



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE FOR CIVIL RIGHTS
ADMINISTRATIVE COMPLAINT

December 17, 2025

United States Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Via Email: OCR@ed.gov

To Whom It May Concern:

This is a federal civil rights complaint pursuant to the U.S. Department of Education's (Department) Office for Civil Rights' (OCR) discrimination complaint resolution procedures. Defending Education (DE) brings this complaint against Portland Public Schools (PPS) in Oregon for discrimination on the basis of race in programs or activities that receive federal financial assistance in violation of both Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. § 2000d *et seq.*, and the Equal Protection Clause of the 14th Amendment to the U.S. Constitution.

DE brings this complaint as an interested third-party organization with members who are parents of schoolchildren throughout the country. DE and its members oppose discrimination on the basis of race and political indoctrination in America's schools. In PPS, the district seems to be engaged not only in racially discriminatory programming and operations but appears to be doing so in a way both financially reckless and in violation of its fiduciary responsibilities to the people of Portland.

On November 3, 2020, Portland residents voted on Measure 26-215, a \$1.2 billion construction bond for Portland Public Schools that also established the district's Center for Black Student Excellence.¹ As the Cascade Policy Institute has pointed out, the legality of this bond initiative is questionable at best, as “[s]tate law requires that **all proceeds from capital improvement bonds be used strictly for acquisition, construction, and repairs of school buildings and the purchase of assets. Other broader intangible uses—such as initial planning and community engagement—are not specifically allowed.** In addition, sponsors of a bond issuance are expected to conduct thorough due diligence that supports the proposed capital projects and their anticipated price tags.”²

¹ Rob Manning and Elizabeth Miller, *Portland Public Schools voters approve \$1.2 billion borrowing plan*, Oregon Public Broadcasting (Nov. 4, 2020), perma.cc/7KTA-7NX2

² Eric Fruits, Ph.D. and Mia Tiwana, *The \$60 Million Question: What Is the Center for Black Student Excellence?*, Cascade Policy Institute (May 24, 2022), <https://cascadepolicy.org/reports/the-60-million-question-what-is-the-center-for-black-student-excellence/> (emphasis added)

Portland Public Schools' website for the program states that "The Center for Black Student Excellence comprises a constellation of academic programs, strategies, supports, and experiences reinforced by physical infrastructure. Each of these elements work in coordination to create a transformational Approach to Black student learning."³ Under the "CBSE as a Redesign of the System" subhead, the site notes that "[t]he strategies of the Center for Black Student Excellence will scale to ensure that Black students across Portland Public Schools are seen, valued, and held to high standards.... Community leaders and organizations will contribute to a tightly woven network of educators, service providers, community members and entities working in coordination for the benefit of Black students. In the system redesign, every member of the community will feel a sense of shared responsibility for the outcomes of Black students, and the organization will establish accountability measures to reflect progress."⁴

As the CBSE "Journey Map"⁵ details, on September 20, 2022,⁶ the Portland Public Schools Board of Education approved an agreement to collaborate with the Center for Black Excellence on black-exclusive programming at Portland Public Schools.⁷ Section I of the resolution states: "The approval of the 2020 PPS Bond enables Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE as a physical environment, focused on centering the experience, promoting opportunities, accelerating outcomes, and celebrating the achievements of Portland's Black children, families, and educators. The engagement of, and consistent support from, Portland's Black community in connection with the passage of the 2020 PPS Bond and the focus on improving the educational environment and outcomes for Black students, has created a foundation for the creation of the CBE and the implementation of its goals."

On May 17, 2023, PPS released a report entitled "Center for Black Student Excellence: A Place, An Approach, and a Redesign of the System." (Exhibit A). The CSBE's Guiding Principles reflect its racial focus: it promises to "center Blackness unapologetically," "ensure that Black students and Black Educators in PPS access empowering activities, services, and relationships," "ensure that Black students will graduate with a post-secondary plan," and "emulate intentionality around bringing out the excellence in Black students." (Exhibit A at 52-53).

Although the report suggests improvements only for black students, it acknowledges that Portland students of *all* races struggle academically. A graphic on page 40, for example, highlights black non-Hispanic students' struggle with reading proficiency: only 17 percent meet third grade reading proficiency level. But the *same* graphic shows that Pacific Islander students face even greater difficulties, with only 16.7 percent meeting the same standard – followed closely by Native American students at 17.6 percent. (Exhibit A at 40). Another page highlights that only 79.4 percent of black students graduate high school – while this same graphic shows that a mere 61.5 percent of Native American students, 73.7 percent of

³ *Center for Black Student Excellence (CBSE)*, Portland Public Schools (archived Feb. 27, 2025), perma.cc/S7TF-P5KB (emphasis omitted)

⁴ *Ibid.*

⁵ *Center for Black Student Excellence Journey Map*, Portland Public Schools (archived Feb. 27, 2025), perma.cc/W9D3-FFNL

⁶ Portland Public Schools Board of Education, *September 20, 2022 Regular Meeting Minutes* (archived Feb. 27, 2025), perma.cc/HVR3-ULSH. Also available at bit.ly/Sept-20-2022-Board-Meeting.

⁷ Resolution No. 6581, "Resolution Approving Agreement to Collaborate with the Center for Black Excellence to Advance Black Student Excellence at Portland Public Schools (archived Feb. 27, 2025), perma.cc/Q8TK-TBHC. Also available at bit.ly/Resolution-6581.

“Latinx” students, and 78.4 percent of “Multi Racial (Others)” do so. (Exhibit A at 43). In other words, PPS is failing students of all races and ethnicities, which makes this racially segregated program all the more egregious.

The report also lists a number of “Student Support” benefits specifically for black students:

- The “Academic Interventions & Enrichment” section notes that “Black students have access to year-round academic interventions that support them to meet and exceed proficiency in math and literacy. This includes after school and summer tutoring. In addition, at the Center for Black Student Excellence, students have access to a network of partners and providers that host enrichment and pro-social activities to keep them engaged throughout the year. The programs teach team building, activate the imagination, and provide diversions from violence.” (Exhibit A at 136).
- The “Black Student Union Programming & Leadership Development” section notes that “Black students are united across school communities through a shared standard for Black Student Union programming. Central to each of the affinity clubs’ success is the foundation of culture, identity, belonging and Black joy. They are encouraged to participate in rite of passage ceremonies, Historically Black College and University (HBCU) tours, and international trips.” (Exhibit A at 137).
- The “Mentorship” section notes that “Black students have access to a network of mentors that span their social, cultural, and career interests. In particular, the Center for Black Student Excellence connects students with recent graduates, business professionals, and elders. In addition, mentors coach students on responsibly navigating social media and technology as digital natives.” (Exhibit A at 137).
- The “Wraparound Support & Healing Services” section notes that “[t]he Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources.” (Exhibit A at 138).

Likewise, under listed “Family Support” activities:

- The “Parent/Caregiver Affinity Groups” section notes that “Black families have access to differentiated support groups focused on: Parents of newborns/young children; Parents of elementary age children; Mothers; Fathers; Grandparents/caregivers/guardians; Single parents; Pregnant parents.” (Exhibit A at 142).
- The “Parent/Caregiver Academy” section notes: “The Parent/Caregiver Academy program provides Black parents/caregivers and non-Black parents/caregivers raising Black children with training, information, and resources to support their essential responsibility for influencing their children’s lives and maintaining the standard of excellence.” (Exhibit A at 143).
- The “Family Advocacy & Case Management” section notes that “[t]he Center for Black Student Excellence also removes barriers preventing families from accessing available services and resources. Through public and private partnerships, families receive transportation assistance to and from school and community activities.” (Exhibit A at 144).

And under listed “Educator Capacity” activities:

- The “Educator Affinity Groups & Leadership Development” section notes that, “[a]t the Center for Black Student Excellence, Black educators meet for affinity and model educational excellence for students aspiring to become teachers. Educators build camaraderie with diverse educators from various content areas, with varying years of experience and pathways. They too, engage in peer and intergenerational mentorship while accessing mental health and healing resources for themselves. At the Center for Black Student Excellence, teacher leaders and veteran educators explore pathways to become administrators and opportunities to demonstrate their leadership in district-level discussions.” (Exhibit A at 151).

CBSE has wasted no time implementing its agenda. Between October 2022 and April 2023, CBSE’s “Guiding Coalition” held four meetings and conducted four “phases” of community engagement.⁸ The district’s “Design and Engagement Calendar” for the project shows that 39 events were held during Phase I; 50 were held during Phase II; 34 were held during Phase III; and 32 were held during Phase IV. (Exhibit A at 174-86). PPS presumably devoted a non-trivial amount of staff, time, and resources to this endeavor at a time when the district faces a \$40 million deficit.⁹

The district’s decision to allocate resources to black students, and not students of other racial backgrounds, has created tension in the community. On January 7, 2025, a school board meeting “was upended by a passionate debate over whether to include an additional \$40 million for a Native Student Success Center, an idea the board ultimately rejected.”¹⁰

In addition, financial oversight of the program raises accountability questions. In January 2025, a local news outlet reported that the Center has yet to break ground on its planned facility. “As the district loses track of time, it’s also losing money to inflation.... In December [of 2024], Cathy Brady, a principal at the auditing firm Sjoberg Evashenk Consulting, warned the district that the center was falling behind.”¹¹

The Los Angeles Unified School District (LAUSD) maintained a similar program – its “Black Student Achievement Plan” – against which DE filed a separate OCR complaint on July 11, 2023.¹² After DE filed the complaint, LAUSD “dropped race as an official factor” in “decid[ing] which students get extra educational services.”¹³ The District’s page for the program now states that it “is open to all interested students and operates in accordance with the District’s Non-Discrimination and Anti-Harassment Policy,

⁸ *Center for Black Student Excellence Journey Map*, Portland Public Schools (archived Feb. 27, 2025) perma.cc/W9D3-FFNL

⁹ Natalie Pate, *Portland Public Schools starts plans to cut \$40 million for next school year*, Oregon Public Broadcasting (Jan. 22, 2025), <https://www.opb.org/article/2025/01/22/portland-public-schools-starts-plans-to-cut-dollar40-million-for-next-school-year/>

¹⁰ Joanna Hou, PPS Board Refers \$1.83 Billion Bond to Portland Voters, Willamette Week (Jan. 7, 2025) <https://www.wwweek.com/news/schools/2025/01/07/pps-school-board-refers-183-billion-bond-to-portland-voters/>

¹¹ Joanna Hou, *Three Projects Meant to Benefit PPS’s Black Community Have Stalled*, Willamette Week (Jan. 29, 2025) <https://www.wwweek.com/news/schools/2025/01/29/three-projects-meant-to-benefit-ppss-black-community-have-stalled/>

¹² *Office for Civil Rights Administrative Complaint*, Parents Defending Education (July 11, 2023), perma.cc/B7TK-43XT.

¹³ Ben Chapman, *LAUSD Overhauls \$120 Million Black Students Program After Activists File Complaint*, The 74 (Nov. 14, 2024), perma.cc/V8RU-KASZ.

based on applicable federal and state laws,”¹⁴ much to the chagrin of several California-based education professors.¹⁵

DE has now learned that on December 2, 2025, the PPS board voted unanimously to purchase a commercial building for \$16 million to house the Center for Black Student Excellence.¹⁶ The building’s sky-high purchase price is only the beginning, however, as the structure needs another \$20 to \$25 million in renovations and an estimated 24 to 30 months of construction.¹⁷ For the foreseeable future, PPS will own an empty building dedicated to segregated education that will not educate a single Portland child, all while facing a \$50 million budgetary shortfall next year.¹⁸

As the Department of Education is no doubt aware, discrimination on the basis of race raises concerns that Chicago Public Schools has received federal funds in violation of Title VI of the Civil Rights Act of 1964, which declares that “no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

In addition, Section 1 of the 14th Amendment to the U.S. Constitution asserts: “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” On these grounds, the Supreme Court held in 1954 that racial segregation of students is unconstitutional. *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954). Courts have likewise acknowledged that intentionally allocating educational resources to favor students of one race violates equal protection principles. *See, e.g., United States v. Yonkers Bd. of Educ.*, 624 F. Supp. 1276, 1531 (S.D.N.Y. 1985). Indeed, just two years ago, the Supreme Court confirmed that “race” cannot be used “as a factor in affording educational opportunities.” *Students for Fair Admissions v. Harvard*, 600 U.S. 181, 204 (2023).

PPS’s racially exclusive plan also runs afoul of this Department’s own guidance. On February 14, 2025, the Department released a “Dear Colleague” letter outlining schools’ nondiscrimination obligations under the Equal Protection Clause, Title VI, and *Students for Fair Admissions*.¹⁹ As the letter notes, “[a]lthough SFFA addressed admissions decisions, the Supreme Court’s holding applies more broadly. At its core, the test is simple: If an educational institution treats a person of one race differently than it treats another person because of that person’s race, the educational institution violates the law. Federal law thus prohibits covered entities from using race in decisions pertaining to admissions, hiring, promotion, compensation,

¹⁴ *Black Student Achievement Plan*, LA Unified School District (archived Feb. 19, 2025), perma.cc/279J-LH3X.

¹⁵ Tyrone C. Howard and Pedro Noguera, *Opinion: Conservatives targeted LAUSD’s Black student achievement program. The district shouldn’t give in*, Los Angeles Times (Dec. 11, 2024), perma.cc/TJA9-CTVS.

¹⁶ Mikhala Armstrong, *PPS board approves \$16 million building purchase for Black Student Excellence Center*, KPTV (Dec. 4, 2025), <https://bit.ly/3KOePWU>.

¹⁷ *Id.*

¹⁸ Eric Fruits, Ph.D., *ANALYSIS OF PROPOSED ONE NORTH PROPERTY ACQUISITION FOR PORTLAND PUBLIC SCHOOLS’ CENTER FOR BLACK STUDENT EXCELLENCE*, (NOV. 6, 2025), <https://tinyurl.com/nhduu855> (outlining the procedural failure of not determining the facility’s programmatic requirements until after the building is purchased, analyzing unfunded operational liabilities of purchasing the building, and identifying substantial legal risks, safety risks, and compliance failures associated with the purchase).

¹⁹ *Dear Colleague Letter – SFFA v. Harvard*, United States Department of Education Office for Civil Rights (Feb. 14, 2025), perma.cc/4CCU-B675.

financial aid, scholarships, prizes, administrative support, discipline, housing, graduation ceremonies, and all other aspects of student, academic, and campus life. Put simply, educational institutions may neither separate or segregate students based on race, nor distribute benefits or burdens based on race.”

A September 29, 2015 decision from the Department of Education Office for Civil Rights during the Obama Administration is directly on point: in 2015, following “the police actions involving African American victims in Ferguson and New York and subsequent events,” Oak Park & River Forest High School District 200 held a “Black Lives Matter” assembly during Black History Month. The assembly was convened “for African American students only” because the district wanted “to provide a comfortable forum for black students to express their frustrations.” Certain students “who self-identified as white were directed by District officials not to participate in the event as this assembly was designed for students who self-identify as black.” In the letter sent on September 29, 2015 (OCR Docket #05-15-1180), OCR found that the district violated the Equal Protection Clause and Title VI because the district’s actions could not withstand strict scrutiny. Specifically, the district failed to “assess fully whether there were workable race-neutral alternatives” and “did not conduct a flexible and individualized review of potential participants.” In a Resolution Agreement with OCR, the district agreed that its programs and activities would be “open to all students . . . regardless of their race” and to adopt policies and training to ensure the district’s compliance. OCR imposed these requirements even though the district had promised “not to hold such events in the future.”

Accordingly, we ask that the Department promptly investigate the allegations in this complaint, act swiftly to remedy unlawful policies and practices, and order appropriate relief.

Thank you for your prompt assistance with this request for investigation and resolution.

Sincerely,

A handwritten signature in black ink, appearing to read "Sarah Parshall Perry".

Sarah Parshall Perry
Vice President and Legal Fellow
Defending Education

Enc. Exhibit A

Exhibit A



BLACK STUDENT EXCELLENCE

A Place, An Approach, and
a Redesign of the System

Portland Public Schools
Portland, Oregon



PORLAND PUBLIC SCHOOLS



INNOVATION
STUDIO





THE PROBLEM:

Decades of underinvestment, systemic racism, lack of coordinated systems of support, and discriminatory practices have resulted in an enduring opportunity and achievement gap for Black students in Portland.

THE OPPORTUNITY:

The opportunity ahead is to redefine the future by advancing a culture of Black excellence *while meaningfully integrating joy and healing*, unifying and elevating the Black educational experience, and improving outcomes for Black students.

THE MECHANISM:

Center for Black Student Excellence.

A place, an approach and a redesign of the system.



PORLAND PUBLIC SCHOOLS



INNOVATION
STUDIO



CBSE 3

CO-DESIGNERS

The vision for the **Center for Black Student Excellence** is full of the fingerprints of our community. We couldn't have done this alone. We were tasked with creating a comprehensive, co-constructed, community plan to advance Black student excellence. This historic opportunity allows us to create a stronger future for Black students. Thank you to our community for this labor of love.

“I AM BECAUSE WE ARE.”

- African Proverb

Executive Sponsor

Dr. Cheryl Proctor, Deputy Superintendent of Instruction and School Communities

Project Lead

Camille Idedevbo, Founding Manager, Innovation Studio

Design Team

Immanuel Harice, Innovation Studio
Victoria Buchler, Innovation Studio
Anna Wells, MKT Box
Ayana Horn
Dr. Camedra Jefferson
Camila Gonzales, MKT Box
Cesar Caballero, MKT Box
Cheche Dill'Erva, MKT Box
Clifton Chestnut, 30 Point Strategies
Bryan C. Lee Jr., Colloquate Design
Gabrielle Riley, Colloquate Design

Katherine Marple, Colloquate Design
Sophia Austrins, Colloquate Design
Syncier Sevier, Colloquate Design
Michelle Yemaya Benton, Colloquate Design
Mims Rouse, Colloquate Design
Diego Caballero, MKT Box
Giovanna Dill'Erva, MKT Box
Herbert Beauclere, MKT Box
Joy Alise Davis, Imagine Black Futures
Hafsa Aden, Imagine Black Futures
Ameenah Carroll, Imagine Black Futures
Dr. S. Renee Mitchell, I AM M.O.R.E.
Linda Mitchell Duncan, I AM M.O.R.E.
Marshall Goss Jr, I AM M.O.R.E.
Nicole Kennedy, I AM M.O.R.E.
Shiloh Day, I AM M.O.R.E.
Sunshine Dixon, I AM M.O.R.E.

Dr. Aisha Hollands
Anjene Bryant
Courtney Westling
Crystal Ball
Dani Ledezma
Ebonee Bell
Gail Warren
Gary Hollands
Jamaal Tibbs
Jazmin Jinnah
Jovanne Williams
Kiesha Locklear
Kristen Brayson
Lindell Stone
Loretta Benjamin-Samuels
Marsha Williams
Mary Evans
Mirna Ghamrawi
Patrice Woods
Shanice Clarke
Stacey L. Murray
Stetson James
Sydney Kelly

Tamra Hickok
Tanesha Dawson
Tiffany Robinson
Tony Hopson Sr.
Tyler Brown
Yian Saechao

Guiding Coalition

Abdirahman Abdirahman
Adriel Person
Dr. Aisha Hollands
Anjene Bryant
Askina sharif
Aundreen Mitchell
Ayana Horn
Britt Bieberich
Dr. Camedra Jefferson
Carolyn Hickman
Dr. Cheryl Proctor
Cortonio Smith-Myles
Courtney Westling
Crystal Ball
D'Artagnan Caliman
Dani Ledezma
Diallo Lewis
Donald Jackson
Donna Jones
Ebonee Bell
Esther Omogbehin
Freddie Mack
Frewine Kiros
Gail Warren
Gary Hollands
Guadalupe Guerrero
Hafsa Aden
Dr. Harriette Vimegon
Iyesha Rosser
Jamaal Tibbs
Jamal Dar
Jamila Lathan-Cuffie
Jazmin Jinnah

Johnna N. Timmes
Joy Alise Davis, MA
Julie Rierson
Karl Logan
Kaveh Pakseresht
Keisha Locklear
Dr. Kimberlee Armstrong
Kristen Brayson
Kyeese Hollands
Lakayana Drury
Lakeitha Elliott
Lindell Stone
Lisa Michelle Williams-Brown
Liz Fother-Branch
Loretta Benjamin-Samuels
Marcus Lee Ball
Margarett Peoples
Marsha Williams
Marshall Haskins
Mary Li
Mashari Tyson
Melissa Brabham
Michael "Chappie" Grice
Michael L. DeVaughn, Ph.D.
Michelle DePass
Mims Rouse, Jr.
Mirna Ghamrawi
Nate McCoy
Nedra Miller
Nicole Kennedy
Patrice Woods
Reiko Mia Williams
Renee Anderson
Richard E Hunter Sr
Santay Mayfield
Shaina Pomerantz
Shana Moore Jackson
Sharde Dennis
Dr. Sherree L. Coleman
Sierra Warren
Stacey Murray

Stephanie Harvey
Stetson James
Susan Elliott
Sydney Kelly
Tanesha Dawson
Teresa Seidel
Tiffany Dempsey
Tina Turner
Tony Hopson Sr.
Traniece Brown-Warrens
Tyler Brown
Winta Yohannes

Students

DeAsia Kennedy
Emanuel Dempsey
Hobbs Waters
Ja'Mari Etherly
Janaya Webster
Japhety Ngabireyimana
Kendall Brown-Clay
Kennedy Tanner
Kryeon Williams
Magnus Graham
Maliyah Miller
Mathew Baba
Max Decker
Micheal Patten
Nia Jones
Rae Smith
Reba Booze
Salome Sayee
Sylene Kennedy
Zae'lyn Chadwick

Partners

African Youth & Community Organization
Architectural Heritage Center
Black Educational Achievement Movement Village
Black Men In Training
Black Women for Peace

BSTRONG Learning Hub
Center for Black Excellence Steering Committee
Connected Inc.
ConnectHer
Everyday Grinds
Feed'em Freedom Farm Hub
Four Forces Inc.
Global Movement Network
Kairos PDX
Love Is Stronger GV
Mayo House ARTchive
Museum of the African Diaspora
National Association of Minority Contractors
Next G
Nurture
Portland Parks and Recreation TeenForce
SAMO
Self Enhancement, Inc.
Team Safer II
US First PDX
Word is Bond
Young Gifted and Black

We would also like to thank the justice-involved individuals and community groups that support them for sharing their experiences in this design process.



