



## PPS RESJ Partnership Investment Strategy

*Draft January 2020*

In 2011, PPS adopted a Racial Educational Equity Policy that called out pernicious disparities in our schools and identified the district's role in eliminating them. Since then, PPS embarked on a five-year plan that resulted in several achievements. Coinciding with the policy's adoption, PPS began intentionally partnering with culturally specific and multiracial organizations in order to meet the goals laid out in the policy. Specifically,

Goal F states:

F. The District shall welcome and empower students and families, including underrepresented families of color (including those whose first language may not be English) as essential partners in their student's education, school planning and District decision-making...In addition, the District will include other partners who have demonstrated culturally-specific expertise -- including government agencies, non-profit organizations, businesses, and the community in general -- in meeting our educational outcomes.

Research also supports the rationale of this goal and the strategies underlying the relationships that were developed over years with our partner contractors.

This investment strategy outlines the values, strategies and operational guidelines to inform funding allocation for the 2020-2021 school year.

### **I. Portland Public Schools reimagined: Core Values**

In May of 2019, the Portland Public School's Board of Education adopted PPS reimagined, a bold vision for our district. This vision focuses on what we want to be true for our graduates and paints a picture of the system we want to create. It serves as our "north star" that inspires collective action, guides strategies and drives growth.

***Vision: A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.***

In PPS reImagined, 10 core values are identified as needed to achieve our Vision. Our core values are our enduring beliefs that remain constant over time. The following core values particularly relate to our investment strategy:

**Students at the Center:** We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a top priority.



**Racial Equity and Social Justice:** We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts and builds leaders to disrupt systems of oppression.

**Excellence:** We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

**Relationships:** We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships build trust, fosters understanding and strengthens our ability to work together toward shared aspirations.

**Partnerships and Collaboration:** 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.

## II. Approach and Strategies

Reflection about our vision, core values and system shifts along with the acknowledgement of persistent, racialized predictors for student outcomes calls on PPS to **strategically utilize and invest resources in a targeted manner to achieve racial equity and social justice.**

One of our approaches is to continue to partner with culturally specific and multiracial organizations to implement strategies in collaboration with PPS educators and leaders. This approach is grounded in the belief that culturally specific organizations are uniquely positioned to partner with PPS to support our racial equity and social justice goals.

### *Culturally Specific and Culturally Responsive Services*

Despite a painful history and present day difficulties, the Portland community has learned more about how to provide services that respond to the unique needs and conditions of communities of color in order to eliminate racial disparities. The Coalition of Communities of Color in partnership with PSU's Center to Advance Racial Equity published guidance on distinguishing between culturally specific and culturally responsive services that other public agencies such as Metro, [Multnomah County](#), the City of Portland and the State of Oregon have used in their purchasing and procurement guidelines.

Culturally specific services are defined as services provided for specific populations based on their particular needs, where the majority of members/clients are reflective of that community, and use language structures and setting familiar to the culture of the target population to create an environment of belonging and safety in which services are delivered.

Culturally specific organizations refer to organizations with a majority of members/clients from a particular community. They have a culturally focused organizational identity and environment, a



positive track record of successful community engagement and accountability recognition from the community served as advancing the best interest of the community.<sup>1</sup>

“Culturally responsive services are those that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse consumer / client populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home. Cultural responsiveness describes the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional, and individual.”<sup>2</sup>

Multiple jurisdictions spent significant time and effort to collaborate to articulate these shared definitions. From these definitions, jurisdictions also provided preference to incorporate the utilization of culturally specific and culturally responsive services in order to target resources to address populations most negatively impacted by systemic barriers and bias to advance positive and equitable outcomes.

### *Effectiveness of Culturally Specific Organizations*

Research suggests that there are positive benefits to culturally specific service provision. The literature shows the value of such services in meeting the needs of communities of color, both in improving individual health and well-being outcomes and also improving social capital by engaging in community development and systemic advocacy.”<sup>3</sup> Research asserts that the benefits of investing in this approach include: increased engagement and improved outcomes for children of color, increased family engagement and community involvement, improved ability to address opportunity gaps in access to culturally relevant supports, and more inclusive decision-making.<sup>4</sup> The most compelling research to support this approach points to the effectiveness of achieving outcomes. This is described further, “Three large comparative studies similarly find that culturally-specific services provide better outcomes for clients of color in the areas of being less likely to drop out of services, being more willing to return for service provision, using services more fully and being engaged in services for longer periods of time.”<sup>5</sup> This means that long term partnerships with trusted culturally specific partners has a greater

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<sup>1</sup> Curry-Stevens, A. Reyes, M.E., & Coalition of Communities of Color (2014). *Protocol for Culturally Responsive Organizations*. Center to Advance Racial Equity, Portland State University.

