specific services and has increasingly taken a transformative and strategic approach to improve student success. Families rely on SEI for assistance related to not only academic but also social and emotional needs. It would be detrimental to student success.

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

**Why was competition deemed impractical?**

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

- 2. Student or family population to be served, including how the racial equity lens was applied in determining this population and scope of work:** SEI targets students from Black/African-

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

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

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

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

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

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

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

**7.**

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

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

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**Contract Number:** PS 68436

**Contractor Name:** ~~Namm Schools~~ **Culturally specific**

~~Escalera coordinators who accompany students across grade level~~  
~~employees with established relationships with students.~~

~~Edezma, Senior Advisor for Racial Equity and Social Justice~~

~~Dunya Minoo, Director of Community Partnerships~~

~~Direct Negotiation~~

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

Latino Network is a culturally specific Latino community organization with extensive knowledge of the Latino Community in the Portland Area while uniquely offering education focused, culturally specific proets all key outcomes. Additionally, the Escalera coordinators who accompany students across grade-level transitions are long term employees with established relationships with students. We believe that students should be

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

**2.**

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

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

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

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

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

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

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

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

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

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

**Monitoring timeline/key dates:**

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

**8. Funding for the first year of this contract exists in the following account (list**

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**Contract Number:** PS 68437

**Contractor Name:** Latino Network

- 1. Program Name and Description:** Colegio de Padres – Program deepens family engagement in student educational processes by offering the Colegio de Padres/Parent College program to engage families in bi-monthly workshop sessions that build skills and

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

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

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

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

**OR**

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

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

In the last school year, Latino Network exceeded the number of parents served (205 compared to a goal of 100), and year-end parental program participation (73% compared to a goal of 50%).

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

**5.**