PORTLAND PUBLIC SCHOOLS



CBSE 5

TABLE OF CONTENTS

Introduction	9
Historical Context	10
Momentum Undergirded by Black Scholarly Research	22
Defining “Blackness”	34
Black Student Data	38
Community Design and Engagement	46
Guiding Principles	50
Journeymap	54
A letter from the Superintendent and Executive Sponsor	58
CBSE Vision	60
Summary	62
■ A Place	66
■ An Approach	67
■ A Redesign of the System	68
■ PPS RESJ Theory of Action	70
■ Graduate Portrait	70
■ Forward Together	71
■ Themes	
■ Strategic Outcomes	
Design Fiction	
“A Day in the Life of - Our Personas	72





Place	80
Summary	82
■ Design Justice	84
■ Type of Infrastructure	85
Community Narratives	86
Place Types	92
Resources Mapping	116
Approach	126
Summary	128
Curriculum/Instruction	130
Student Support	134
Family Support	140
Educator, Capacity Building, Hiring and Retention	146
Advocacy	152
Redesign of the System	156
Summary	158
System-level Strategies	160
Appendix	172
Design and Engagement Calendar	174
Glossary	187
CBSE Bibliography	189



01. INTRODUCTION

- **Historical Context**
- **Momentum Undergirded by Black Scholarly Research**
- **Defining “Blackness”**
- **Black Student Data**
- **Community Design and Engagement**
- **Guiding Principles**
- **Journeymap**
- **A Letter from the Superintendent and Executive Sponsor**

HISTORICAL CONTEXT

HOW DID WE GET HERE?

Understanding Oregon's history of racism and discrimination

"RACISM AND INEQUITY ARE PRODUCTS OF DESIGN. THEY CAN BE REDESIGNED."

- EQUITYXDESIGN





BACKGROUND: LEGACY OF DISCRIMINATION

The fight for equitable access to public education in Portland is influenced by Oregon's path to statehood.



Oregon's Black Exclusion Law

1844

OREGON PASSED A BLACK EXCLUSION LAW,

banning African Americans from entering, residing, or acquiring property. African Americans were met with threats of violence if they did not flee the state within three years of residence.



Oregon Territory

1857

OREGON INCLUDED A "WHITES ONLY"

clause in its original constitution – the only such law for any state in the Union.



1



2

¹ Portland's Black children were denied the public education guaranteed all children by legislation.

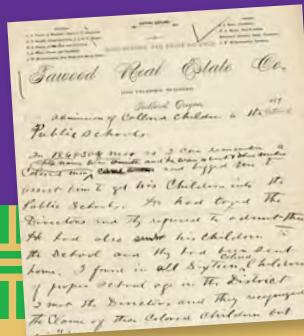
² Central school, located originally at Southwest Sixth and Morrison.

1859

WHEN OREGON OFFICIALLY JOINED THE UNION,

Portland Public Schools had been established for nearly a decade.

But the school district had already adopted racist practices that disadvantage students of color -especially Black and Native students.



1867

WILLIAM BROWN,

a resident of Portland, tried but was unable to enroll his Black children in one of Portland's only two public elementary schools.



Harrison Street school, was in operation when William Brown asked for his children to be admitted to Portland's public schools.

Brown appealed to the school board but was denied once again, in the first recorded case of racism against Black children in Portland Public Schools.

This historical example is one of many instances of racism that have affected the education of generations of Black students in the Portland area.



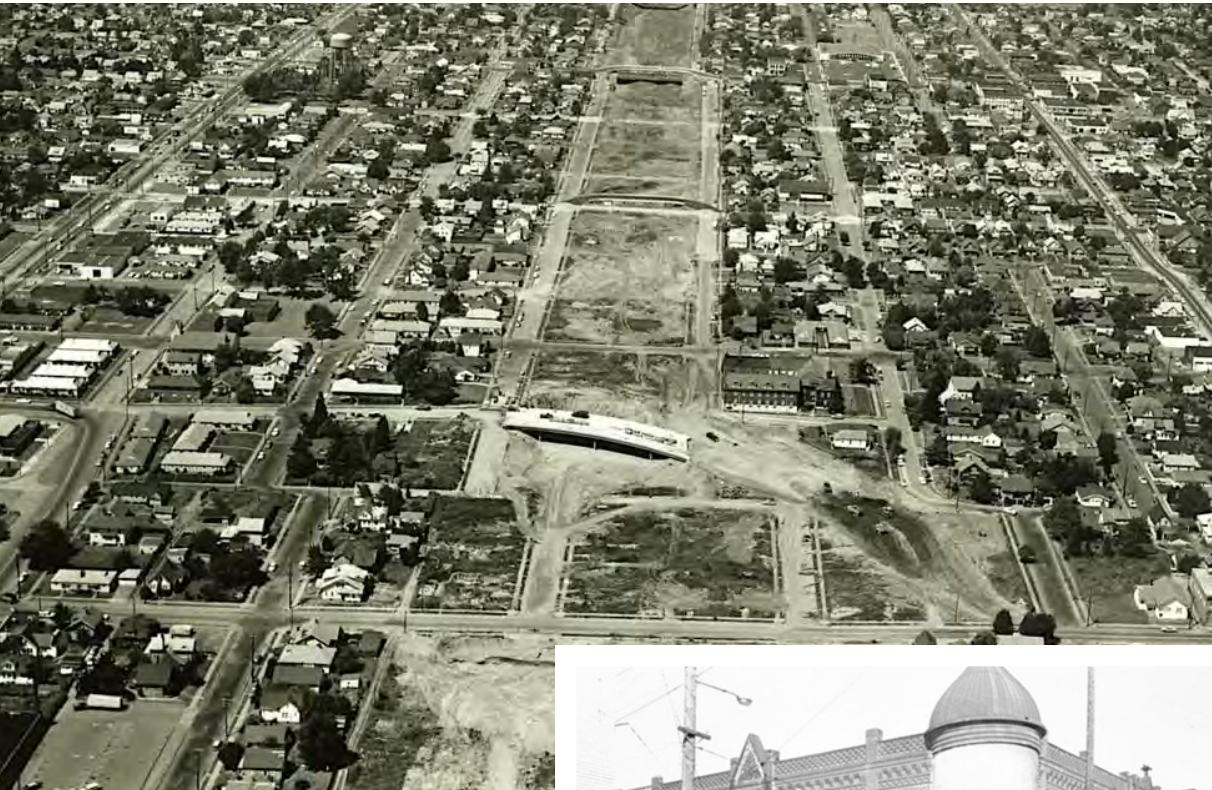
PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 13

ALBINA: FORCED DISPLACEMENT AND MARGINALIZATION



The close-in Portland neighborhood of Albina was once the cultural capital of Black Portland, particularly after WWII. It offered world-class jazz venues, environmental-justice initiatives, and education models created for and by Black Portlanders. As with other previous neighborhoods where Black residents were allowed to live, Albina was segregated by design, yet it thrived – becoming a creative, affordable enclave for Portland's African American community.

Black-owned businesses, homes, and faith institutions lined its streets.

Most importantly, the Albina neighborhood created a sense of place and community.

By the 1960s, disinvestment and urban renewal – such as the construction of Interstate 5 – forcibly displaced thousands of Black residents and businesses from the neighborhood.

The neighborhood's schools suffered under the weight of this upheaval. And in the end, students bore the cost. Forced busing sent many Black students to schools outside of their neighborhood.

PPS REIMAGINED: A NEW VISION FOR PUBLIC EDUCATION

In 2018, the Board of Education and the Superintendent of Portland Public Schools launched a community-wide process to develop a long-term vision for public education in Portland.

This vision, created after dozens of community meetings involving hundreds of stakeholders, describes PPS' aspirations for each member of the graduating class of 2030, and the educational experience that will increasingly become the reality for each PPS graduate.

While this vision titled **“PPS reimaged”** would set the “north star” of the school district’s direction for the next decade, Black and Native students have continued to experience the greatest barriers in realizing the Vision of the Graduate Portrait.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 15

A TRADITION OF ADVOCATING FOR BLACK STUDENT ACHIEVEMENT

There have been long standing, well-documented examples of advocacy by Black leaders and Black-led organizations who fought for children and against discrimination.

These efforts gained momentum in 2020 following the murder of George Floyd and the social movement for Black Lives.

The work of improving educational outcomes for Black youth further accelerated when Portland's Black community leaders put forth the concept of the Center for Black Student Excellence (CBSE).

Later in 2020, voters approved a bond measure that enabled Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE.

The core idea behind the CBSE comprised both material components – such as redesigning the physical environment – and symbolic ones, such as culturally responsive curriculum, including comprehensive Black and African-American history.



MEETING THE MOMENT WITH INSTITUTIONAL INVESTMENT

By December of 2020, the Superintendent of PPS directed staff to prioritize the creation of the first multi-year strategic plan to focus on actively implementing PPS reimagined. **The Center for Black Student Excellence** became a priority within the 2021-2025 Strategic Plan for Racial Equity, Inclusion and Excellence.



PORTLAND PUBLIC SCHOOLS



CBSE 17

DEVELOPING THE CBSE: NEW PARTNERSHIPS AND COALITIONS

To turn the vision for the Center for Black Student Excellence into reality, in 2022, the PPS Board of Education unanimously approved a historic cooperating agreement with the Albina Vision Trust (AVT) – a community-based organization facilitating the thoughtful reinvention and transformation of the 94-acres of lower Albina, which remains as an emotional marrow of the now-dispersed Black community.

This community-led effort is embarking on efforts to listen, learn, and present a plan to develop a youth-centered community in lower Albina that creates opportunities for Portland's next generation of Black people to learn, build wealth and reclaim their cultural center.

A 13-member Board, comprising members chosen by a Steering Committee of senior leaders from established, Black-led organizations, have met regularly to focus on student-facing PPS capital projects, including the Jefferson High School modernization and the relocation of Harriet Tubman Middle School; the Center for Black Student Excellence; the monitoring of the Black student experience in PPS schools; and leading a vision for future projects and work streams to enrich the Black student experience.





Within PPS, the district's Innovation Studio, a problem-solving accelerator, was tasked with facilitating the design and engagement process using its Innovation Equity Design methodology.

During the process, PPS tapped into the experience of subject matter experts, stakeholders with lived experience in the community, and a Guiding Coalition, which included students, Black-led organizations and leaders who have a history of influencing change within the community, including Albina Head Start, Black Parent Initiative, KairosPDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc. and others.



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 19

PUTTING OUR VALUES INTO ACTION

These engagement opportunities included hallmark moments that further exemplified PPS' commitment to forging a new path with the Black community, such as the renaming of the district headquarters after the late Dr. Matthew Prophet, Jr. whose legacy as PPS' first Black superintendent was one of encouraging and supporting Black excellence.

In the decade that Dr. Prophet led our city's school system, from 1982 to 1992, he helped stabilize district funding. He rightly saw promise in ALL students - and he made it his goal to raise and recognize achievement for those who had historically been left behind.





Under his leadership, Black students saw a



Dr. Prophet also helped open doors for a greater share of Black students to continue their education beyond high school. **For instance, the percentage of Black high school graduates choosing higher education rose from 49% in 1987 to 80% by 1991.**



Renaming a prominent physical space in his honor came only months after his passing in 2022 at the age of 92.



PORTLAND PUBLIC SCHOOLS



CBSE 21

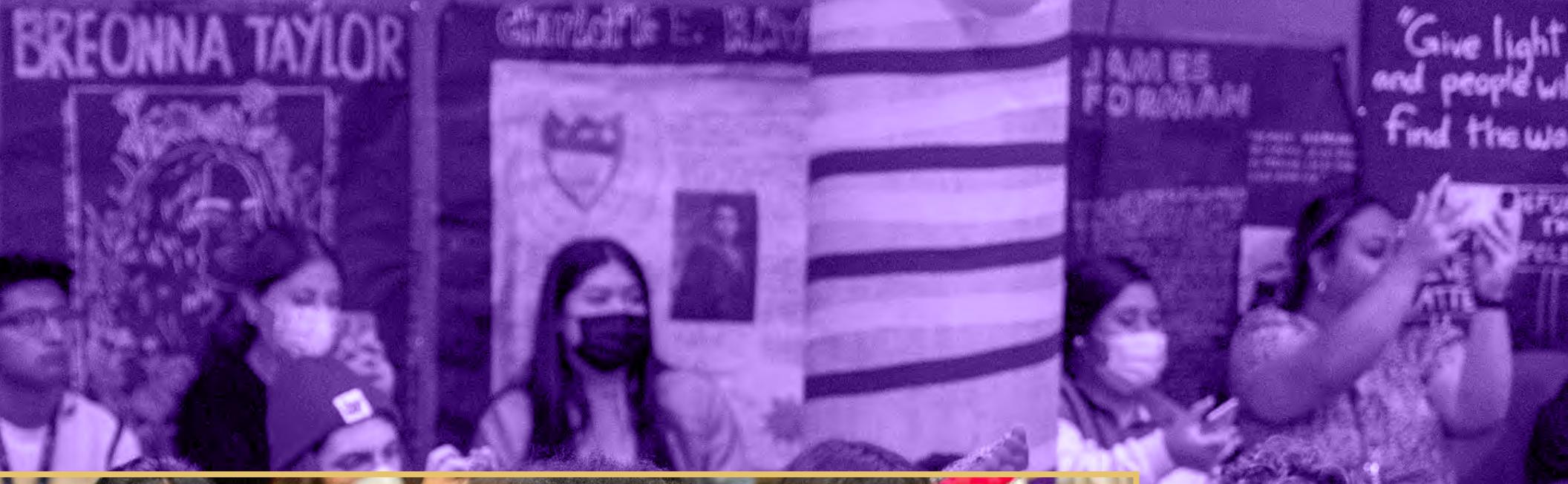
MOMENTUM UNDERGIRDDED BY BLACK SCHOLARLY RESEARCH

**“JUST BEAR WITH ME AND
DON'T GIVE UP ON ME.”**

**“BE THERE FOR ME
WHEN I NEED YOU.”**

“UNDERSTAND ME.”







While the development of the Center for Black Student Excellence is driven by community advocacy, Black researchers and scholars have built a braintrust of expertise from which this project draws upon. The conditions that prevent Black students from thriving in Portland Public Schools are generational and persistent. Black students currently experience low academic performance as evidenced by Measure of Academic Progress (MAP) assessment data, disproportionate discipline as noted by increased rates of suspension and discipline hearings, and community violence heightened by a lack of belonging and access to a quality educational environment. **When asked what educators need to know about how to better support Black students, Black youth have consistently appealed to be seen, heard, and understood from a cultural perspective.**

"Just bear with me and don't give up on me."

"Be there for me when I need you."

"Understand me."



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.

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.

Local and national Black scholars, however, are increasingly understanding how Brofenbrenner's theory fails to reflect the particular influences of an endemic devaluation that Black children consistently encounter within various social environments.



In the groundbreaking study, "In My Power, I Empower: Moving Black Youth from Spirit Murder to Emotional Emancipation" (2021), Portland's Dr. S. Renee Mitchell, a former high-school teacher, was the first to tease out the unique experiences of African Americans in relation to each of the ecosystems articulated by Brofenbrenner. Mitchell argues that to more deeply understand Black students' academic experiences, one must begin thinking of Black students in relation to the layers of their lived experiences, which is steeped in and deeply influenced by racism, and in particular, anti-Blackness. Understanding that context shapes the low academic achievement of Black students as a consequence of their broken hearts, not inferior minds.



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 25

Black children are set up to fail from birth. When will the healing begin?

Color key

Macrosystem
Exosystem

Mesosystem
Microsystem

Individual

MACROSYSTEM

Society, laws, customs, and policies are socially constructed to favor whiteness and justify racial oppression in the lie of Black inferiority. Government engages in financial disinvestment, negligence, and injustice in employment, housing, health care, law enforcement, land use, child welfare, transportation, and privatization of public services. Gentrification disrupts historically Black neighborhoods. Prisons serve as free labor.

EXOSYSTEM

Anti-Black messages are perpetuated in media. Black families work more hours and earn less. Schools lack sufficient resources. Affordable child-care centers are limited. Community services provided from deficit lens (reduce violence, increase academic achievement) that reinforces stereotypes. Bias of medical care providers contributes to health disparities. Absence or underfunding of community-based, culturally specific services. Limited access to safe, neighborhood parks. Over-reliance on public transportation.

MESOSYSTEM

Gang violence & peer victimization. Family dysfunction shuttles Black children toward a culturally deficit foster care system. Racially disproportionate health issues lead to higher death and infant mortality rates. Lack of connection to neighborhood and friends because of gentrification leads to depression and disconnection.

MICROSYSTEM

Race-based traumatic stress intensifies. Grief from repeated Black death. Poverty. Police bias. Family dysfunction breeds child abuse, sexual and physical abuse, and divorce. Neighborhoods lack safe places to play. Subconscious racial bias of white educators make schools "a site of Black suffering." School-to-prison pipeline.

Here's what the research says works:

- Black children find meaning & belonging when engaged in creativity and interdependence.
- Black children need to build critical consciousness to understand how to navigate around the pro-White, anti-Black social systems designed to oppress them.
- Using storytelling, creativity, and naming of anti-Blackness provides necessary context for healing.

INDIVIDUAL

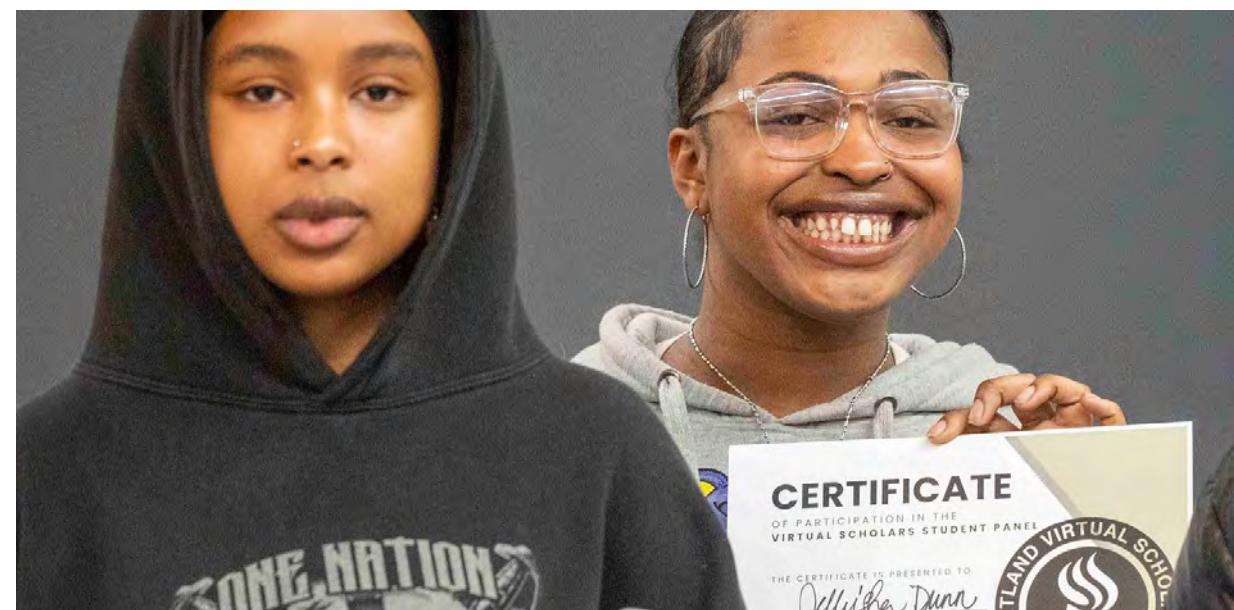
Anti-Blackness organizes the social context of each Black child's life. Impacts: Prolonged grief, self-hatred, shame, hidden rage, aggression, helplessness, frustration. Unhealthy eating, sleep impairment, paranoia, alcohol & drug use, fatalism.