<sup>2</sup> Ibid.

<sup>3</sup> Curry-Stevens, A., Deloney, G., & Morton, M. (2019). Rethinking Services with Communities of Color: Why Culturally Specific Organizations Are the Preferred Service Delivery Model. *Sociology Mind*, 9, 183-206. <https://doi.org/10.4236/sm.2019.93013>.

<sup>4</sup> Lambarth, C.H., Cross-Hemmer, A., Mitchell, L., Green, B.L., K. (2019) Building the case for culturally specific P-3 strategies in Oregon: Listening to voices from the field. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

<sup>5</sup> Curry-Stevens, A., & Muthanna, J. S. (2016). In Defense of Culturally-Specific Organizations: Understanding the Rationale and the Evidence. *Advances in Applied Sociology*, 6, 67-80.



likelihood of meeting the needs of students of color. These studies pointed out the following factors that made the determination: the holistic nature of culturally specific services, the asset based approach to understanding client needs as opposed to seeing “pathologies,” the culture of inclusion as opposed to clients being an “other,” and the importance of the client-worker “match” in the ability to effectively serve clients.<sup>6</sup> With research that supports the effectiveness of the approach of partnerships with culturally specific and multiracial organizations, PPS will focus on five supportive strategies.

### **RESJ Partnership Strategies**

1. Culturally Specific Family Engagement
2. Wrap Around Services
3. Leadership Development and Mentoring
4. Extended Learning and Enrichment
5. Positive Cultural Identity Development and Student Advocacy

### **Strategy #1: Culturally Specific Family Engagement**

#### **Strategy Description:**

Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.

#### *Relevant Research*

Family and community engagement policies are commonplace throughout the country and are supported by research that links parental involvement and family-school partnerships with indicators of student learning. There is significant research that supports this strategy and the resulting outcomes. In *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*, Karen Mapp, Ed.D (Harvard Graduate School of Education) outlines the opportunity conditions necessary for successful school partnerships that result in improved student achievement outcomes and school improvement. These include 1) Relational: focus on building respectful and trusting relationships between home and school, 2) Developmental: focus on building the intellectual, social and human capital of stakeholders engaged, 3) Collective/Collaborative: learning conducted in group settings that focus on building learning communities and networks and 4) Interactive: participants are given opportunities to test out and apply new skills.<sup>7</sup> The framework emphasizes that the sole focus cannot be on parents and families alone because their increased capacity can often be met with resistance and lack of receptiveness. Instead the framework asserts that effective family engagement efforts must build the capacities of both staff and families to engage in partnerships. The ability

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<sup>6</sup> Ibid.

<sup>7</sup> Mapp, Karen L. *Partners in Education: A Dual Capacity-Building Framework for Family School Partnerships*. SEDL, 2013. Pgs. 9-10.



to build effective family engagement at the outset of the school experience is important in the execution of this strategy. In Oregon, a coalition of institutions have linked the importance of family engagement outcomes with the P-3 work and the effectiveness of culturally specific organizations at building parent confidence to support student learning at home and for interactions with teachers, administrators, school boards, service providers, and even elected officials.<sup>8</sup>

## **Strategy #2: Wrap Around Services for Student Success**

### **Strategy Description:**

Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.