Further, Dr. Joy DeGruy, in her revised 2017 book, **"Post Traumatic Slave Syndrome – America's Legacy of Enduring Injury and Healing,"** defined maladaptive survival behaviors in African American communities throughout the United States and the Diaspora as a consequence of multigenerational oppression of Africans and their descendants resulting from centuries of chattel slavery, which was followed by generations of institutionalized racism. Under such persistently undermining circumstances, according to DeGruy, predictable negative behavior patterns form in Black children and adults, which include the lack of self-esteem, high risk of violence, and internalized racism (DeGruy, 2017). **These patterns have contributed to a re-emergence of community violence that has captured the attention of local and national news as gun-violence perpetrators are becoming younger. The epidemic of gun violence, as noted by the American Public Health Association, is the leading cause of premature death (Benjamin, 2015).**

And yet, insights from Black scholars echoed in decades-old research from the 1960s and beyond identify that there is potential progress if schools and society address the underlying issues that historically and consistently prevent Black students from achieving socially and academically. Similarly, for decades, Black scholars have pointed to healing practices as a key lever to reverse the effects of racialized trauma. *"This is a troublesome argument, touching as it does on a still unhealed part of American race relations,"* noted Claude M. Steele, in *The Atlantic Online* in April 1992. *"But it leads us to a heartening principle: If blacks are made less racially vulnerable in school, they can overcome even substantial obstacles."*

"BUT IT LEADS US TO A HEARTENING PRINCIPLE: IF BLACKS ARE MADE LESS RACIALLY VULNERABLE IN SCHOOL, THEY CAN OVERCOME EVEN SUBSTANTIAL OBSTACLES."

Each of these mentioned studies, in 1992, 2017, and 2021, confirm the need for schools and society to acknowledge and provide spiritual, psychological and social support for Black students, which research acknowledges as the most prodigiously traumatized adolescent group. Scholarly research also calls upon educators to support these youth to critically examine and reject racist, sexist ideals embedded in popular culture (Love, 2009). As the research surmises, youth must be rooted in a positive sense of self, empowered to advocate for themselves, and critique unjust systems while also cultivating opportunities to experience joy and healing. Additionally, as research positively connects play to learning, when we nourish liberatory spaces for Black youth to experience playfulness, it becomes a powerful way for them to radically heal from trauma, resist violence, and experience joy and liberation (Hill, 2021).



UNIFYING AND ELEVATING THE BLACK EDUCATIONAL EXPERIENCE

Generations of racist policies and practices have negatively affected Black families and their children in the Portland area. Placemaking in Albina was initially coerced by racist policies forcing Black community members to concentrate in Northeast Portland, so Black community members laid claim to the Albina area, as it was the only neighborhood most Blacks were allowed to live in (Gibson, 2007). Now, Black Portlanders, who have endured generations of serial forced displacement, find themselves scattered across the city, with no emotional connection to any particular neighborhood outside of Albina.

In Portland Public Schools, Black students occupy <1-51% of schools' populations across the district, with the largest percentages still within the historic Albina neighborhood (2022, October 3).

PPS also offers a **Right to Return** opportunity which allows students in David Douglas, Reynolds and Parkrose school districts to transfer to PPS, based on the harmful impacts of urban renewal and gentrification, specifically in North/Northeast Portland neighborhoods.



Culturally Specific Partnerships

Research suggests that there are positive benefits to culturally specific services provided by culturally relevant providers. The literature shows the value of such services meets 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 (Lambarth, Cross-Hemmer, Mitchell, Green, 2019).

Research asserts that the three 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.

Family Engagement

Equitable family engagement does not characterize or treat specific parent groups as deficient in their level of engagement or approach to education (Day, 2013). Instead, it focuses on meaningful engagement activities and systems between schools and families, as family engagement is understood to be 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. Dr. Karen Mapp developed the Dual Capacity-Building Framework for Family-School Partnerships (Version 2) based on existing research and best practices to support the development of family engagement strategies, policies, and programs (Bergman, Mapp, 2019). This framework advises that educational systems work in tandem with families to increase student achievement and school improvement and adopt specific strategies that are unique to the school context.



Black Educator Retention

Research studies show that Black students who have had at least one Black teacher have powerful academic outcomes and personal trajectories, as Black teachers offer what Naman (2009) terms as "cultural synchronicity." In addition, according to Ware (2002), *"students who were identified as having low socioeconomic status and those identified as low achievers were frequently more dependent on Black teachers because those teachers helped their students to develop their self-concept."*

To this day, though, school districts are experiencing difficulty recruiting and retaining Black educators. The untold emotional and academic impact on Black students who lack access to Black teachers can be traced to the historical 1954 *Brown v. Board of Education* ruling, which also negatively influenced the health of Black communities because of the dismantling of the teaching profession as a stable middle-class profession. According to Hudson and Holmes (1994), *"the loss of African American teachers in public school settings has had a lasting negative impact on all students, particularly African American students and the communities in which they reside... (A)lthough the shrinking African American teacher pool has been attributable to several factors, it is partly a fall-out of how Brown was implemented by white American policy makers (p. 389)."*

According to the Institute for Research and Labor Employment, Black teachers have the highest rate of turnover because of working conditions in schools (Gershenson, Hart, Lindsay & Papageorge, 2017).

And much of that exodus, as noted by Scallon, Bristol, Esboldt (2023), "across grade level, contexts, and student demographics, teachers' perceptions of principal leadership have had the greatest influence on teachers' decisions to stay in or leave their schools (pg. 2).





“THE LOSS OF AFRICAN AMERICAN TEACHERS IN PUBLIC SCHOOL SETTINGS HAS HAD A LASTING NEGATIVE IMPACT ON ALL STUDENTS, PARTICULARLY AFRICAN AMERICAN STUDENTS AND THE COMMUNITIES IN WHICH THEY RESIDE...”



Community Schools

Community Schools are public schools that provide services and support that fit each neighborhood's needs, created and run by the people who are expected to "know our children best" —all working together. They are rooted in the academic core while also attending to the whole child. In this structure, parents and schools need to engage in reflection, clear communications partnerships, and adequate training in order for the school to have a collectivist approach to student education.

An intentional, collectivist approach is when a group focuses on a common goal over the individual wants and desires of each individual. Partnership among all stakeholders to make possible the academic success for all students, particularly Black students, needs to happen as a joint effort, and it needs to be a collective and collaborative process that is grounded in an abolitionist paradigm. *“Valuing the knowledge and strength of communities that have survived and thrived in the face of centuries of oppression, we conclude that community stakeholders in collaboration with education workers, from organizers to students, envisioned a blurring of communities and schools as part of a strategy to build collective power that both exposes and challenges injustice”* (Daniel, Sunshine Malone & Kirkland, 2020).

IMPROVING OUTCOMES FOR BLACK STUDENTS

Culturally Responsive Instruction

Culturally responsive instruction is a pedagogy that incorporates the values, beliefs, expressions, and behaviors that a particular cultural group shares in order to teach them new knowledge and skills (Noguera, 2003). According to Noguera (2003), teachers who use this model tend to make skill-building more meaningful to that student, as opposed to just expecting students to adapt their learning style to the way that's most comfortable or the teacher.

In addition, cultural responsiveness includes consciously pursuing partnerships with families the schools serve, and the culturally specific partners that work in those communities. This collective approach generates social capital, and establishes a commitment to mutual accountability and responsibility as co-decision makers and advocates. Without this type of approach, according to Noguera, *"Schools that isolate themselves from the*





neighborhoods they serve because they perceive the residents as 'threatening,' tend to undermine the social capital of the community. Often, the presence of such schools contributes to the exodus of families with resources, both financial and social, from poor communities, and the lowering of property values. To the extent that such schools are perceived as ineffective and incapable of serving the needs of children, they operate as a source of negative social capital because they further the marginalization of the community; eventually such schools serve only those who are unable to escape them."



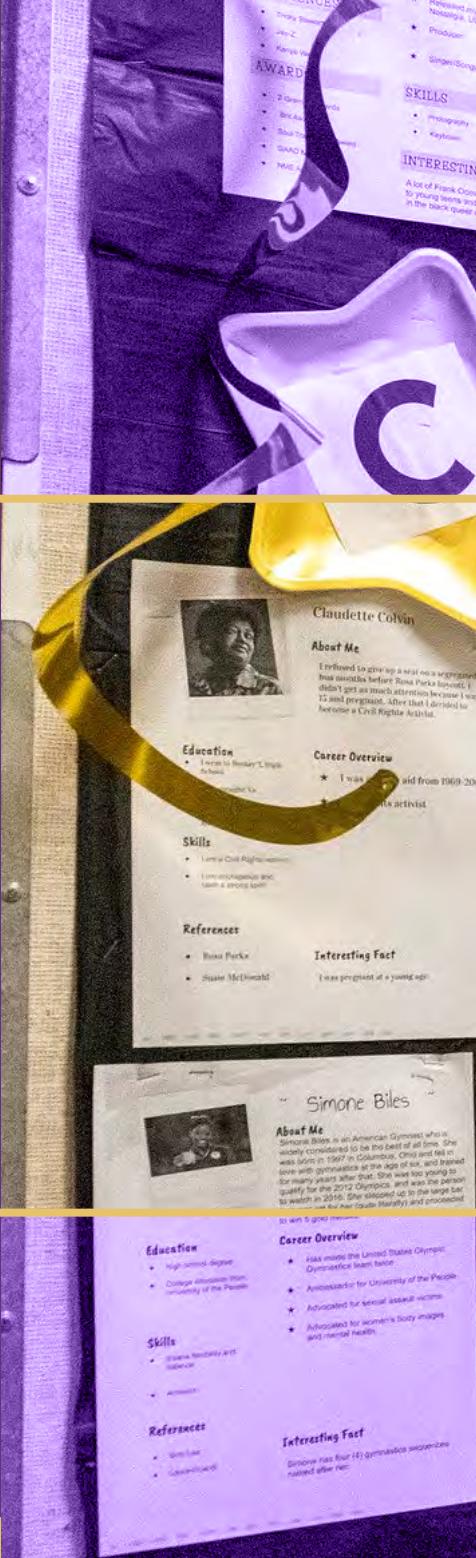
However, when school communities recognize the conditions of Black students, provide them with culturally affirming experiences, and are committed to working with culturally relevant stakeholders, the outcomes are bound to be favorable toward students. This is called a wraparound approach. Research shows that a wraparound approach has many positive youth outcomes *"including reduced out-of-home placements, improvements in mental health functioning, and better school attendance and achievement"* (Walker, 2008). This wraparound approach is also aligned with Afrocentric pedagogy of (1) cooperation in order to establish a familial environment for students; (2) affirmation of students' culture and challenges of oppressive practices based on race; and (3) preserving the dignity of those targeted by historical and ongoing injustice (Howard, 2019).

The research supports the idea that students whose cultural context is acknowledged and factored into the learning experience; whose school forms alliances with the family through authentic engagement; who receive positive social affirmations; who have access to culturally specific partnerships and diverse educators will see outcomes improve.

DEFINING “BLACKNESS”

“THERE ARE AS MANY WAYS OF BEING BLACK AS THERE ARE BLACK PEOPLE, BUT THE EXPERIENCE OF BEING BLACK UNITES US.”

- IMAGINE BLACK



RESUME EXAMPLES

Nina DaCosta

About Me
My name is Nina DaCosta and I am a writer and editor. I have written for various publications and have been hired to write for various brands.

Education
Master's Degree in Writing
University of Florida, Gainesville, FL

Career Overview
I was hired to write for various brands. I am currently working on a book project and have been hired to write for various brands.

Skills
I am a writer
I am a digital

References
Mark of distinction
Honor Roll

Interesting Fact
I originally wanted to be a poet.

Maya Moore

ABOUT ME
My name is Maya Moore and I am a writer and editor. I have written for various publications and have been hired to write for various brands.

EDUCATION
Bachelor's Degree in English
University of Florida, Gainesville, FL

CAREER HISTORY
I was hired to write for various brands. I am currently working on a book project and have been hired to write for various brands.

REFERENCES
I am a writer
I am a digital

SKILLS
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

ABOUT ME
My name is Maya Moore and I am a writer and editor. I have written for various publications and have been hired to write for various brands.

EDUCATION
Bachelor's Degree in English
University of Florida, Gainesville, FL

CAREER HISTORY
I was hired to write for various brands. I am currently working on a book project and have been hired to write for various brands.

REFERENCES
I am a writer
I am a digital

SKILLS
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

ABOUT ME
My name is Maya Moore and I am a writer and editor. I have written for various publications and have been hired to write for various brands.

EDUCATION
Bachelor's Degree in English
University of Florida, Gainesville, FL

CAREER HISTORY
I was hired to write for various brands. I am currently working on a book project and have been hired to write for various brands.

REFERENCES
I am a writer
I am a digital

SKILLS
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

ABOUT ME
My name is Maya Moore and I am a writer and editor. I have written for various publications and have been hired to write for various brands.

EDUCATION
Bachelor's Degree in English
University of Florida, Gainesville, FL

CAREER HISTORY
I was hired to write for various brands. I am currently working on a book project and have been hired to write for various brands.

REFERENCES
I am a writer
I am a digital

SKILLS
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

CELEBRATION OF BLACK EXCELLENCE

Mrs. Fournier's Student Scholars

Created Resumes Of Black Excellence

KAMALA HARRIS

ABOUT MS
I was born in Oakland, California, on October 20, 1964. I am the United States' first female South Asian-American, African-American Vice President-Elect.

EDUCATION
Whittier High School
Whittier College
UC Berkeley College of Law

CAREER OVERVIEW
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
Joe Biden

AWARDS
I am a writer
I am a digital

INTERESTING FACT
My parents are Jamaican and Indian immigrants.

Mrs. Fournier's Student Scholars

Created Resumes Of Black Excellence

Michelle Obama

ABOUT ME
I was born in Chicago, Illinois, on June 17, 1964. I am the First Lady of the United States from 2009-2017.

EDUCATION
Princeton University
University of Chicago Law School

CAREER OVERVIEW
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
Joe Biden

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

Thomas Sankara

ABOUT ME
I am a lawyer and a public servant.

EDUCATION
University of Paris
University of Dakar

CAREER HISTORY
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

Amelia Earhart

ABOUT ME
I am a lawyer and a public servant.

EDUCATION
Stanford University
University of California, Berkeley

CAREER HISTORY
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

CELEBRATION OF BLACK EXCELLENCE

Mrs. Fournier's Student Scholars

Created Resumes Of Black Excellence

KAMALA HARRIS

ABOUT MS
I was born in Oakland, California, on October 20, 1964. I am the United States' first female South Asian-American, African-American Vice President-Elect.

EDUCATION
Whittier High School
Whittier College
UC Berkeley College of Law

CAREER OVERVIEW
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
Joe Biden

AWARDS
I am a writer
I am a digital

INTERESTING FACT
My parents are Jamaican and Indian immigrants.

Mrs. Fournier's Student Scholars

Created Resumes Of Black Excellence

Michelle Obama

ABOUT ME
I was born in Chicago, Illinois, on June 17, 1964. I am the First Lady of the United States from 2009-2017.

EDUCATION
Princeton University
University of Chicago Law School

CAREER OVERVIEW
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
Joe Biden

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

Thomas Sankara

ABOUT ME
I am a lawyer and a public servant.

EDUCATION
University of Paris
University of Dakar

CAREER HISTORY
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital

Amelia Earhart

ABOUT ME
I am a lawyer and a public servant.

EDUCATION
Stanford University
University of California, Berkeley

CAREER HISTORY
I am a lawyer and a public servant.

SKILLS
I am a writer
I am a digital

REFERENCES
I am a writer
I am a digital

AWARDS
I am a writer
I am a digital

INTERESTING FACT
I am a writer
I am a digital





"THERE ARE AS MANY WAYS OF BEING BLACK AS THERE ARE BLACK PEOPLE, BUT THE EXPERIENCE OF BEING BLACK UNITES US."

The African diaspora refers to the collective identity of the many communities of people of African descent dispersed throughout the world as a result of historic movements through forced and voluntary migration. The racial categorization of Blackness, however, was first created arbitrarily to justify forced enslavement.

As Black people embrace their identity, the reclamation of this racial categorization can be attributed to Black people's resilience in resisting systems of oppression. As articulated by Imagine Black, *"There are as many ways of being Black as there are Black people, but the experience of being Black unites us."*



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 37

WHAT STORY DOES THE DATA TELL?

For decades, Portland Public Schools has underserved its Black students.

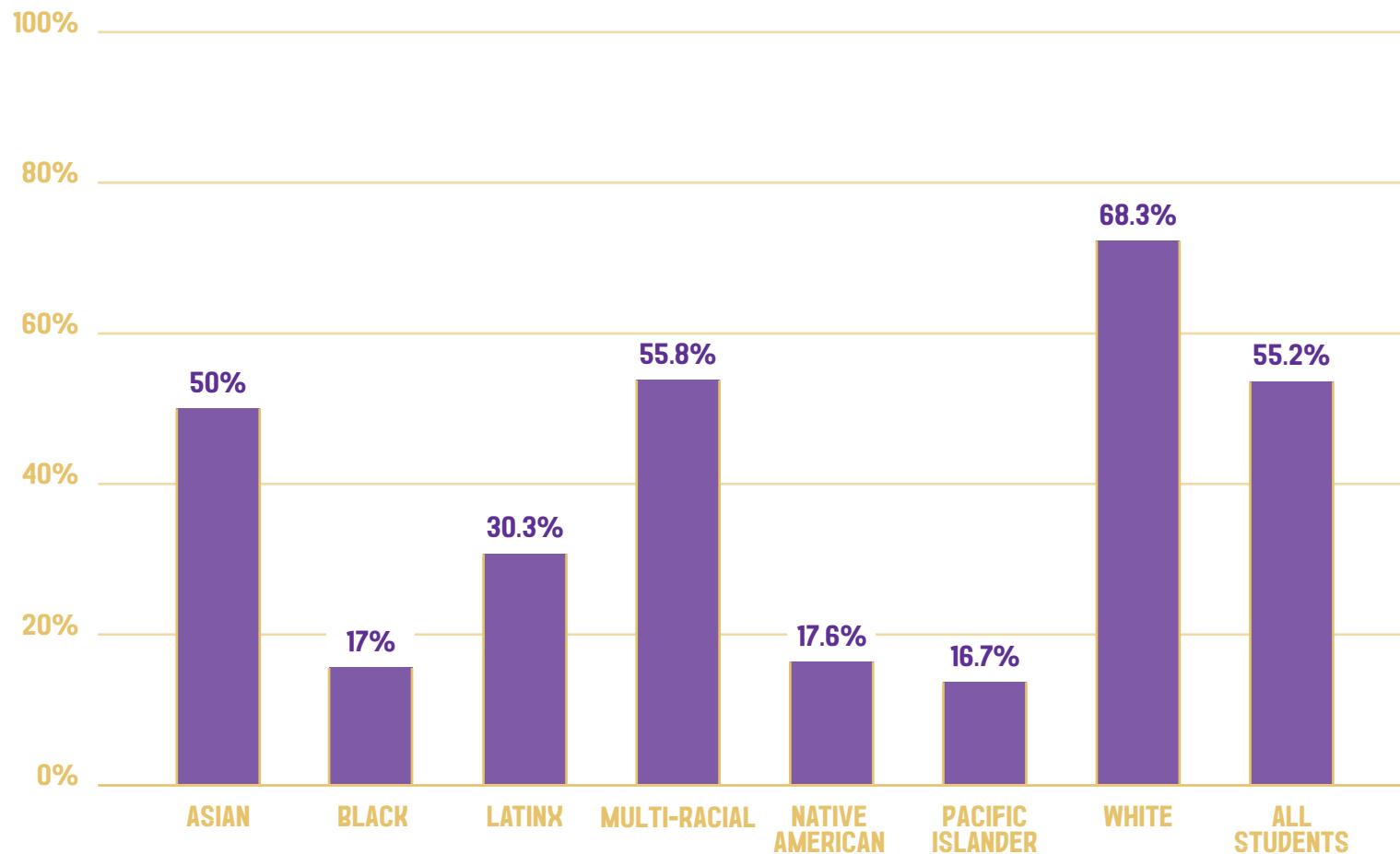
The proof is in the data: Systemic racism and discriminatory practices have negatively impacted the quality of education that Black students receive, resulting in a pernicious opportunity and achievement gap.





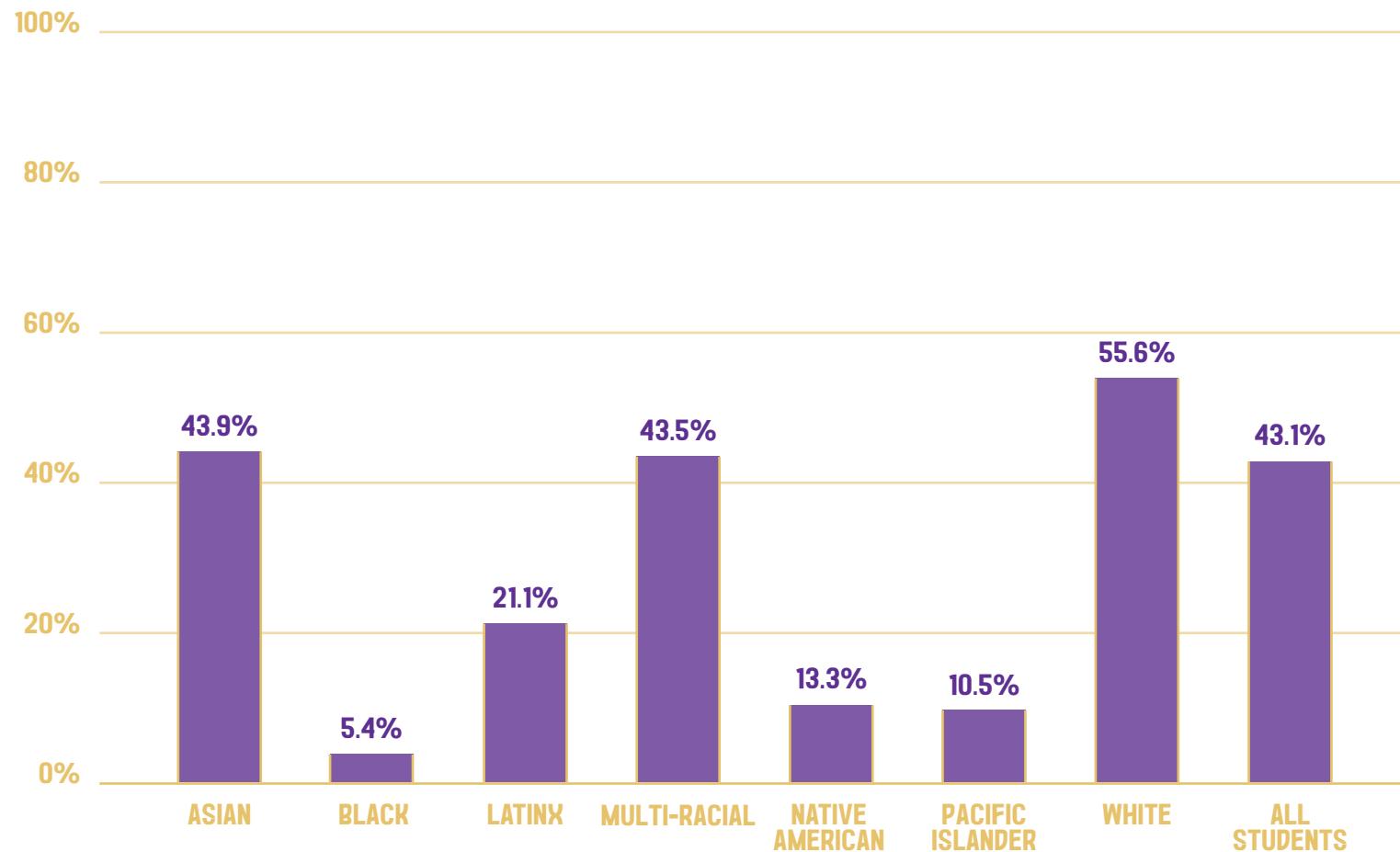
3RD GRADE READING | 2021-22 Third Grade Proficiency in ELA by Race/Ethnicity

Recent data shows that only 17 percent of Black students meet third grade reading proficiency levels.



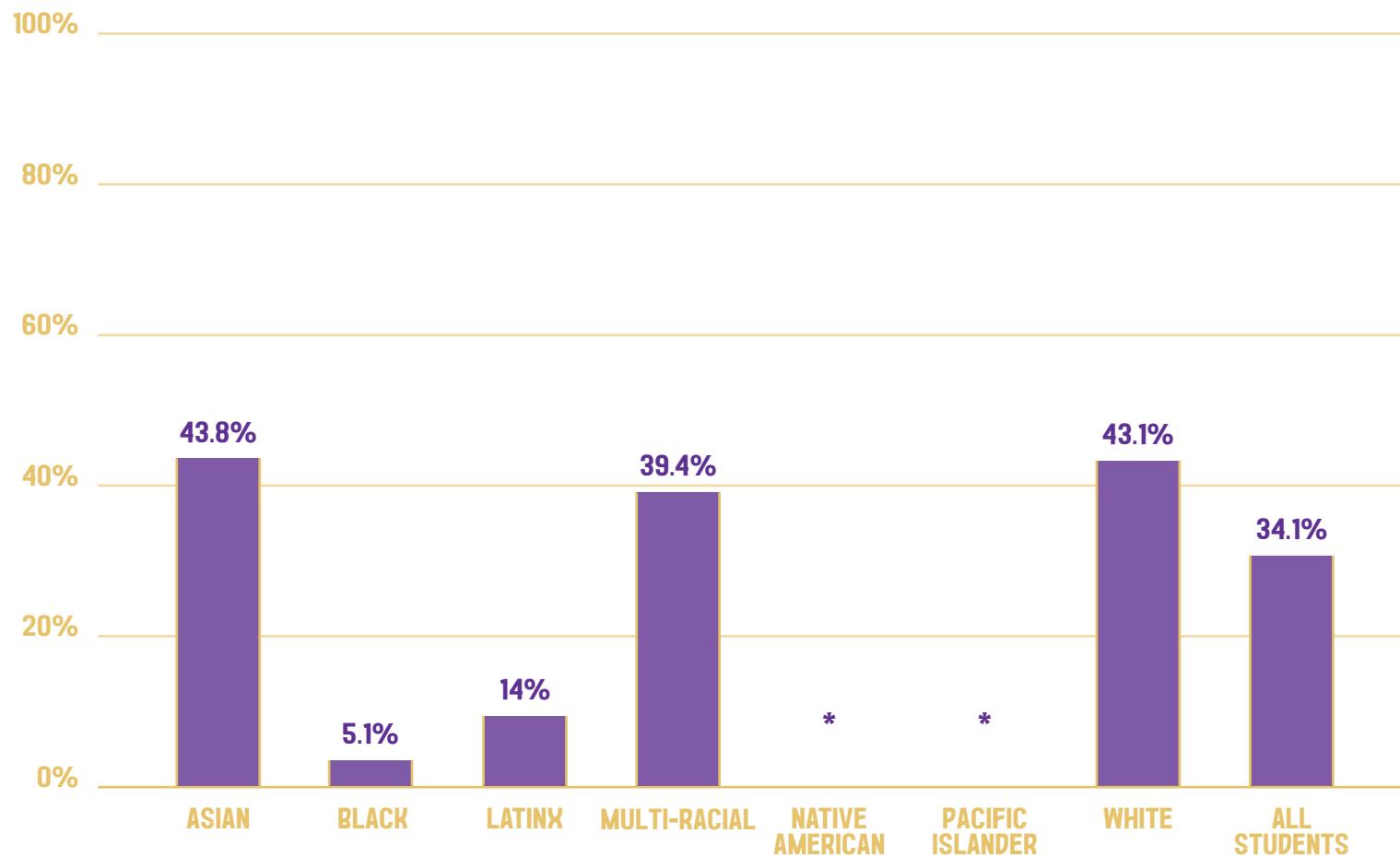
5TH GRADE READING | 2021-22 Fifth Grade Proficiency in ELA by Race/Ethnicity

By the time Black students are in the fifth grade, only five percent of them are proficient in math.



8TH GRADE READING | 2021-22 Eighth Grade Proficiency in ELA by Race/Ethnicity

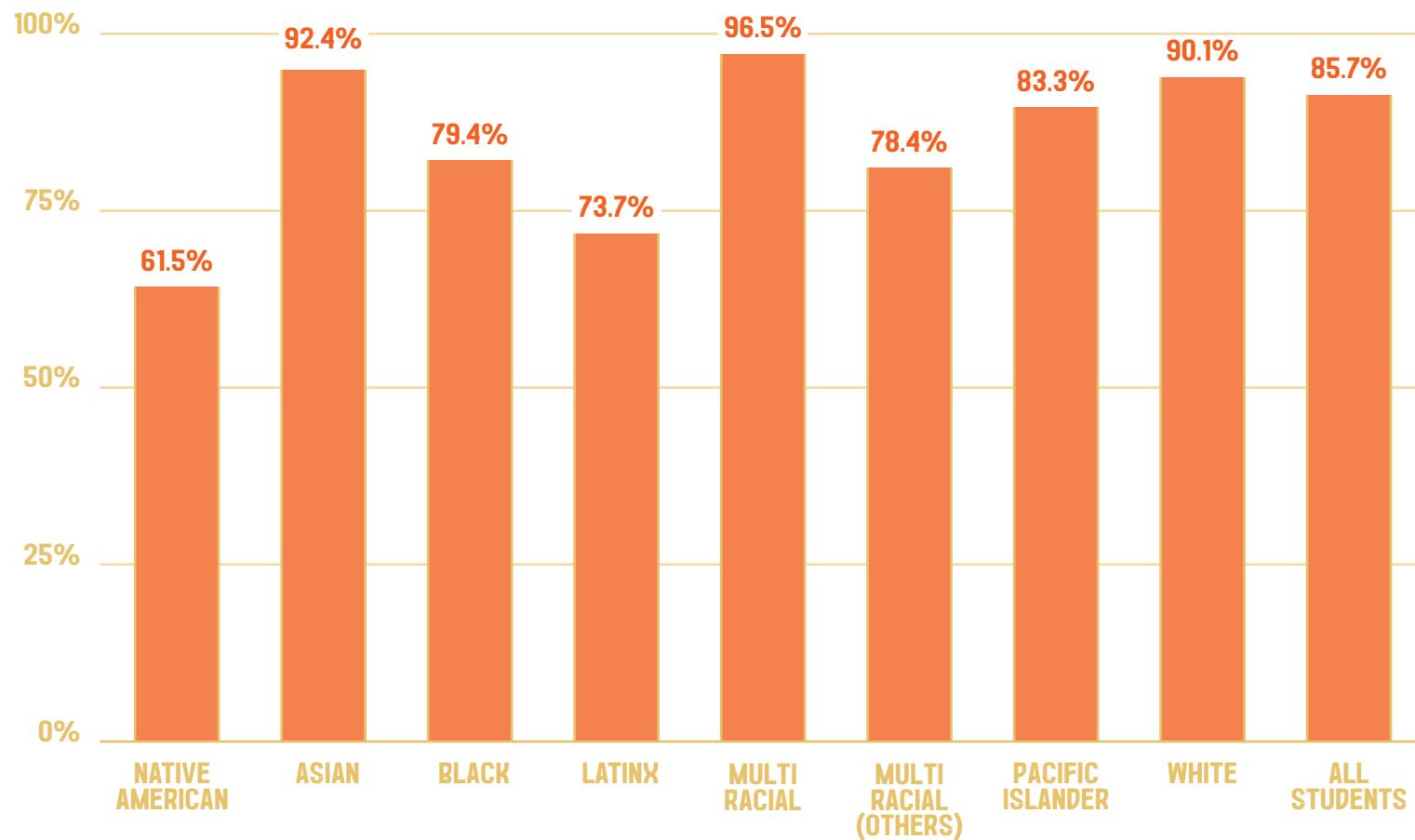
Among eighth graders, one out of every 20 Black students is proficient in language arts and math. Meanwhile, 43 percent of white students are equipped with the necessary skills they need to be successful in high school.



*Results are suppressed to protect student confidentiality. When a single group has fewer than 11 students, data for the second smallest group is also suppressed.

HIGH SCHOOL GRADUATION | 2021-22 High School Graduation Rates by Race/Ethnicity

Currently, 79 percent of Black students are graduating high school. That figure is unacceptable. All Black students deserve to not only graduate high school, but to do so proficiently with a post secondary plan.



Black students in Portland Public Schools are three and a half times more likely to be referred, excluded or sent to disciplinary hearing compared to their white peers. There is a direct correlation between discipline and graduation rates.

PPS DISCIPLINARY DATA MIRRORS NATIONAL TRENDS

We recognize that implicit bias influences everyone's decisions.

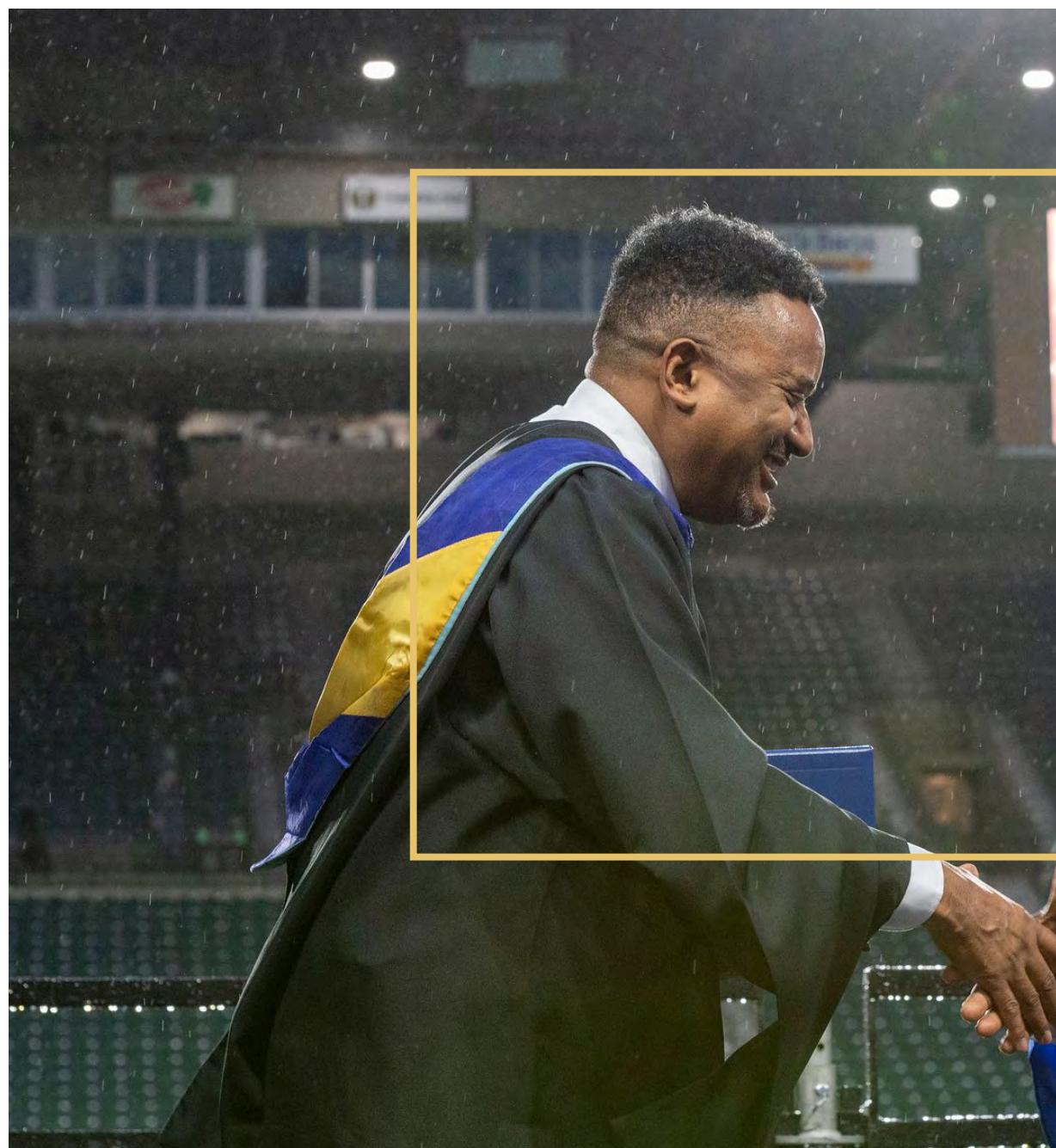
Across the US, Black, Native American and students of color and students with disabilities are disproportionately referred, suspended or expelled from public school.

Unfortunately, PPS is not an outlier.

There is a strong correlation between school discipline and the likelihood of dropping out, arrests, and incarceration.

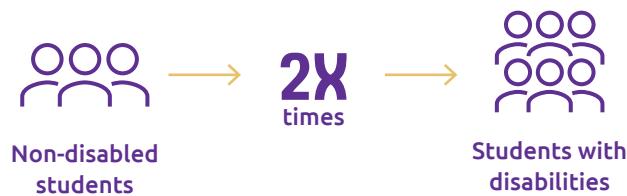
PPS discipline data mirrors disproportionate impact on students of color being referred, suspended, and sent to disciplinary hearings at higher rates than their white counterparts:

- Black Students: x 3.5
- Native American Students: x 2.5
- Latinx Students: x 1.24





In addition, **students with disabilities are referred and suspended 2x times the rate** of their non-disabled peers.



These results are not representative of Black students' capability. Rather, they are reflective of the system that underserves them. Black students deserve to receive high quality learning and better outcomes. The educational experience maintains their futures.

COMMUNITY DESIGN & ENGAGEMENT

**“INNOVATION IS
CREATIVITY THAT
DISRUPTS THE STATUS
QUO BY EMPOWERING
THOSE WHO WILL BE MOST
IMPACTED TO CREATE
POWERFUL CHANGE.”**

- INNOVATION STUDIO





as a lever for educator accountability in culturally responsive pedagogy that accounts for students' cognitive diversity

SPATIAL

information, threat, and social control manipulation

monica

OPERATIONAL

transportation
partners

OPERATIONAL

transportation
partners

SPATIAL

information, threat, and social control manipulation

monica

mental health & social
practices

SPATIAL

information, threat, and social control manipulation

monica

SPATIAL

information, threat, and social control manipulation

monica

SPATIAL

information, threat, and social control manipulation

monica

About the Innovation Studio

The Portland Public Schools Innovation Studio is a problem-solving accelerator that enables PPS teams across the organization to design equity-centered solutions in service of PPS Relimagined, the district vision and Forward Together, Portland Public Schools' 2021–2025 Strategic Plan for Equity, Inclusion, and Excellence.

Engagement Approach

The Center for Black Student Excellence design and engagement process is rooted in the Innovation Studio's Innovation Equity Design methodology. This method and accompanying mindsets exist at the intersection of racial equity, social justice and design thinking. Central to the process is the recognition that those most impacted by a challenge should be empowered to co-create the solutions. Innovation in PPS is defined as:

“CREATIVITY THAT DISRUPTS THE STATUS QUO BY EMPOWERING THOSE WHO WILL BE MOST IMPACTED TO CREATE POWERFUL CHANGE.”

While community engagement often falls on a spectrum, the Innovation Studio has maintained its resolve to Center, Collaborate, Empower and Involve Black students, staff, partners, experts, and community members in the co-creation of this historic plan. Throughout the process, the Innovation

Studio in partnership with project partners - such as Imagine Black Futures, Colloqate Design, and I Am MORE (Making Ourselves Resilient Everyday) - has employed trauma-informed healing practices, design justice, and Black radical imagination as foundational practices.



Community Design Phases

The project phases are reflected as a continuous progression, but it's also important to recognize that PPS has remained flexible to move at the speed of trust. Only recently, has the restoration process begun.



Phase I: Relationships, History, Healing and Needs Finding

Phase I of the CBSE design process included activities to encourage relationship building. During this phase, project participants explored the histories that have shaped the current Black student experience in PPS schools. In addition, project participants engaged in a needs analysis to define what the CBSE should accomplish on behalf of primary stakeholders.



Phase II: Inspiration and Ideation

During Phase II, project participants learned from examples of people and organizations that are demonstrating Black excellence. The Innovation Studio created immersive experiences to generate inspiration for what Portland Public Schools' CBSE could be as students and the community began to generate new and creative solutions to address the challenges inhibiting Black student success.



Phase III: Prototype and Test

During Phase III, project participants began to formulate a series of concepts to reimagine the Black student experience. Over several engagement opportunities, these concepts were reflected back to community members to be refined.



Phase IV: Test

During Phase IV, project participants continued to refine the concepts and focus on the implications of these shifts to the current system before submitting the plan to the PPS Board of Education for final approval.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 49

GUIDING PRINCIPLES

The Center for Black Student Excellence Design Team and Guiding Coalition created a **set of principles that will govern the vision and implementation of the CBSE over the course of several work sessions.**





These **eight guiding principles** are central to the CBSE's mission and will act as key influences to all decision making.

01



The Center for Black Student Excellence will ensure that **all students are seen, welcomed, valued and heard** for their genius through authentic engagement with rigorous learning to encourage openness to learning.

02



The Center for Black Student Excellence efforts will center Blackness unapologetically.

03



The Center for Black Student Excellence will ensure that **Black students and Black educators in PPS access empowering activities, services, and relationships**, regardless of their learning location by reimagining possibilities where they can be authentically themselves and be provided love, nurturing, and support.

04



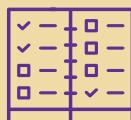
The Center for Black Student Excellence and its partners will ensure that **Black students will graduate** with a post-secondary plan.

05



Every aspect of the design of the Center for Black Student Excellence will emulate intentionality around **bringing out the excellence in Black students.**

06



The Center for Black Student Excellence programming will recognize and incorporate the brilliance of the past and present in the creation of African, African American, and Caribbean curriculum; assume best intentions of the members on the Center for Black Student Excellence committees; and center and apply the feedback of Black students.

07



The Center for Black Student Excellence **will prioritize justice and liberation.**

08



The Center for Black Student Excellence will cultivate a culture of trust, transparency and authenticity that centers students and accommodates their individuality and unique experiences.



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 53

JOURNEYMAP

This Journey Map details the **timeline** and **sequence of community design** and **engagement activities** from fall 2022 through spring 2023.





Developing a coalition of Black organizations who are committed to improving pay and housing, uniting and elevating the Black educational legacy for today and improving outcomes for Black students.

of power, opportunity, and transformation, community engagement.

FALL 2022 THROUGH SPRING 2023



2022

SEPTEMBER 20

PPS BOARD APPROVAL OF THE COOPERATION AGREEMENT BETWEEN PPS AND CENTER FOR BLACK EXCELLENCE (CBE)

The PPS Board adopted a resolution that read in part: "The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS ... working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators."

OCTOBER

IN-SCHOOL DESIGN RESEARCH: PHASE I

The district's Innovation Studio launched preliminary design research with students, staff, and families to understand the current experiences in our schools. This phase involved activities aimed at building relationships, healing, exploring the history leading up to the project, and needs finding.