### *Relevant Research*

Federal agencies such as the Centers for Disease Control, the Substance Abuse and Mental Health Services Administration, and the Department of Education utilize and hold up the wrap around model as an effective strategy that meets the needs of youth. Wrap around is a relational process individualized for students and families to achieve a positive set of outcomes through the provision of a comprehensive and integrated set of unique services and natural supports to build a foundation for academic success. Research shows that this approach does have positive impacts on academics and no negative effects.<sup>9</sup> Further research on the wrap around model also contends that students and families of color are more effectively served when they share a cultural identity with the providers of those supports.<sup>10</sup> This strategy gives students and families choice and the ability to work with culturally and linguistically matched services and providers as well as services rooted in culture and their shared experiences. Locally, several evaluation studies have affirmed the effectiveness of culturally specific services. Several partners can point to graduation rates for students of color which are higher than the district. Evaluation of these results affirms the importance of the role of culturally specific organizations providing holistic support.

## **Strategy #3: Mentoring/Leadership**

### **Strategy Description:**

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<sup>8</sup> Lambarth, C.H., Cross-Hemmer, A., Mitchell, L., Green, B.L., K. (2019) Building the case for culturally specific P-3 strategies in Oregon: Listening to voices from the field. Portland, OR: Center for Improvement of Child & Family Services, Portland State University.

<sup>9</sup> Anderson Moore, K., Lantos, H. Jones, R., Schindler, A., Belford, J. and Sacks, V.(2017). Making the Grade: A Progress Report and Next Steps for Integrated Student Supports. Child Trends #2017-53.

<sup>10</sup> Palmer, S., Vang, T., Bess, G., Baize, H., Moore, K., De La Torre, A., Simpson, S., Holbrook, K., Wilson, D. ,& Gonzales, J. (2011). Implementing Culture-Based Wraparound. In E. J. Bruns & J. S. Walker (Eds.), The resource guide to wraparound. Portland, OR: National Wraparound Initiative, Research and Training Center for Family Support and Children's Mental Health.



Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.

#### *Relevant Research*

Because of the demographic disparity between the staff in educational institutions and students experiencing the greatest opportunity gaps, researchers have studied the impacts of same-race teachers as a strategy to improve academic outcomes.<sup>11</sup> Research affirms the positive correlation between representative teachers on diverse students, and also affirms positive impacts on the school community. In a district where educators are not reflective of the diversity of the student population, a strategy of increasing representation among partner staff has been proven to increase student outcomes. Since the mid-1990's research has supported the importance of mentoring relationships for adolescents. Researchers identified effective mentoring that produces a meaningful and healthy relational connection is essential to student development and engagement in their education and correlates to engaging students previously disinterested in education, prepares students for life beyond the classroom, improves student academic performance, student attendance and reduced drop out rates.<sup>12</sup> Culturally specific services that connect effective programming with mentors reflective of the culture and lived experiences of students of color will make significant academic and social impact.

#### **Strategy #4: Enrichment, Extended Day**

##### **Strategy Description:**

Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.

#### *Relevant Research*

For many years, community schools have been lauded as an effective strategy in school transformation. A key component of community schools is expanded learning time and opportunities. Research evidence asserts that expanded learning time and opportunities such as longer school days and academically rich and engaging after-school, weekend, and summer programs are associated with positive academic and non-academic outcomes, including

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<sup>11</sup> Gershenson, S., Hart, C., Lindsay C., Papageorge N. (2017) The Long-Run Impacts of Same Race Teachers. IZA Institute of Labor Economics. IZA DP No. 10630.

<sup>12</sup> Blair, C. and Lindt C. Making a Difference with At-risk Students: The Benefits of a Mentoring Program in Middle School. Association for Middle Level Education. Middle School Journal. January 2017.



improvements in student attendance, behavior, and academic achievement.<sup>13</sup> PPS partners with Multnomah County's SUN (Schools Uniting Neighborhoods) Service system to deliver after school programs and enrichment and extracurricular activities. Several of the service providers are culturally specific organizations. This strategy will complement existing SUN extended learning programming.

### **Strategy #5: Student Advocacy/ Positive Cultural Identity Development**

#### **Strategy Description:**

Programming provides participating youth with exposure and opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment.