OCTOBER 31

CBSE MIXER

The Innovation Studio held a kickoff gathering at the Prophet Education Center for members of the CBSE working groups. This gathering served as the first interaction with peers as the project moved into the design phase.

NOVEMBER 4-5

GUIDING COALITION #1

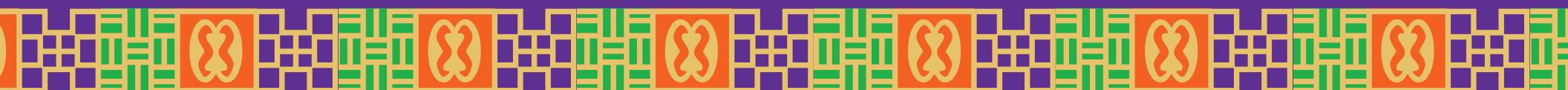
Through a set of curated activities, the Guiding Coalition performed a needs analysis, visioned towards the future, and became acquainted with the overall design process. The group explored the origins behind the project, discussed what current research says about the condition of Black students and families, participated in collective storytelling, and established guiding principles for the project.

2023

DEC 2022-FEB 2023

COMMUNITY ENGAGEMENT: PHASE II

The second phase of the work involved Inspiration and Ideation. Drawing from both local and national exemplars of Black excellence, an array of community organizations, Black community leaders, students, educators, and Portland residents learned from others to inform what could be possible for Portland's CBSE. Importantly, PPS students and recent graduates shared their aspirations and experiences within the district – crucial input for the design of the CBSE.



JANUARY 27-28

GUIDING COALITION #2

The Guiding Coalition built on the initial work from Fall 2022 to understand the origins and research basis for the project, and focused squarely on student voice. During this gathering, the Guiding Coalition leaned on art, design fiction, multimedia and primary source documents to begin generating creative solutions to the challenges identified during the first session. This served as the first opportunity to begin defining a CBSE brand identity.

FEBRUARY 17-18

GUIDING COALITION #3

The Guiding Coalition established foundational knowledge in how to read space, shared ideas about the physical design of the CBSE and contemplated how the CBSE infrastructure might coexist alongside current PPS facilities. In addition, the group raised and prioritized the programmatic needs of the CBSE both in schools and within the new infrastructure. To further develop the brand identity, the group studied the efficacy of how students currently receive messaging.

MARCH-APRIL

COMMUNITY ENGAGEMENT: PHASE III

During the prototype and testing phase, community members began to see the emergence of vision and strategies – while also refining early assumptions. These stakeholder-specific engagements elicited discussions about safety, educator beliefs, the family's role, special education, immigrant and refugee experiences, identity, belonging, engaging elders, career pathways, the role of faith based communities, partnership and collaboration.

MARCH 17-18

GUIDING COALITION #4

During the final session, the Guiding Coalition spotlighted parent and caregiver voices and student gifts and talents. The group mapped system level barriers to mitigate against, and collectively reviewed and refined all of the work to date.

APRIL 1-30

COMMUNITY ENGAGEMENT: PHASE IV

The final phase of the design process involved staff interviews to understand the implication of the emerging CBSE on the system at large with the goal of submitting final recommendations to the Portland School Board to vote on by May 23rd, 2023.



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 57

A LETTER FROM THE SUPERINTENDENT & EXECUTIVE SPONSOR

Four years ago, our community came together to reimagine our district and specify the qualities we wanted our graduates to exhibit. Over the past four years, we've been building, shifting, and shaping our educational system into the equity-centered institution our students and community deserve.

It is now time that we finish building and then institutionalize a critical force in our system's transformation: the Center for Black Student Excellence. Following deep stakeholder engagement, we are ready to join with the community to bring this innovative constellation of infrastructure, strategies, and newly designed systems to life.

We know why we need the Center for Black Student Excellence. Our Black students experience persistent, generational, and unacceptable achievement gaps. They graduate at lower rates. They are disciplined more often. Too often, they are taught by educators who do not look like them or share their lived experiences. Until recently, they were often taught lessons from curricula that did not acknowledge the contributions of Black people or celebrate their excellence. As a society, we face historical, structural, and systemic obstacles to unlocking our Black students' potential.

Thankfully, we have a community that is committed to the work. In 2020, 75% of voters endorsed the Center when they voted for our most recent school modernization bond. Since the visioning work began, hundreds of stakeholders – especially from Portland's Black community – have dedicated time and energy to produce this document you are reading. These people and organizations will now join with others in standing up this transformative program. We are incredibly blessed to begin this project with this level of support.

Fortified with this support, a clear vision, and strong sense of best practices, Portland Public Schools is proud to offer this plan to our Board, our students, and our community.

In community,

Guadalupe Guerrero

Superintendent of Portland Public Schools

Dr. Cheryl Proctor

Deputy Superintendent of Instruction & School Communities
Executive Sponsor, Center for Black Student Excellence







02. CBSE VISION

- **Summary**
 - A Place
 - An Approach
 - A Redesign of the System
 - PPS RESJ Theory of Action
 - Graduate Portrait
 - Forward Together
 - Themes
 - Strategic Outcomes
- **Design Fiction**
“A Day in the Life of” - Our Personas

SUMMARY

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.





The Center for Black Student Excellence comprises a PLACE, AN APPROACH, and a REDESIGN of Portland Public Schools to ensure aligned coordination of efforts so that every Black student succeeds. **Undergirded by Black scholarly research, community advocacy, identity, culture, and belonging, students fundamentally experience school differently and are embedded within an ecosystem of care.** Outcomes improve exponentially and Black students have a plan for their path beyond graduation, as illuminated in the graduate portrait:

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.

Community violence has reduced with the return of collectivism and community building. Portland's model becomes an exemplar on a national scale of the possibilities that emerge when the community and public education system work shoulder to shoulder to redefine the future for Black students.

Black student excellence is defined as student efficacy, connection to the community and knowledge of oneself, mastery of foundational

concepts, and perseverance in the learning experience. In addition to core academics, students demonstrate confidence and the skillful ability to share boldly on topics of interest. **They recognize that their excellence is innate**, and they reclaim their own cultural narratives. Joy is visibly present as students cultivate a practice of healing even on days they don't feel their best. This is inclusive of all students in the African diaspora regardless of linguistic, ethnic, or experiential diversity.





PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 65

A PLACE

Students, staff, and community members have a dedicated place to experience Black joy and healing. The infrastructure serves as a resource hub of programs, aid, and multi-use spaces as students gather for affinity, staff gather for professional development, and community members gather to facilitate honest discussions. The resources of the space extend digitally for families who've been displaced and for accessibility.



AN APPROACH

The standard of excellence is exemplified through measurable outcomes across student, staff, and partner groups. Student leadership development opportunities and self-efficacy are encouraged and supported through peer and intergenerational mentorship. Students have consistency in the PK-12 educational experience that results in high achievement. Students with various developmental and social needs are adequately seen and resourced, including LGBTQIA2S+ students, and students with disabilities.

Educators with proven track records of success are celebrated, and managed risk taking is supported. All educators continue to refine their practice and are supported with the necessary professional learning.

Black staff retention has increased because the environment has shifted to support their health, safety, growth, and development.

Families and caregivers are leveraged for their expertise and coached to navigate the system including non-Black parents of Black children. Schools become a place for continuous learning for honest local histories as new families move to the area. Non-Black families are allies in the pursuit of Black student excellence.



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 67

A SYSTEM REDESIGN

The system redesign is rooted in redistribution of power from silos to community networks, processes of competition to collaboration, transparency, and accountability. A new educational pathway is formed in historic Albina including Jefferson High School, Harriet Tubman Middle School, KairosPDX, Martin Luther King Elementary, Boise-Eliot Humboldt Elementary and displaced families. The strategies of the Center for Black Student Excellence scale to ensure that Black students across Portland Public Schools are seen, valued, and held to high standards.

At the district level, efforts are coordinated to ensure high-quality delivery of service to schools and communication is clear, consistent, and reliable. Teams meaningfully collaborate so that efforts are not duplicated. And through repeated behavior change, PPS cultivates opportunities for communal healing.

Community leaders and organizations contribute to a tightly woven network of educators, service providers, community members and entities working in coordination for the benefit of Black students. In the system redesign, every member of the community feels a sense of shared responsibility for the outcomes of Black students, and the organization has established accountability measures to reflect progress.





PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO



CBSE 69

PORLAND PUBLIC SCHOOLS STRATEGIC PLAN THEORY OF ACTION:



IF... WE BRAID RACIAL EQUITY AND SOCIAL JUSTICE STRATEGIES INTO OUR INSTRUCTIONAL CORE, WORK WITH OUR STUDENTS, TEACHERS, AND CONTENT, AND BUILD OUR ORGANIZATIONAL CULTURE AND CAPACITY TO CREATE A STRONG FOUNDATION TO SUPPORT EVERY STUDENT...

THEN... WE WILL REIMAGINE PORTLAND PUBLIC SCHOOLS TO ENSURE EVERY STUDENT, ESPECIALLY OUR BLACK AND NATIVE AMERICAN STUDENTS WHO EXPERIENCE THE GREATEST BARRIERS, REALIZE THE VISION OF THE GRADUATE PORTAIT.

As Portland Public Schools in partnership with Black students, partners and community members move towards implementing the vision of the Center for Black Student Excellence, it is important for the organization to rely on the most impactful levers for change which includes coordinated and thoughtful implementation of Forward Together, PPS' strategic plan with a specific lens on Black students. While Forward Together doesn't, in its entirety, express the desires of the community, it serves as one lever of systemwide accountability. Forward Together is organized into four major themes that have been identified as areas of focus, aimed at producing meaningful outcomes.

FORWARD TOGETHER THEMES

Racial Equity and Social Justice

Cultivate a Culture of Racial Equity and Care

Reimagine Relationships and a Sense of Belonging

Plan the Center for Black Student Excellence

Ensure Equitable Access to Facility Resources

Inclusive and Differentiated Learning for Every Child

Develop an Integrated Instructional Framework

Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

Professional Excellence and Support

Develop a Diverse, High-Quality, and Thriving Workforce

Embracing Change

Build a Collective Sense of Trust and Belonging

Embed System-Wide Data-Driven Continuous Improvement Practices

Implement a Proactive, Effective, and Creative Communication Practice

Cultivate and Promote Aligned Community Partnerships

Develop a Coherent System-Wide Community Engagement Approach



PORTLAND PUBLIC SCHOOLS

INNOVATION STUDIO

CBSE 71

DESIGN FICTION

Design fiction is a practice that allows designers to imagine what the future could look like.

Personas help designers to create understanding and empathy with the end-users. **Personas are fictional characters that represent the needs of a larger group.**

Each of the attributes of the personas are representative of students, families, staff, and partners that we became familiar with throughout the design process.

As we vision to the future of a fully realized, Center for Black Student Excellence, read about how it could manifest in these short design fiction stories.





SOLUTION CREATING

Brainstorm all of the potential solutions that might meet my needs

Belief that
Education is a basic
human right. How
do we get there?
Believe in equality.

Educator Support
Create a system that allows for regular check ins and tracking down students

Student Support
Create a system that allows for regular check ins and tracking down students

Shrinking mental
health gap



PK STUDENT ADAM SIMMS

Day in the Life



Adam, age 4, is an African American boy who lived with both parents until his mother passed away from cancer. He now lives with his grandmother and his father, who struggles with substance abuse and works long hours for low wages. Their family is rooted in Northeast Portland, where his great-grandfather founded a Black church. In his Afrocentric preschool classroom, Adam is encouraged to play and learn by doing because he largely communicates with his body language. After school, his grandmother takes him to the CBSE, where Adam has access to a speech pathologist, academic support, and family trauma-informed counseling. Adam's father attends parenting classes and also has an assigned grief and addiction counselor whom he meets with regularly. The CBSE provides the family with nourishing meals and upskilling classes so his father can pursue higher-paying employment.



K-5 STUDENT FADUMA HASSAN

Day in the Life



Faduma, age 8, is a fourth-grade immigrant student at Dr. Martin Luther King Elementary School. She is from a populous coastal community in Somalia with a trading port, and English is her second language. As her original language is oral and not written, Faduma often serves as the translator between school and home. School staff immediately noticed her social and leadership qualities, as she is lively, creative and thrives in art and math. Her parents want her to become a doctor. She is still trying to make sense of American culture. The Hassan family now meets regularly with a translator who talks about the immigrant support services, events and programs through PPS and the CBSE. This means Faduma no longer needs to be the sole translator between her school and her family. Faduma's parents are now aware of all school activities and Faduma is able to connect with culturally specific resources from the CBSE like its art and history lessons.



**6-8 STUDENT
NICO THOMAS**

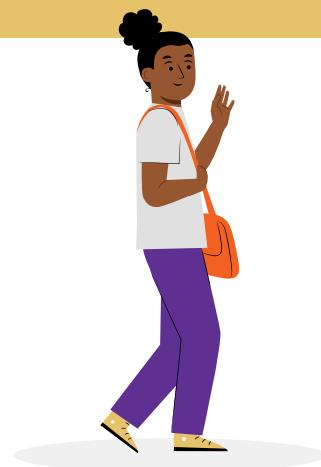


Day in the Life

Nico, whose country of birth is Ethiopia, is a 13-year-old transgender 7th grader who was adopted into a white family. They are an only child with supportive parents. However, Nico has experienced negative encounters at school, so they disengage often. They are more interested in cultural learning than traditional classes and are connected to the queer affinity group on campus. Nico's parents use the CBSE website to find learning opportunities for them to better support Nico in their Blackness. Additionally, Nico's parents contact PPS' Civil Rights Office to investigate Nico's experience at school. They swiftly respond in a timely fashion. By the following quarter, Nico and the other students have undergone peer mediation and their experience has shifted completely.



**9-12 STUDENT (SPED)
JAMAL BAPTISTE**



Day in the Life

Jamal, age 14, is an African-American boy. He has had a difficult adjustment to Portland after his family moved from Louisiana, where he was accustomed to seeing more students and educators of color. His college-educated parents suspect their child has undiagnosed PTSD, depression and anxiety, and the family hasn't yet settled into finding a Catholic church. Jamal does well in sports, music and after-school robotics club. He has had regular discussions with his counselor about transitioning to his new school. His counselor has met with him weekly at school to inquire about his school transition and has informed his family of all of the services that are available to them like rental assistance and Individualized Education Plan (IEP) assessments. By the end of the year, Jamal's counselor and family have collaboratively worked together to support Jamal to discover his academic and social spark.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 75



 **FAMILY #1**
CAMREN AND CHRIS JOHNSON

Day in the Life

Camren and Chris, a financially secure older couple with children, are white transplants from California to Portland. They had a longstanding corporate career where they moved to various locations throughout North America and Southeast Asia. They just purchased a new home within the Albina neighborhood in inner-North Portland without knowing much of the local history. They prefer to be considered liberals, but have had minimal engagement with the Black community. They are excited to get involved in the educational community through their philanthropy and volunteerism. After learning about the Center for Black Student Excellence (CBSE), they are finding several ways to participate in community discussions and engagements. The CBSE has several entry points for them to learn about the history of the Albina neighborhood and the value of the phrase "When Black children are well, all children are well."



 **FAMILY #2**
JENNIFER AND JAMES JACKSON

Day in the Life

James and Jennifer, both in their late 30s, are Jefferson High School graduates who live in the Parkrose neighborhood in East Multnomah County, but their church community is in Albina, where they grew up. They were priced out of their neighborhood after three generations. But because of PPS' Right to Return agreement, their daughter Janet, a 4th grader, attends Dr. Martin Luther King Jr. Elementary School; Jasper, is an 8th grader at Harriet Tubman Middle School; and Jaiden is an 11th grader at Jefferson High School. With a single family car, they appreciate the Parkrose bus route which picks up and drops off their students for school. The CBSE has been a place where the Jackson Family can learn more about what is going on in the community even though they have been forced to leave the neighborhood.



EDUCATOR #1 ARMANDO PEREZ-SMITH

Day in the Life

Mr. Perez, age 27, is a fifth-grade educator at Boise Eliot/Humboldt Elementary, and he is early in his teaching career. He is a bilingual, first-generation college graduate who wants to leave an impact on the next generation, especially as he remembers the challenges he faced growing up. He wants to leave an impact on the next generation of students and make his immigrant parents proud. Because Perez-Smith is a native Spanish speaker, he has been vital to speaking with families whose primary language is Spanish. He participates in the Parent Teacher Home Visits (PTHV) program to learn more about the cultures of Boise-Eliot/Humboldt's Black families to better support their students in school. With regular professional development, Perez is becoming a stronger educator.



EDUCATOR #2 MRS. SHIRLEY JOHNSON

Day in the Life

Mrs. Shirley, age 57, is an African American, veteran educator at Jefferson High School, and provides a classroom where students are drawn to her before and after school. She has high expectations of her students and ensures each of her students graduate with a post-secondary plan. She lives in the Albina neighborhood and is a parent of three children. She is a 4th generation Portlander and NAACP member. As a multi-award winning educator, she receives an annual stipend to support newer educators in learning culturally responsive pedagogy. On her weekends, she visits the CBSE to mentor students who adore the compassion and love she holds.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 77



COMMUNITY BASED ORGANIZATION #1

ROBERT DIXON

Day in the Life

Robert, age 43, leads a staff of mostly native Portlanders who provide culturally specific empowerment programming. Robert has several opportunities to meet with the team overseeing contracts before the Request for Proposals are due. Staff provide Robert with clear guidance and technical assistance to make his submission process simple. As a partner, Robert and his staff are seen as essential to the fabric of the district. His organization advocates for more parent involvement. In collaboration with the Office of Technology and Information Services (OTIS) and the CBSE, Robert's organization teaches Black families how to better support their students in a rapidly changing technology world.



COMMUNITY BASED ORGANIZATION #2

CHI PATTERSON

Day in the Life

Chi, age 24, is a bi-racial, culturally specific service provider working within Harriet Tubman Middle School whose passion is to support students. Because she "sees no color," she struggles to relate to the students of color demographic, as she defaults to supremacy culture, having been raised by a white mother and Black father. She likes her job, and a new metric for evaluating program success now allows her to hold students to a high standard with clear outcomes. In training at her site, she is finding new ways to stop the spread of intraracial harm between her and the Black students she works with. She has grown her anti-racist reading list from the suggestions in the weekly CBSE newsletter.



HEALING - MENTAL HEALTH PRACTITIONER #1

DR. QUANDRAE O'NEIL

Day in the Life

Dr. O'Neil, age 40, is a bi-racial, married, highly educated counselor. While he grew up in dominant culture, he is heavily influenced by Black scholars such as Cornel West and Bob Moses. O'Neil has a doctorate from Harvard, specializing in middle-school education. He balances between wielding his credentials and genuine connection with students, as his upper middle class background created some distance between him and his students. He understands that children are inherently brilliant, but trauma is happening everyday. He leverages the CBSE to provide mental health services such as private offices and communal healing spaces. His office has posters of influential Black leaders, law makers, journalists, thinkers, athletes, and activities that students can look up to.



HEALING - MENTAL HEALTH PRACTITIONER #2

JON KAMERY

Day in the Life

Jon, age 38, is a native Portlander who spent many years in the metro D.C. area before returning to Portland to help take care of an elderly family member. As an HBCU alumnus, he prides himself on being intuitive as a holistic health-school psychologist. He teaches trauma-informed yoga, breathing techniques, and martial arts as a form of discipline and introspection, as he deeply understands how trauma affects the body. He is a father figure to everyone, especially Black boys. Jon's children attend school in Southeast Portland. Jon works from the drop in offices at the CBSE between his school visits. After years of advocating for students, he has the full support of teachers and staff as they have been informed of the importance of mental health resources for Black students.





03. PLACE

- **Summary**
 - Design Justice
 - Type of Infrastructure
- **Community Narratives**
- **Place Types**
- **Resources Mapping**

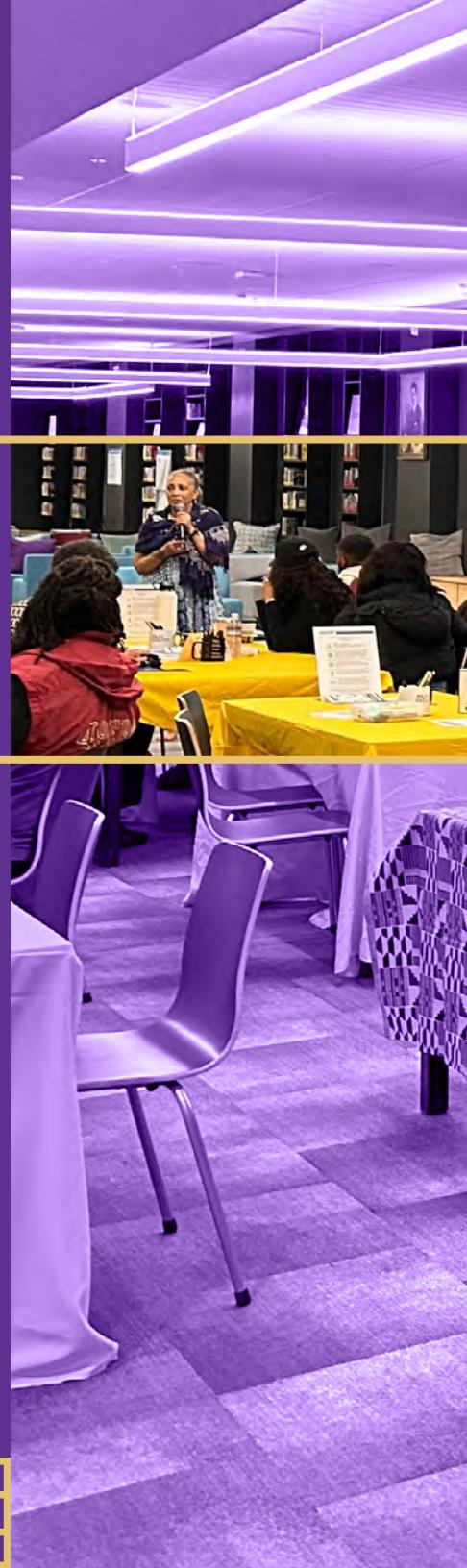
In collaboration with



**IMAGINE BLACK
FUTURES**

SUMMARY

Place refers to how the Center for Black Student Excellence **is designed in response to student, staff, and community-identified priorities.**





Writing
love
Romance
dating
emotions



Writing
love
Romance
dating
emotions

#BLACK
EXCELLENCE
Kassarrian
Ingera
And how are the children?

DESIGN JUSTICE

To design is to have an unyielding faith in the potential for a just society. It is an act of individual and collective hope that has the potential to express collective values and amplify community power through the processes and outcomes of design. However, historically, the design profession has excluded justice and equity as part of the design process and has further marginalized the very groups who are most apt to name their own needs.

Making design decisions through the lens of Design Justice necessitates evaluating not only physical school spaces, but also the systems which define how a space is able to function.





TYPE OF INFRASTRUCTURE

The Center for Black Student Excellence will serve as a central hub with spatial components embedded in schools and accompanied by a digital infrastructure. Space types are rooted in community narratives.

COMMUNITY NARRATIVES

THROUGH COLLECTIVE ACTION
AND TRANSFORMATIVE
RELATIONSHIPS, WE CAN
CHALLENGE OPPRESSIVE
SYSTEMS, HEAL
INTERGENERATIONAL WOUNDS,
AND BUILD A RESILIENT AND
THRIVING COMMUNITY.







HEALING JUSTICE AND COMMUNITY CARE

Healing Justice: Definition

Healing Justice is a framework seeking to intervene in generational trauma and to build collective power toward our resistance and collective survival (Hayes, 2023). The concept of Healing Justice centers around intervening in generational trauma and cultivating collective power as a means of resistance and collective survival. It challenges societal norms and calls for a fundamental shift in how we engage in interpersonal relationships, empowering ordinary individuals to forge collective approaches to healing, support, interventions, accountability, and transformation.

At its core, Healing Justice prompts a reevaluation of organizational dynamics, emphasizing the importance of self-care and healing practices within collective groups. It recognizes that individual well-being is intricately linked to the well-being of the community. Moreover, it demands a cultural shift within systemic oppression and institutions, tackling the root causes of harm and violence by transforming the social conditions and institutions that perpetuate or support such harm within the Black community.

By embracing the principles of Healing Justice, we can foster a nurturing environment that uplifts the Center for Black Student Excellence and supports the holistic well-being and empowerment of Black individuals. Through collective action and transformative relationships, we can challenge oppressive systems, heal intergenerational wounds, and build a resilient and thriving community.



SAFETY

Safety: Definition

This narrative includes both safety and security. The fostering of a safe and secure environment involves prioritizing both safety and security. Safety entails creating a sense of security and reducing incidents of physical and emotional harm, including public health concerns. Security measures refer to access control and procedures that are put in place for the safety of public professionals and staff. The sense of safety felt by a community is impacted by these security measures, which should also take into consideration the mental health and wellbeing of the community.

One crucial aspect of safety is dismantling the school-to-prison pipeline. This pipeline refers to policies and practices that disproportionately push Black youth out of schools and into the criminal justice system, often due to harsh discipline policies, biased policing, and inadequate educational resources.



HOLISTIC SUPPORT

Holistic Support: Definition

This narrative defines the need for wraparound support including care for families in order for those students to thrive academically. It moves the education system's responsibility beyond only academic outcomes.



PATHWAYS TO SUCCESS

Pathways to Success: Definition

This category considers the myriad of opportunities for learning that support students to thrive in life beyond secondary education.



COLLABORATIVE ECOSYSTEM

Collaborative Ecosystem: Definition

This narrative envisions a system and place where educators, organizations and individuals share resources and collaborate to maximize potential for serving Black Youth. It reflects the belief that **'we are stronger together'**.

The creation of a collaborative ecosystem includes coordinating and supporting existing resources and efforts, seeking a location that has synergy with other Black institutions, distributing ownership, sharing space, and removing barriers to access.



FOSTERING BLACK JOY

Black Joy: Definition

The experience of joy is both foundational to healing, and also the result of a healed, restored, and truly affirming place that would be created through success in achieving the goals of the other community narratives. Centering Blackness unapologetically creates an environment full of caring community and connection where students have the safety to play freely. This includes a celebration of Black art and culture.

PLACE TYPES

VISUALIZING
PLACES AT THE
CENTER FOR
BLACK STUDENT
EXCELLENCE.





AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR PLAY

To have culturally Black spaces of play is an investment into the health and happiness of the Black community as well as addressing the impacts of historic disinvestment.

Spaces of play create joyful opportunities for rest, release, and restoration. Play is a critical part of considering a physical place for the Black community because there are very few places for Black youth to fully express themselves, play, and feel safe doing so.

Correlating narratives:



Healing



Safety



Black Joy

Community-Identified Places for Play

- Gymnasium
- Outdoor courts
- Fields Swimming Pool
- Gaming station / Arcade
- Youth kickback/ hangout
- Coffee shop
- Salon
- Bowling Alley
- Movie Theater
- Skating Rink
- Youth
- Park Playground

PRECEDENTS



PLACES FOR PLAY



IMAGINE...

A large room with concrete floors has multiple areas where groups of young people are spending time together. The back left wall is black with 3 big paintings in vibrant colors, there is a glow strip of pink, blue and green along the wall base. Three groups of green chairs around yellow tables sit along this wall. The right wall is covered in a black and white geometric pattern. There are two vending machines with snacks and a large multicolored painting. In the middle of the room there is a wooden island with four half circle booths. At the front of the island is a green rug with couches, bean bags, low tables and youth playing video games. Along the front edge there are two wooden tables with green chairs. One table has a chess game on it, one has dominoes. The front corner has a smaller rug with bean bags, a person sitting and a person in a wheelchair talking.

VISUALIZING WHAT A YOUTH KICKBACK MIGHT LOOK LIKE

TYPICAL SQUARE FOOTAGES:

1,000 sf min

Gymnasium 5,000-8,000 sf

Playgrounds 75 sf per child

Auditorium 4,600 sf min
(highly variable depending on audience count and layout)

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR COLLABORATION

This narrative imagines a system and place where Community Based Organizations and individuals share resources and collaborate to maximize potential for serving Black Youth. Desired solutions are embedded in values of Umoja and Ujamaa - Unity, Collective Work and Responsibility. It reflects the belief that 'we are stronger together'.

Correlating narratives:



Healing



Collaborative
Ecosystem



Pathways
to Success

Community-Identified Places for Play

- Hot-desks
- Conference rooms Huddle
- spaces
- Printing/Scanning room
- CBO Incubator Office spaces
- Bookable Event spaces
- Supply Library / Maker Space
- Storage
- Outreach van / Mobile truck

PRECEDENTS



PLACES FOR COLLABORATION



VISUALIZING WHAT A CBO CO-WORK MIGHT LOOK LIKE

IMAGINE...

Groups of people work in different spaces within a large room. The room has gray concrete floors with two small breakout rooms on the right side, one with blue walls and one with dark reddish brown walls. Next to the breakout rooms is a supply area with printers and shelves of helpful items. There is a large leafy plant in a wooden pot next to the shelves. A large open space is in the middle with a long wooden table with bright orange chairs. The main wall has geometric patterns, a dry erase board and a cork board. There is also a group of comfortable yellow chairs around a low table sitting on a reddish brown rug. On the left side, there are four half walled work areas with textile patterns and wooden desks. Large leafy plants sit along the walls of the work areas.

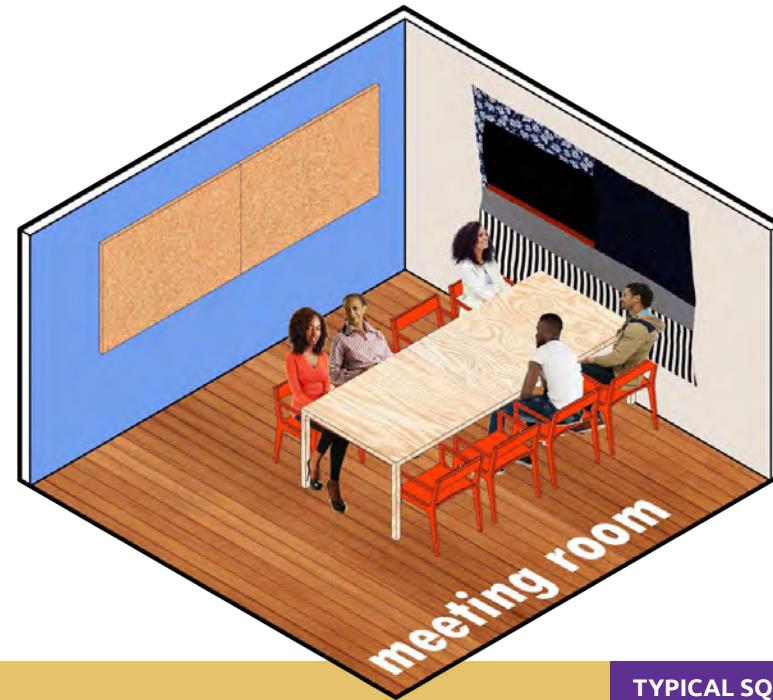
TYPICAL SQUARE FOOTAGES:

100 sf per person
120-300 sf for print & supply area

PLACES FOR COLLABORATION



SMALL HUDDLE & MEETING ROOMS



IMAGINE...

Two small rooms with warm wood floors host small groups of people working together at wooden tables. One room has a bright blue wall on the left with cork boards. The right wall is cream colored with a black and white striped tapestry. The Text indicates this space as a meeting room. The second room is smaller with one patterned wall and one cream wall with a framed article on the wall.

TYPICAL SQUARE FOOTAGES:

Huddle 70 to 140 sf;
Meeting Room
120 sf small
220 sf medium
550 sf large

PLACES FOR COLLABORATION



VISUALIZING WHAT A CLASSROOM MIGHT LOOK LIKE

IMAGINE...

A large open room with warm wooden floors. There is a u-shaped configuration of wooden tables with bright orange chairs. People sit around the table looking at a projected image of a woman on a pink background holding up her fist. The wall is burgundy. The other wall is a light cream color with pinned up diagrams, a cork-board, and a dry erase board.

TYPICAL SQUARE FOOTAGES:

900 to 1,500 sf

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR GATHERING

At the heart of healing, teaching, and joy within the Black community are events that bring folks together in community. Gathering becomes more than recreational, in these spaces are where elders share stories, mothers pass down generational recipes to their daughters, and youth discover a network of support that they can rely on.

Correlating narratives:



Healing



Collaborative Ecosystem



Pathways to Success



Black Joy

Community-Identified Places for Play

- Front Porch
- Kitchen
- Backyard
- Large flexible room
- Dining Room

PRECEDENTS



PLACES FOR GATHERING



VISUALIZING WHAT A COMMUNITY KITCHEN MIGHT LOOK LIKE

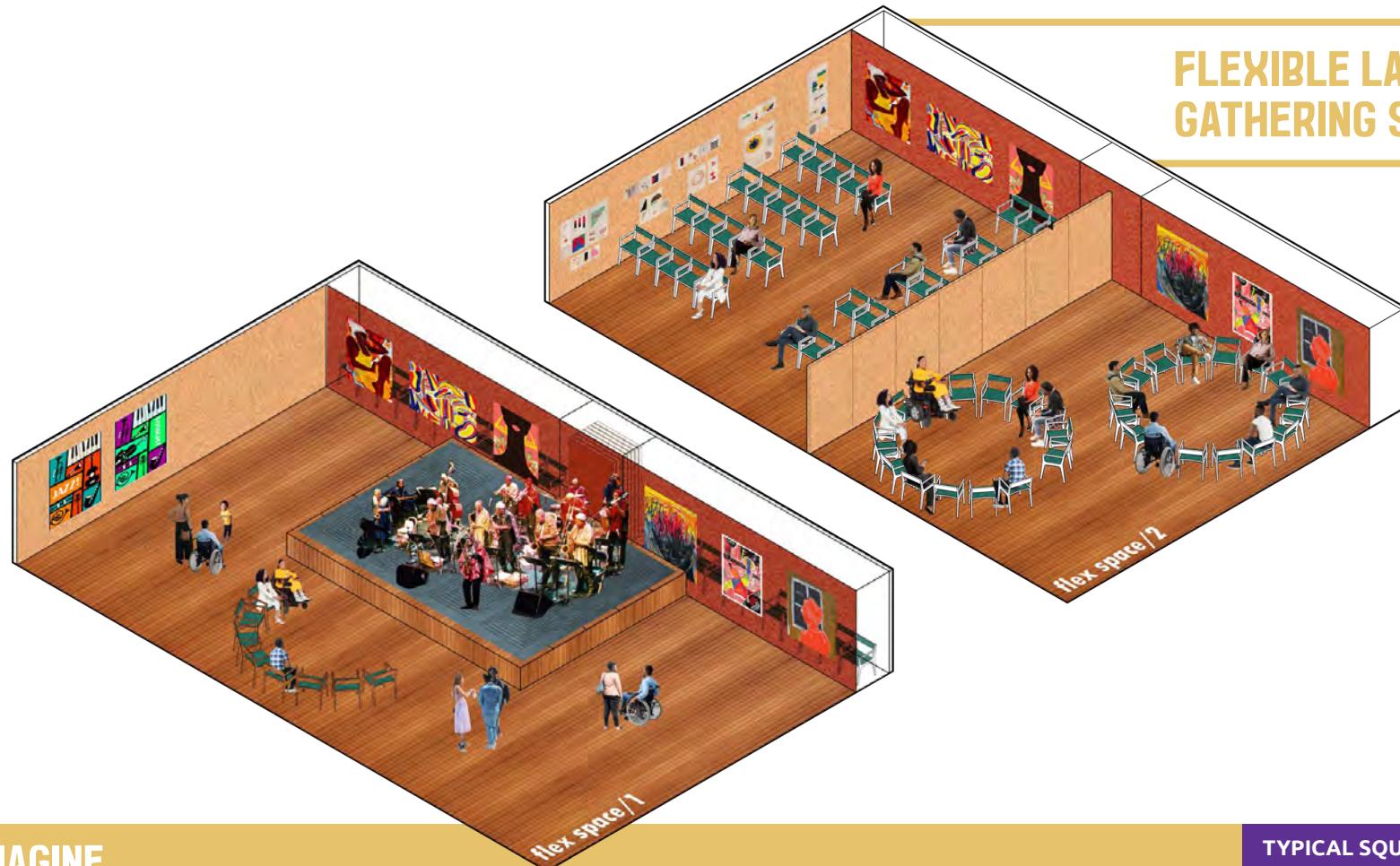
IMAGINE...

A long room with concrete floors have a kitchenette along one wall, an island, a dining table with orange chairs, then cabinets and a shelf with potted herbs. The cabinetry has a bold black and white geometric pattern, the counter tops are light wood. There is black tile behind the kitchenette with herbs hanging to dry. The right wall is a light pink with four bold paintings of African baskets.

TYPICAL SQUARE FOOTAGES:

500 sf min

PLACES FOR GATHERING



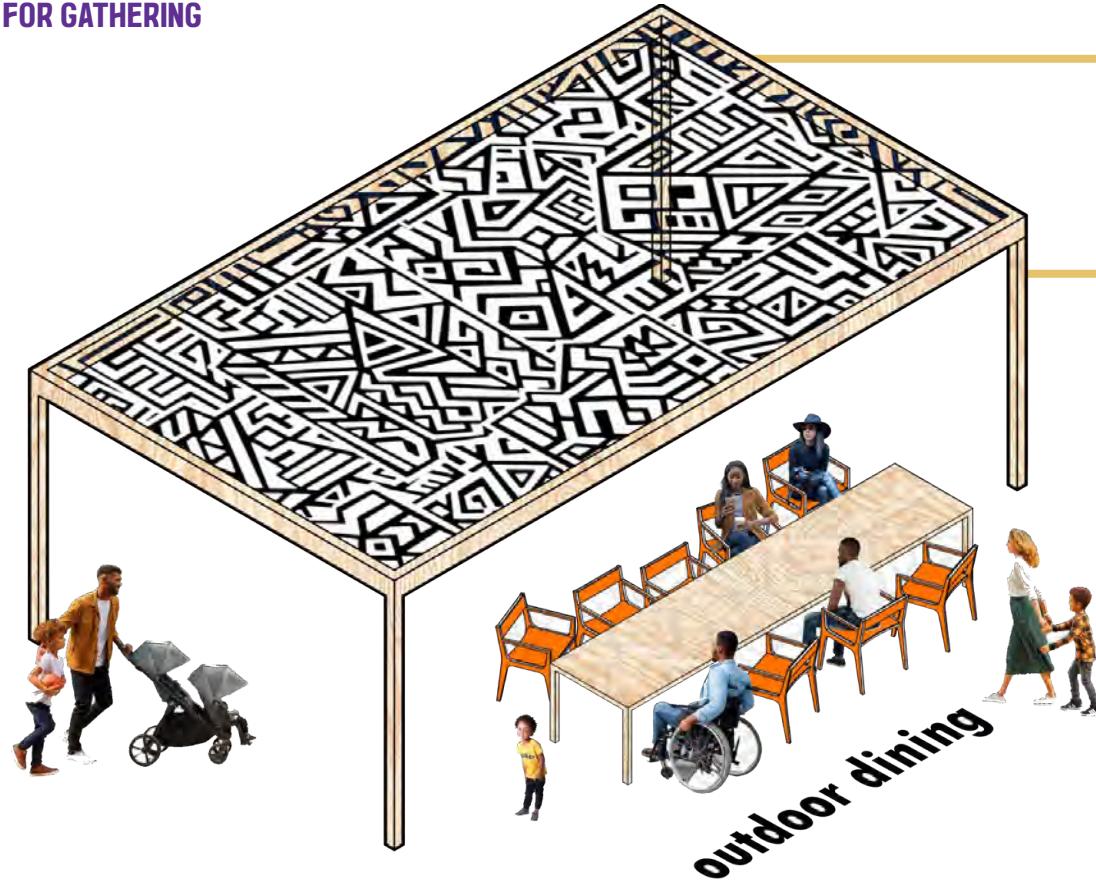
IMAGINE...

A large common space for gathering and activities has floors of warm wood. The left wall is covered in corkboard, the right wall has a red floral pattern with local Black art on the wall. The red wall conceals storage for chairs and a deployable divider wall. When the divider wall is in place, two events can happen at the same time. When the wall is put away, a stage can be assembled for events such as dance or a jazz band playing while people gather to watch.

TYPICAL SQUARE FOOTAGES:

1,200sf to 5,000sf

PLACES FOR GATHERING



VISUALIZING WHAT
A PORCH MIGHT
LOOK LIKE

IMAGINE...

A shade structure made of wood with a black African pattern casts a patterned shadow on the ground and over a long wood table with bright orange chairs that are disorganized as if people just got up from a long dinner. There are three people still sitting, one person at the table is in a wheelchair. There is a little child standing, while a mother and her child walk to the table, and a father pushing a stroller and a child walk to the table from the other side.

TYPICAL SQUARE
FOOTAGES:

300 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR CARE

By embracing the principles of Healing Justice, we can foster a nurturing environment that uplifts the Center for Black Student Excellence and supports the holistic well-being and empowerment of Black individuals. Care considers the needs of students AND their families. Academic success is impacted by the basic needs and family life of a student.