#### *Relevant Research*

Research points to the importance of positive self identity development for students to ensure academic and social and emotional success in schools. Sociologists and educators agree that preadolescence and adolescence are critical times when self identity in relationship to cultural identity are formed. Students of color have to contend with developing a positive self identity within a school and community context of institutional racism. And because of the racist cultural narratives present in education institutions this is difficult without the ability and support to challenge and critique the system. Services and programming that provide critical pedagogy can empower students of color. When students develop a deeper understanding of their culture and racial consciousness, they can critique and identify racism which increases the opportunity to act and affirm a positive self identity.<sup>14</sup> By coupling advocacy and racial identity development students are able to develop competency in sociopolitical development and analysis, social and community problem solving, decision making, healing and spiritual development, community well being and just institutional practices.<sup>15</sup> Education experts have emphasized the importance of culturally relevant instruction that affirms student's cultural practices, traditions and context as a means through their inclusion in content, instruction and classroom climate. This strategy emphasizes the importance of both providing positive and affirming cultural activities that celebrate culture while also providing activities that empower students through advocacy.

### **III. Impact and Outcomes**

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<sup>13</sup> Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community schools as an effective school improvement strategy: A review of the evidence. Palo Alto, CA: Learning Policy Institute.

<sup>14</sup> Chen H. (2005). Ch. 2 The Rationale for Critical Pedagogy in Facilitating Cultural Identity Development. Curriculum and Teaching Dialogue, Greenwich, CT: Information Age Publishing.

<sup>15</sup> Ginwright, S. and James T., (2002) From assets to agents of change: Social justice, organizing, and youth development. New Directions for Youth Development, No 96 Winter. Wiley Periodicals, Inc.



PPS currently contracts with culturally specific partners in these strategy areas (not including student advocacy/student identity development). Over the past three years, PPS has moved to collect comprehensive and shared outcomes across the various contracts.

**Current Outcomes:**

1. Culturally Specific Family Engagement

- Number of students served
- Number of families served
- 75% of youth will increase attendance
- 75% of participating families will recognize and address barriers they face in advocating for their children’s academic success as measured
- 75% of families will improve understanding of school programs and policies by participating in a variety of communication techniques as measured by parent survey,
- 75% of families of parents will improve understanding of instructional programs and how to support and encourage student’s learning as measured by case notes and parent survey.
- Increased two way communication and relational engagement between schools and families
- Increased learning at home and linked to learning family engagement

2. Wrap Around Services and Mentoring and Leadership

Attendance

- Percentage of served Students with an ADA of 90% or better
- Percentage of served Students with an ADA of 80%-89%
- Percentage of served Students with an ADA below 80%

GPA

- Percentage of served Students with a GPA of 4.0 or better
- Percentage of served Students with a GPA of 3.0 or better
- Percentage of served Students with a GPA of 2.5 or better
- Percentage of served Students with a GPA of under 2.5

Discipline

- Percentage of served Students with zero discipline issues
- Percentage of served Students with one or more 2/3 incidents
- Percentage of served Students with one or more exclusions



Throughout the Portland community, other jurisdictions and funders have engaged in measuring the impact of education funding. A survey of other funders shows significant alignment in outcomes and the potential for shared reporting and tracking of the impact of our partnerships.

**Shared Community Wide Outcomes** (from Meyer Memorial Trust, All Hands Raised, OCF, Portland Children’s Levy)

- Increase the number of priority students entering kindergarten ready to learn and achieve
- Increase the number of priority students in third grade reading at benchmark
- Increase priority student attendance
- Increase the number of priority students on track in ninth grade
- Increase the high school graduation rate for priority students
- Increase priority student postsecondary enrollment and/or readiness to enter the workforce
- Increase STE(A)M, CTE and trade career opportunities for priority student populations
- Increase community participation in education systems and improve alignment between communities and education institutions
- Create systems- and policy-level change to advance equitable education
- Increase the number of stable organizations
- Expand the role of community-based organizations in system leadership and decision-making
- Increase education workforce diversity

**Recommended Measures/Reporting for Partners:**

1. Culturally Specific Family Engagement

- Staff Diversity and Qualifications
- Funding leveraged from other sources
- # of Students Served
- # of Families Served
- Ready for Kindergarten
- Parent ability to address barriers
- Parent knowledge of PPS vision, SP and Priorities
- Parent sense of belonging

2. Wrap Around Services

- Staff Diversity and Qualifications
- Funding Leveraged from other sources
- # of Students Served
- Attendance
- 9th Grade On track
- Post Secondary Readiness