Correlating narratives:



Healing



Collaborative Ecosystem



Pathways to Success



Black Joy

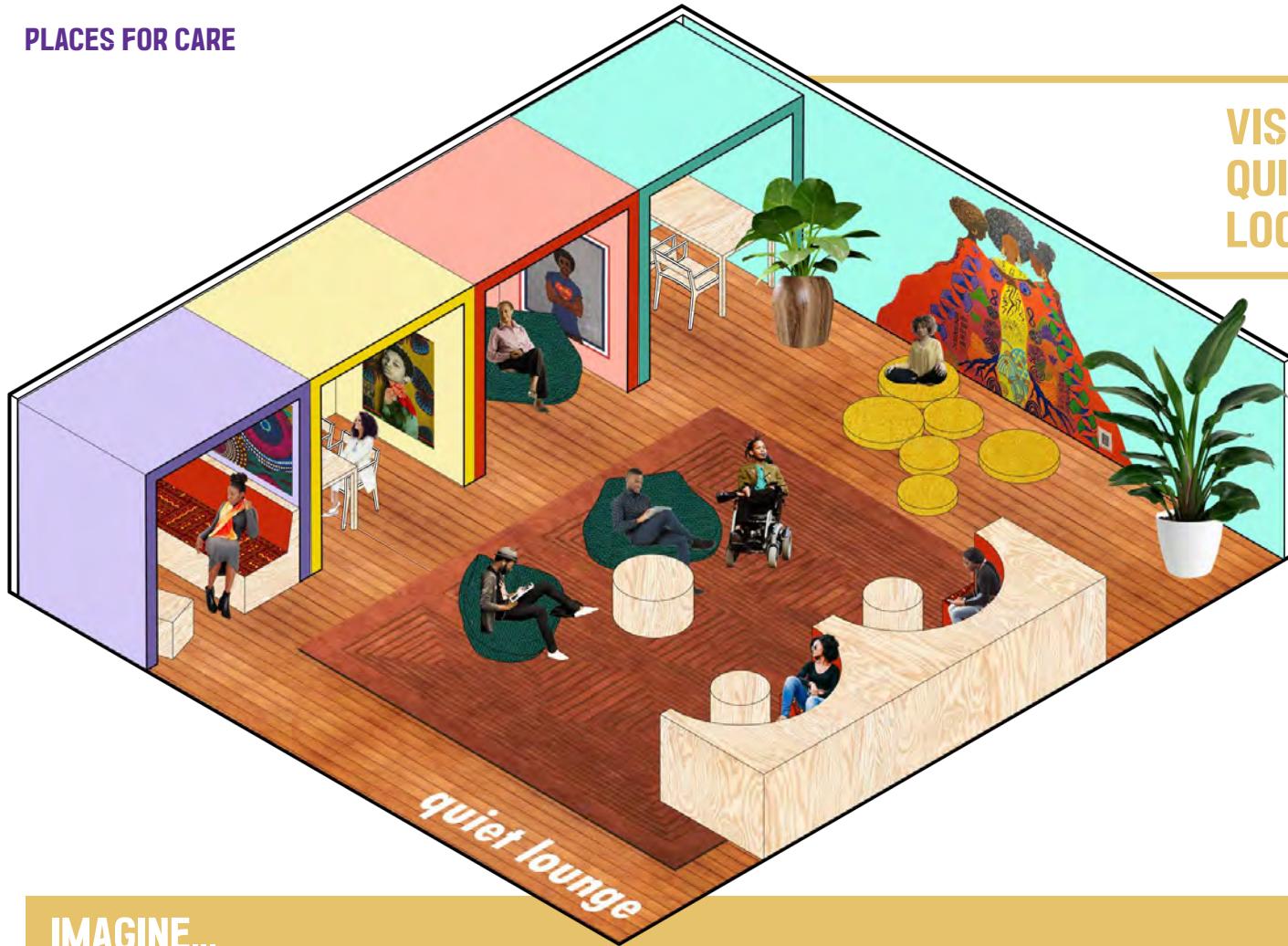
Community-Identified Places for Play

- Dining Room
- Laundry
- Quiet spaces
- Childcare/ parent support Teacher
- Spaces to be loud and play
- support rooms
- Gardens
- Free pantry (food)
- Free pantry (clothes)

PRECEDENTS



PLACES FOR CARE



IMAGINE...

A large room with warm wooden floors has four smaller rooms on the right side and soft seating in the middle on a large reddish brown rug. There are wooden booths on the closest edge of the room, facing the soft seating. People lounge on the seats and a person in a wheelchair is next to the person on a beanbag. The small rooms are different colors, one is purple, one is yellow, one is red, and one is green. Each room shows people doing different activities such as sitting on a green bean bag, sitting at a desk, and sitting on a comfortable bench. The right wall is painted green with a mural of three women in patterned robes holding each other. A woman sits cross legged on round yellow pillows in front of the mural. A big leafy potted plant is on either side.

VISUALIZING WHAT A QUIET LOUNGE MIGHT LOOK LIKE

TYPICAL SQUARE FOOTAGES:

700 sf min

Quiet Room: 100 sf min;

Focus room: 50 sf min;

Prayer / Meditation: 100 sf min

PLACES FOR CARE



IMAGINE...

An outdoor space with a greenhouse and storage room with murals on the door; garden beds are on the right side. The perimeter garden is growing apples, oranges, tomatoes, and basil. The four interior garden beds are sprouting leafy greens. A little girl and younger child stand and gather greens with a girl in a motorized chair. A man tends to the sprouts. A person with a bicycle talks to a person in a long yellow dress near the greenhouse.

IMAGINE...

An intimate room with warm wooden floors and a large yellow rug. A child stands smiling on blue and green play blocks. In the back corner is a round rug with colored squares along the edge. Young children sit in the squares while an adult reads from a book. The left wall has a blue, teal, and green mural of a geometric woman reaching down to touch a child's face. The right wall is green and has two large windows with blue curtains.

TYPICAL SQUARE FOOTAGES: GARDEN

400 sf min

TYPICAL SQUARE FOOTAGES: CHILDCARE

50 sf per child min

Lactation / Nursing Room: 75-85 sf

PLACES FOR CARE



VISUALIZING WHAT
A FREE STORE
MIGHT LOOK LIKE

IMAGINE...

A bustling room with concrete floors and a u-shaped wooden counter in the middle. The counter has baskets of produce and baskets with home items on it, and a person stands behind the counter. A large leafy potted plant is on both sides. A father pushing a stroller and a child walk by the counter. A mother and her child holding a basket walk towards two refrigerators. Next to the refrigerators are wooden shelves filled with produce. On the right side of the counter are clothing racks and a large shelf filled with folded clothes. The back wall has a bright orange and flower pattern with a neon sign with the words food and clothes separated by an infinity symbol.

TYPICAL SQUARE
FOOTAGES:

600 to 4,000 sf

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR RESEARCH

Grounding the Center for Black Student Excellence in Black scholarly research includes providing access to Black scholarly research and histories while being able to discuss together on new research. An archival space for Black research should not be stuffy or off-limits; this should be a space should redefine “archive,” be vibrant, and encourage interactive multi-media learning.

Correlating narratives:



Healing



Collaborative
Ecosystem

Community-Identified Places for Play

- Archive
- Mentorships
- Library
- Travel
- Outdoors

PRECEDENTS



PLACES FOR RESEARCH



VISUALIZING WHAT A CULTURAL ARCHIVE MIGHT LOOK LIKE

IMAGINE...

A large room with warm wooden floors has large wooden bookshelves along the left side. There is a central aisle with two long wooden tables and chairs sitting on reddish brown rugs. To the right of the tables are three concrete display blocks. The furthest back block has a sculpture of a head, the middle block has a tall sculpture of a person with feathers coming from their shoulders, the closest block has woven baskets on display. To the far right of the room are two small display rooms. Next to the small rooms is a wall with three paintings by Black artists. Two big leafy plants sit on either side of the paintings. The back wall is a dark warm brown with a quilt hung up and the right wall is a bright pink. Small groups of people using the different spaces through the room.

TYPICAL SQUARE FOOTAGES:

1,000 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR CELEBRATION

Black students are excellent and that excellence should be celebrated! Throughout the Center for Black Student Excellence and schools there should be ways to celebrate and display that excellence. This Cultural Museum is not fragile or off-limits, but should be hands on and welcoming for all ages.

Correlating narratives:



Healing



Black Joy

Community-Identified Places for Play

- Museum
- Art showcase Outdoor gathering
- Spatial Aesthetics
- Presence of Black art
- Music by Black artists

PRECEDENTS



PLACES FOR CELEBRATION



VISUALIZING WHAT
AN EXHIBITION SPACE
MIGHT LOOK LIKE

IMAGINE...

A large room with warm wooden floors has three full height bi-fold art display panels on either side of the room. On each wing of the panels are large images of regional art by Black artists. In the middle of the room are six concrete display blocks, each with an artifact covered by a clear case. On the far wall are six wooden sculptures, each with a orange light creating a back glow. People are scattered throughout the room looking at the artifacts.

TYPICAL SQUARE
FOOTAGES:

700 sf min

AT THE CENTER FOR BLACK STUDENT EXCELLENCE THERE ARE... PLACES FOR INNOVATION

Black culture is historically one of innovation, entrepreneurship, and resilience. CBSE should provide an educational environment where students can explore and innovate through experiential and hands-on learning opportunities while being encouraged to discover a path that they can be excited about is foundational to celebrating innate excellence.

Correlating narratives:



Healing



Pathways
to Success

Community-Identified Places for Play

- Dance room
- Makerspace and STEAM lab
- Accessible transportation
- Computer lab
- Youth employment center
- On-site coffee shop
- Kitchen
- Sound recording room
- Music room

PRECEDENTS



PLACES FOR INNOVATION



VISUALIZING WHAT A MAKER-SPACE MIGHT LOOK LIKE

IMAGINE...

A large space with concrete floors and bright multi-colored walls with neon signage that says "the future is yours to create." There are four large wood tables with black metal legs where people are doing different activities. At the back set of tables, one person is cutting wood and two people are putting models together. At the front set of worktables, one person is looking at circuit boards, one person sits at a laptop and another person has an experiment with a solar panel and water and wires. Two smaller tables with purple chairs have people doing ceramics and painting.

TYPICAL SQUARE FOOTAGES:

60 sf per student min

**Green Screen Studio
500sf min**

**Sound Recording Room
150 sf**

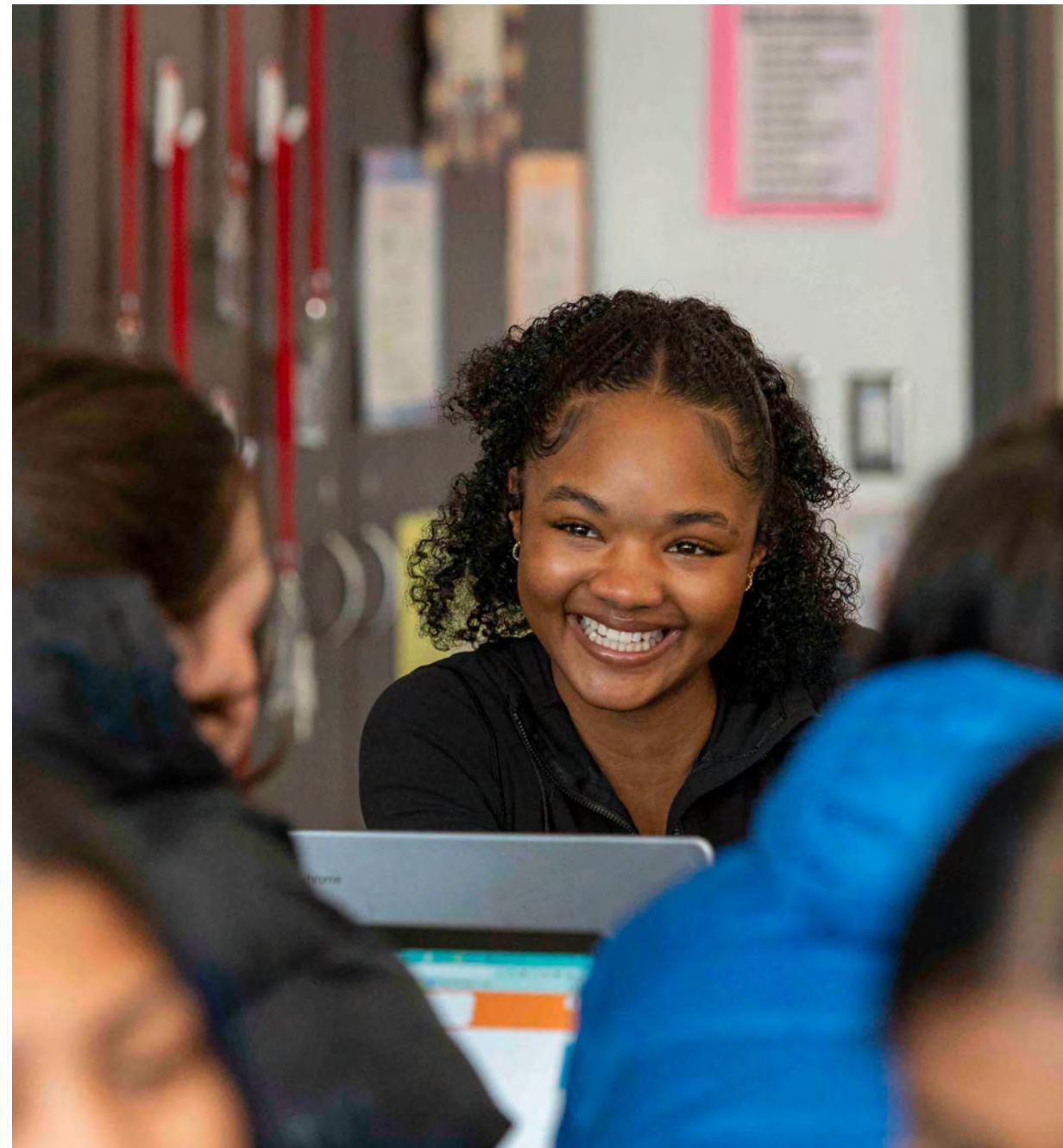
**Computer Room
35 sf per seat min**

HOW MUCH PROGRAM SPACE IS POSSIBLE?

\$60 Million dollars of bond funding have been allocated towards Capital Project costs for the CBSE. This includes both hard construction costs as well as the soft costs that go towards design and engineering fees, project management, administration, contingency, equipment, permitting and testing.

IT WILL LIKELY NOT BE POSSIBLE FOR EVERY TYPE OF SPACE DESIRED TO BE AFFORDED WITHIN THE CURRENT BUDGET.

The project will need to go through a "Programming" process to work with stakeholders to confirm priorities, strategize space use, and determine what spaces will be implemented in alignment with budget for the first build and any future builds.





AN EXAMPLE:

Often 30-35% of a building's capital project costs will go towards soft costs. With multiple capital projects underway, PPS can work with a cost estimator and take a look at other projects for an idea of what this percentage might come out to. Be aware that CBSE will not be a typical school building and account for any particular costs that may arise from the coordination of more technical spaces and involvement of community members in design coordination.

Using 30-35% of soft costs taken out of \$60 Million for the moment, this might look like a \$39 to \$42 Million construction budget. To understand how large of a building that might provide, this can be divided by a cost per square foot that reflects the quality of building and amenities desired.

Other local and PPS projects can help to set a precedent for determining the desired cost per square foot starting point. Are concrete floors and exposed ceilings comfortable or is a higher amount of interior finishes desired? How much wood and casework will be in the space? Will there be highly technical spaces like a theater or science lab or will spaces be simpler? Will the building be net zero and self-sustaining?

Cost per square foot metrics will not stay stable. Because of inflation, the cost per square foot will grow every year. In a typical stable construction market, this inflation rate could be predicted to stay within 5% annually, but we have seen up to 20% annual inflation in recent years. So an \$800/sf

building can become an \$840/sf building with a year passing of time.

- **At \$700/sf this could be a 55,700-60,000 sf building.**
- **At \$800/sf this could be a 48,750-52,500 sf building.**
- **At \$900/sf this could be a 43,300-46,600 sf building.**

Storage, mechanical, electrical, IT, plumbing, corridors, and walls can account for 30% of a building in civic buildings, but would be less of the floor area for something like an office.

- **At 55,700 sf this might leave 38,990 sf for programmed spaces.**
- **At 48,750 sf this might leave 34,125 sf for programmed spaces.**
- **At 43,300 sf this might leave 30,310 for programmed spaces.**



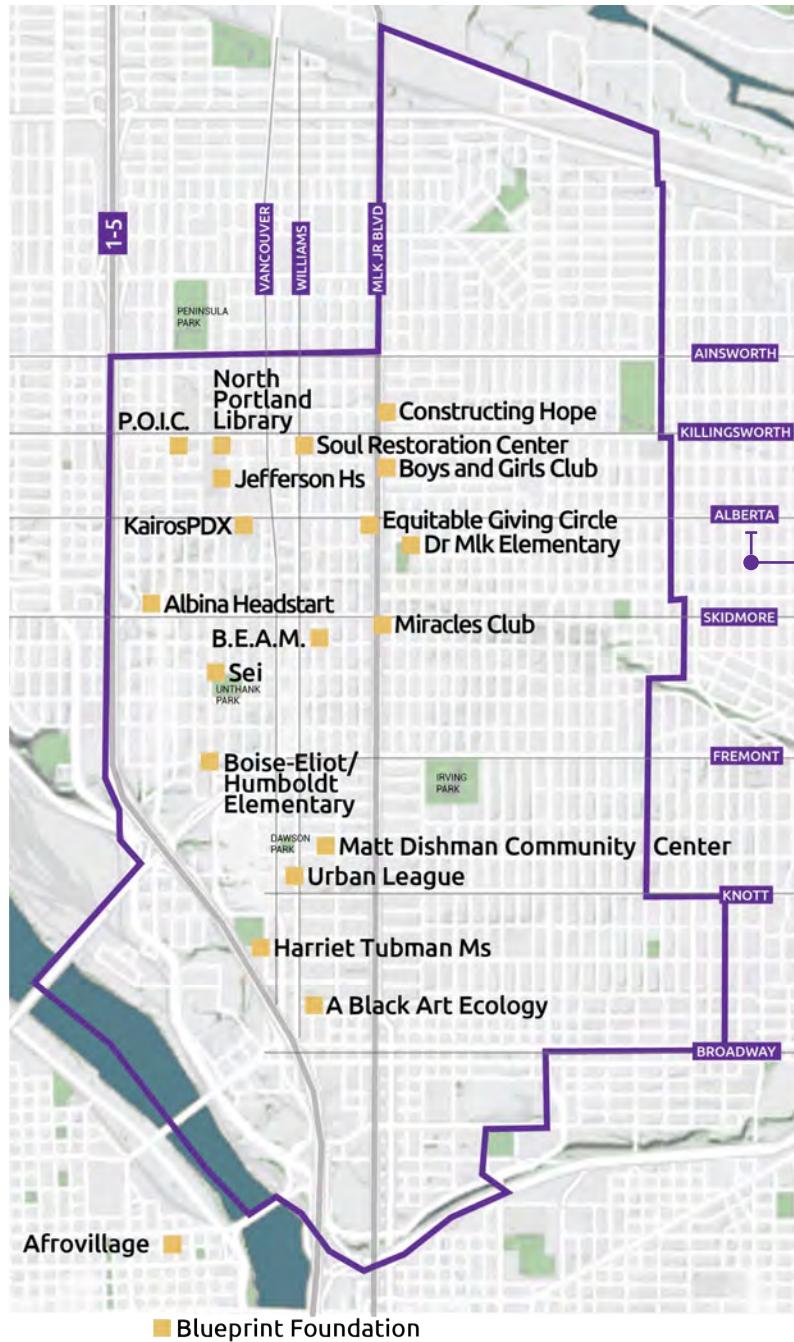
This is an example rather than a real project cost estimate. All costs should be determined for the particular project conditions by a construction cost estimator and/or contractor.