Graduation/Credit attainment  
Sense of Belonging

3. Mentoring/Leadership Development

Staff Diversity and Qualifications  
Funding Leveraged from other sources  
# of Students Served  
Service to student match -  
Attendance  
Discipline  
8th Grade Graduate Portrait  
MAP Assessment

4. Extended Learning/Enrichment

Staff Diversity and Qualifications  
Funding Leveraged from other sources  
# of Students Served  
Attendance  
Discipline  
8th Grade Graduate Portrait  
Map Assessment

5. Student Advocacy/Student Identity

Staff Diversity and Qualifications  
Funding Leveraged from other sources  
# of Students Served  
Attendance  
Discipline  
8th Grade Graduate Portrait  
MAP Assessment

**PPS Reporting and Accountability**

1. Racial Disparity analysis by served/not served for each school
2. Board Goals
3. Racial Disparity analysis by served not served SSS Survey
4. Funding/Resources Leveraged



- 5. School Improvement?
- 6. Capacity of

**IV. SY 2020/21 Recommended Funding Allocation and Operational Guidelines**

The chart below outlines a recommended funding allocation for the 2020/21 school year. This will inform the RFP process.

Chart 1: 2020/21 Recommended Funding Allocation

	<b>Culturally Specific Family Engagement</b>	<b>Wrap Around Services</b>	<b>Mentoring Leadership Development</b>	<b>Extended Learning/ Enrichment</b>	<b>Student Advocacy/ Student Identity Development</b>
<b>Current Amount</b>	\$897,450	\$3,095,001	\$573,161	\$148,200	N/A
<b>Current Sites</b>	Citywide + Roosevelt, Benson, Madison, Jefferson, Beaumont, Lent, Lane Kelly, Harvey Scott	Jefferson, Madison, Roosevelt, Franklin, Benson	Franklin, Cleveland, Madison, Roosevelt, Roseway Heights, Harrison Park, Vestal, Arleta, Harriet Tubman, Beach, Astor, Lent, Beaumont, Chavez, Rosa Parks	Districtwide	N/A
<b>Student Focus</b>	Pre-K Grade School	High School + 8th Grade	Middle School + 9th Grade	Middle School	Middle School
<b>Suggested Site Priorities</b>	Sitton, Rigler, Boise, Scott, Rosa Parks, Chavez, Lent, Vestal, Chief Joseph, Kelly, Sabin, Lee,	Jefferson Roosevelt Alliance Madison Franklin Benson	Chavez, Lent, Bridger, Lane, Ockley, George, Roseway Heights, Tubman,	Chavez, Lent, Bridger, Lane, Ockley, George, Roseway Heights, Tubman	Chavez, Lent, Bridger, Lane, Ockley, George, Roseway Heights, Tubman,



	Woodlawn, Whitman, Grout		Faubion, Harrison Park		Faubion, Harrison Park
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**Recommended Operational Guidelines**

Contracting and Procurement:

1. Develop and vet Investment Priorities that clearly articulate the approach and rationale for funding recommendations.
2. Develop competitive funding process that aligns to Investment priorities.
3. Align timing of competitive process with district budget development and school staffing timelines. Align timing of award notification and contract development prior to the end of the school year to allow for transition and relationship development for upcoming contract service and school year.
4. Utilize logic models to develop shared outcomes.

Policy Alignment:

1. Ensure that PPS legal team be part of contract review to ensure alignment with cross cutting district policies. Eg. training requirements for whitehurst
2. Ensure that contract outcomes align with PPS reimagined, Board Goals, Strategic Plan and subsequent measurements in collaboration with the Office of School Performance

Relationship Building:

1. The Superintendent and RESJ Office should convene contractors quarterly to discuss shared outcomes. PPS leadership from the instructional leadership team and school leaders should participate in quarterly convenings.
2. Integrate principals and Office of School Performance team into planning, contract development and negotiation process.
3. Define and outline expectations of PPS in partnership with contractors to include:
  - a. Space
  - b. Staff contacts
  - c. Review of data and performance
  - d. Inclusion of partners in school improvement process
  - e. Communication protocols
  - f. Program outreach to students and parents, co-selection of priority students

Communications and Impact:



1. PPS will regularly publish programming and progress of contractors.
2. PPS will develop web page that describes partnerships, partners and impact