RESOURCES MAPPING

A COLLABORATIVE
ECOSYSTEM







ORGANIZATIONS SERVING BLACK YOUTH

No Physical Address

- Brown Girl Rise
- Iurban Teen
- Race Talks
- Project Pipeline
- Holla Mentors
- Tomorrow's Journey
- Unify Portland
- Black Male Achievement

Black United Fund

- World Stage Theatre
- Coalition Of Black Men
- Camp Elso

East Portland:

- Elevate Oregon
- Black Community Of Portland
- Africa House
- A Y C O
- Y.O.U.T.H. PDX
- Mudbone Grown
- P.O.I.C.
- REAP
- Building Blocks 2 Success
- Derose Community Bridge
- Inner City Basketball

South-East Portland:

- Black Futures Farm

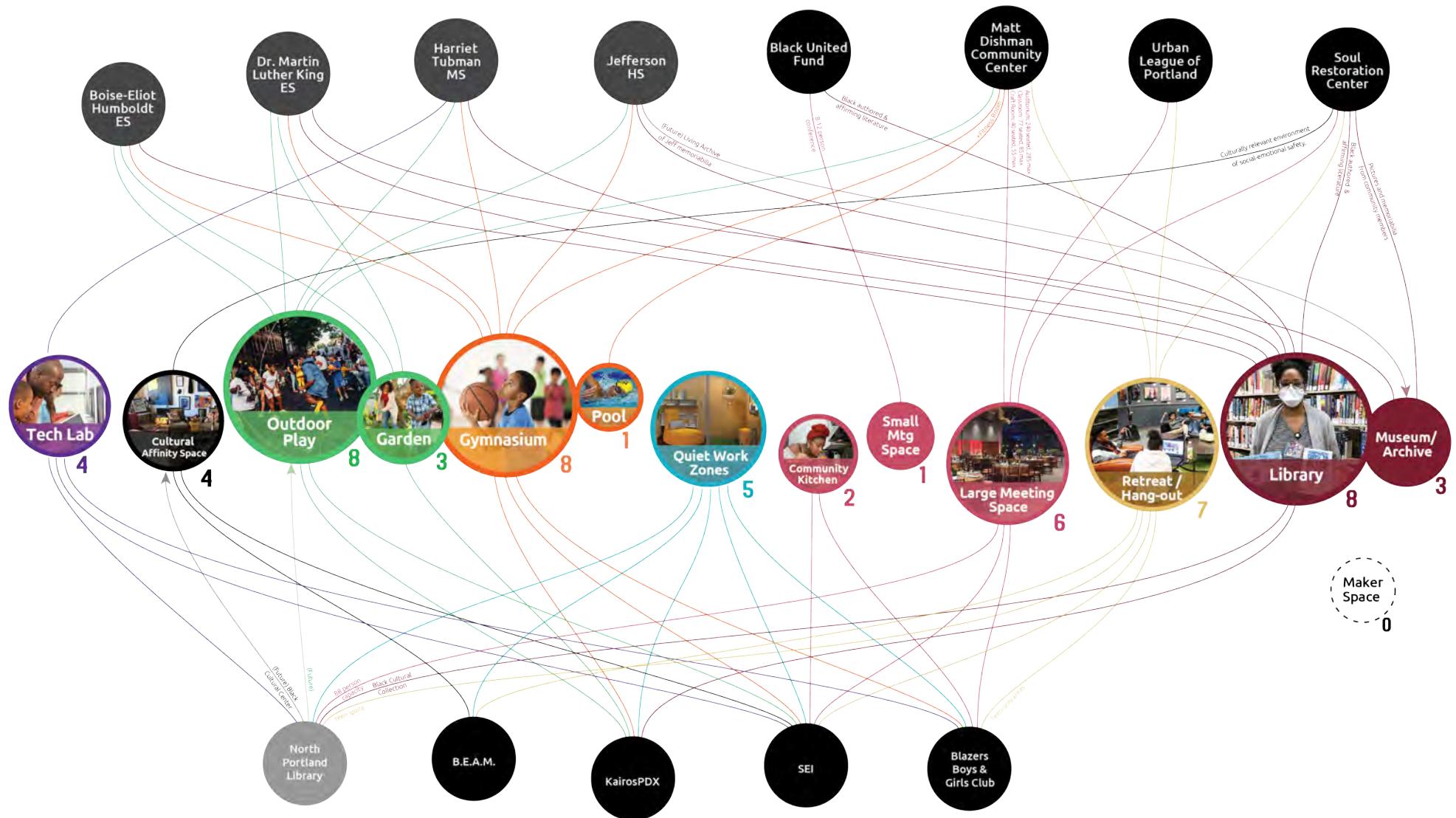
Northwest Portland:

- NAACP
- Word Is Bond

SPATIAL RESOURCES

(Albina)

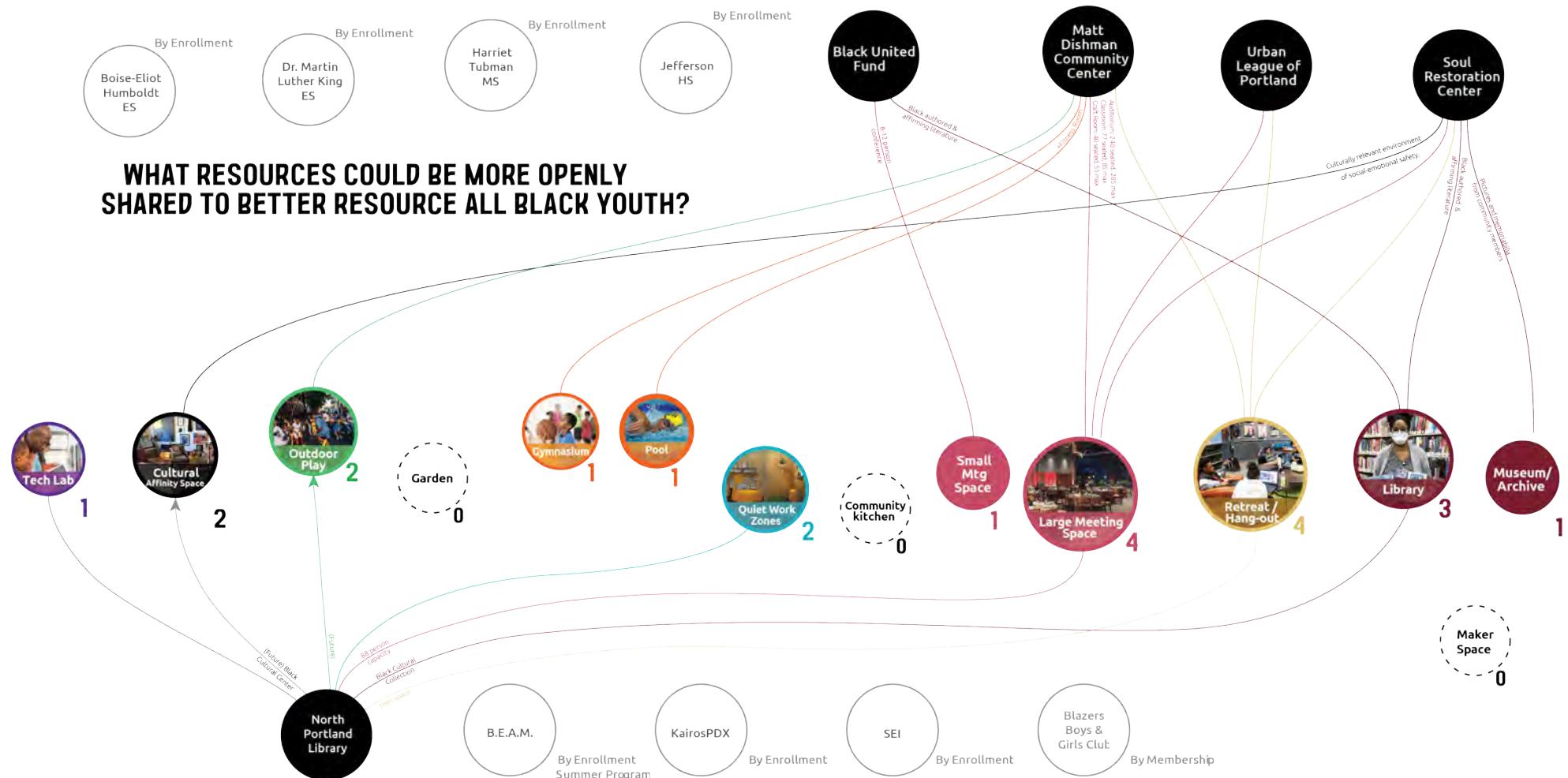
*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



SPATIAL RESOURCES (OPENLY AVAILABLE FOR BLACK YOUTH)

(Albina)

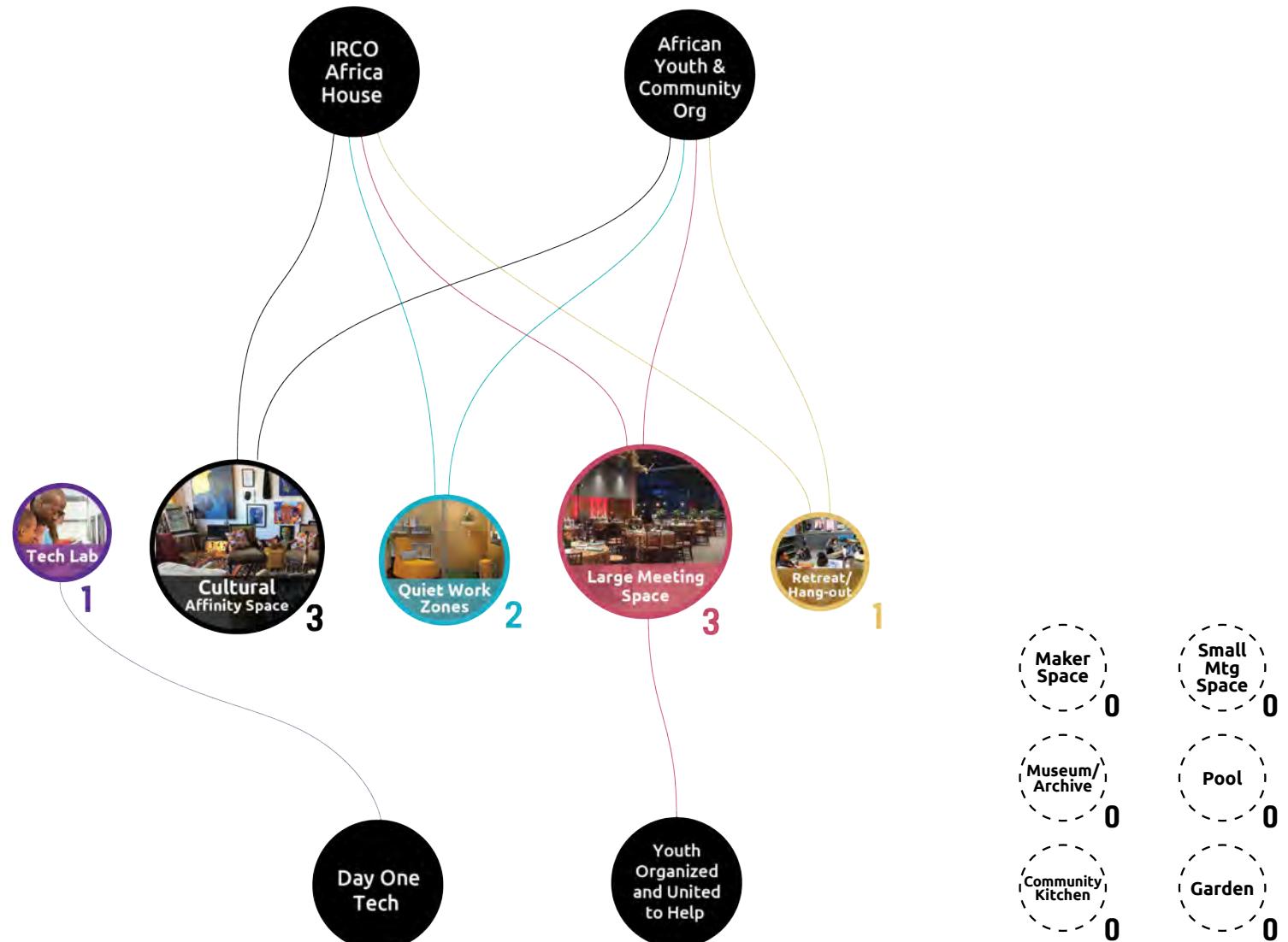
*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



SPATIAL RESOURCES

(East Portland)

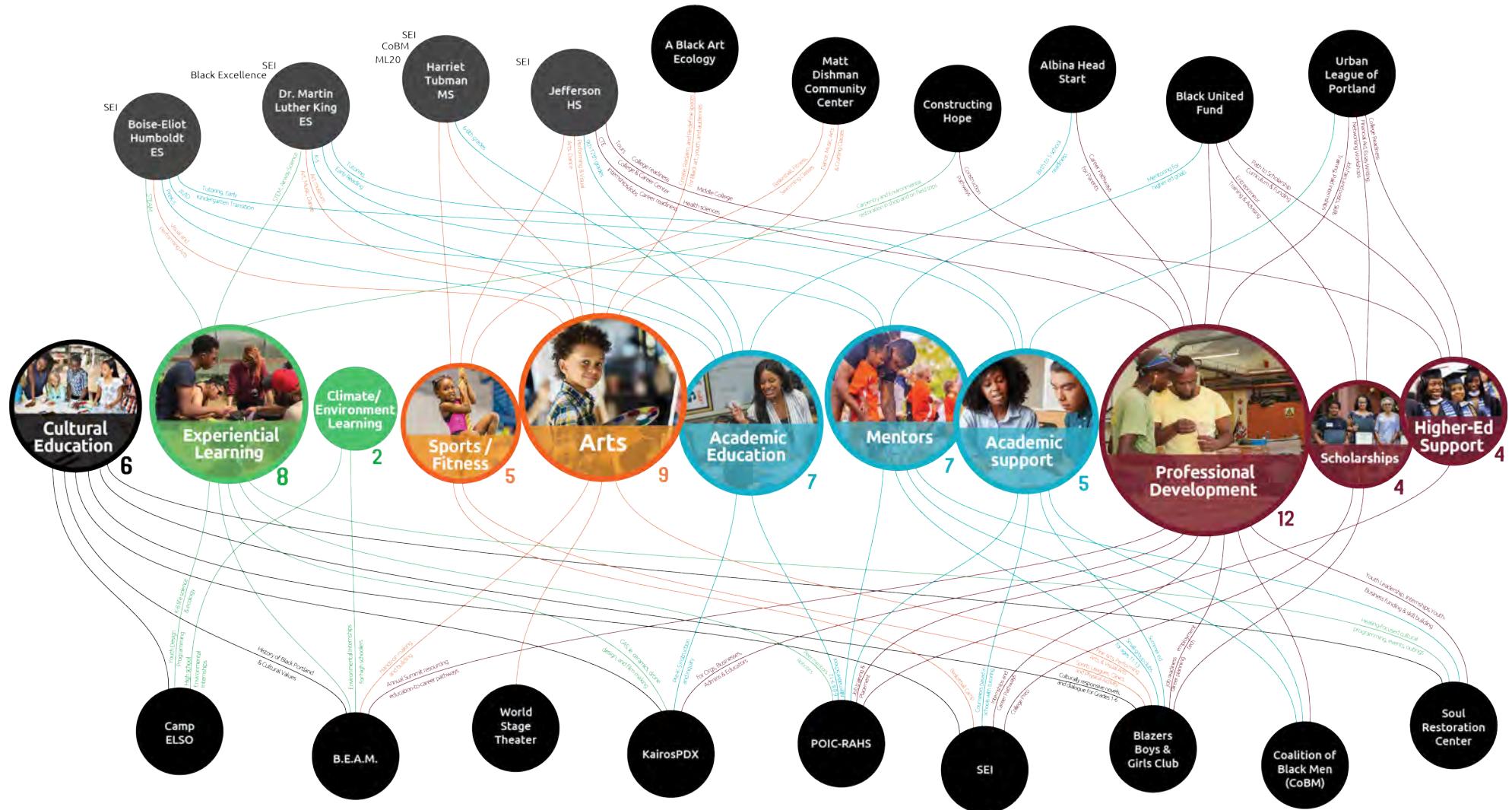
*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



ACADEMIC PROGRAMS: PRE-K TO CAREER

(Albina)

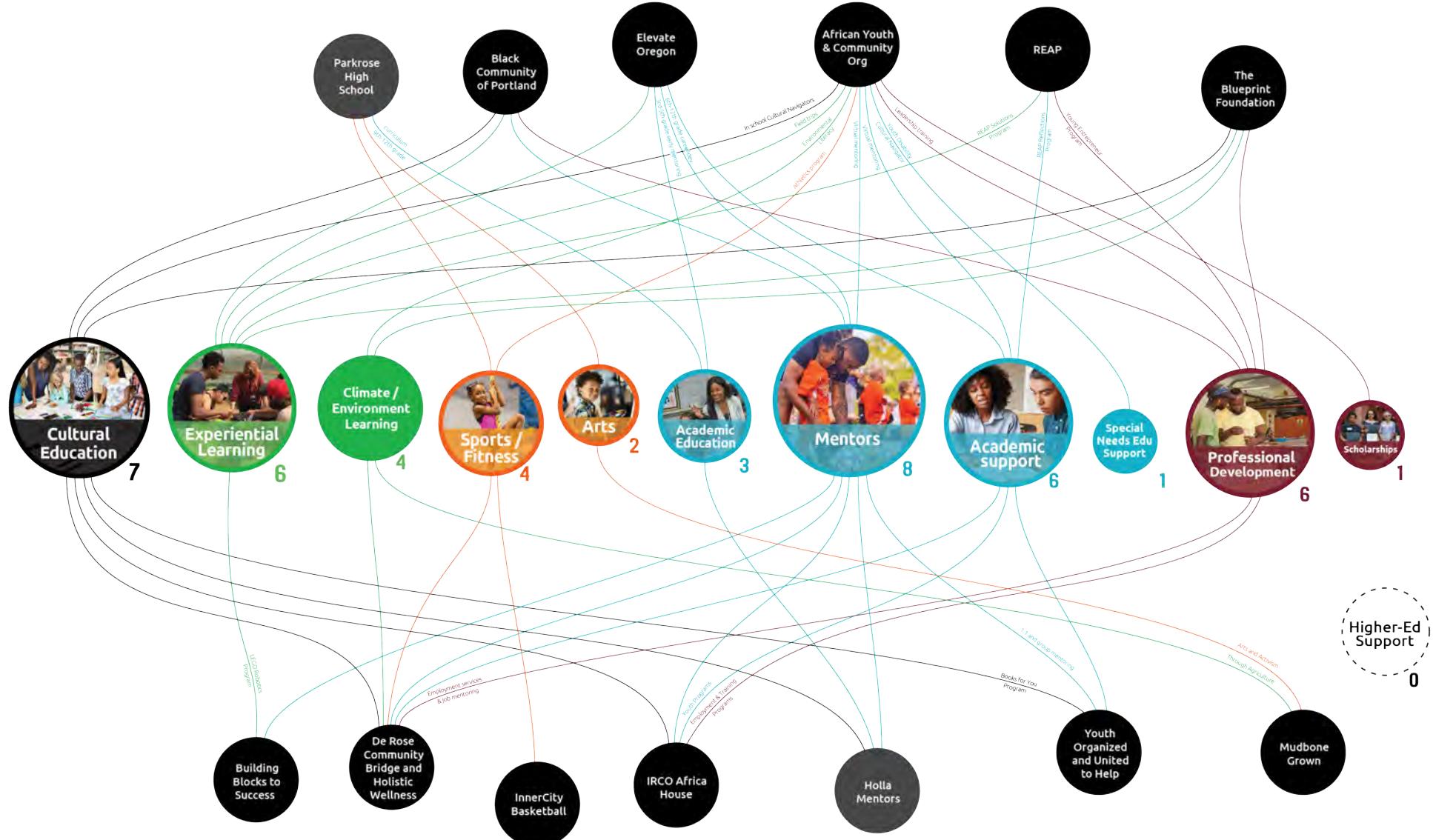
*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



ACADEMIC PROGRAMS: PRE-K TO CAREER

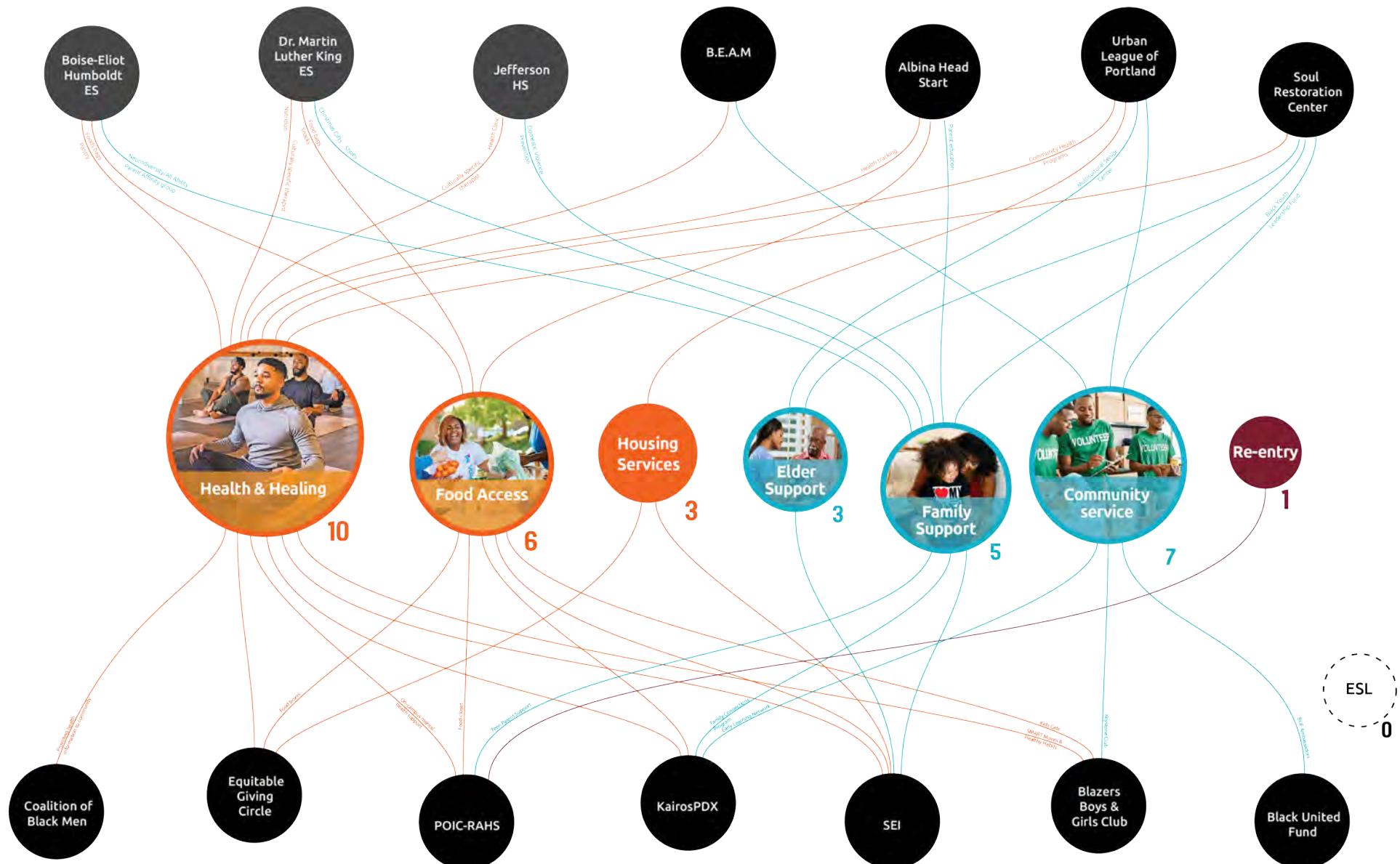
(East Portland)

*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



HOLISTIC COMMUNITY SUPPORT (Albina)

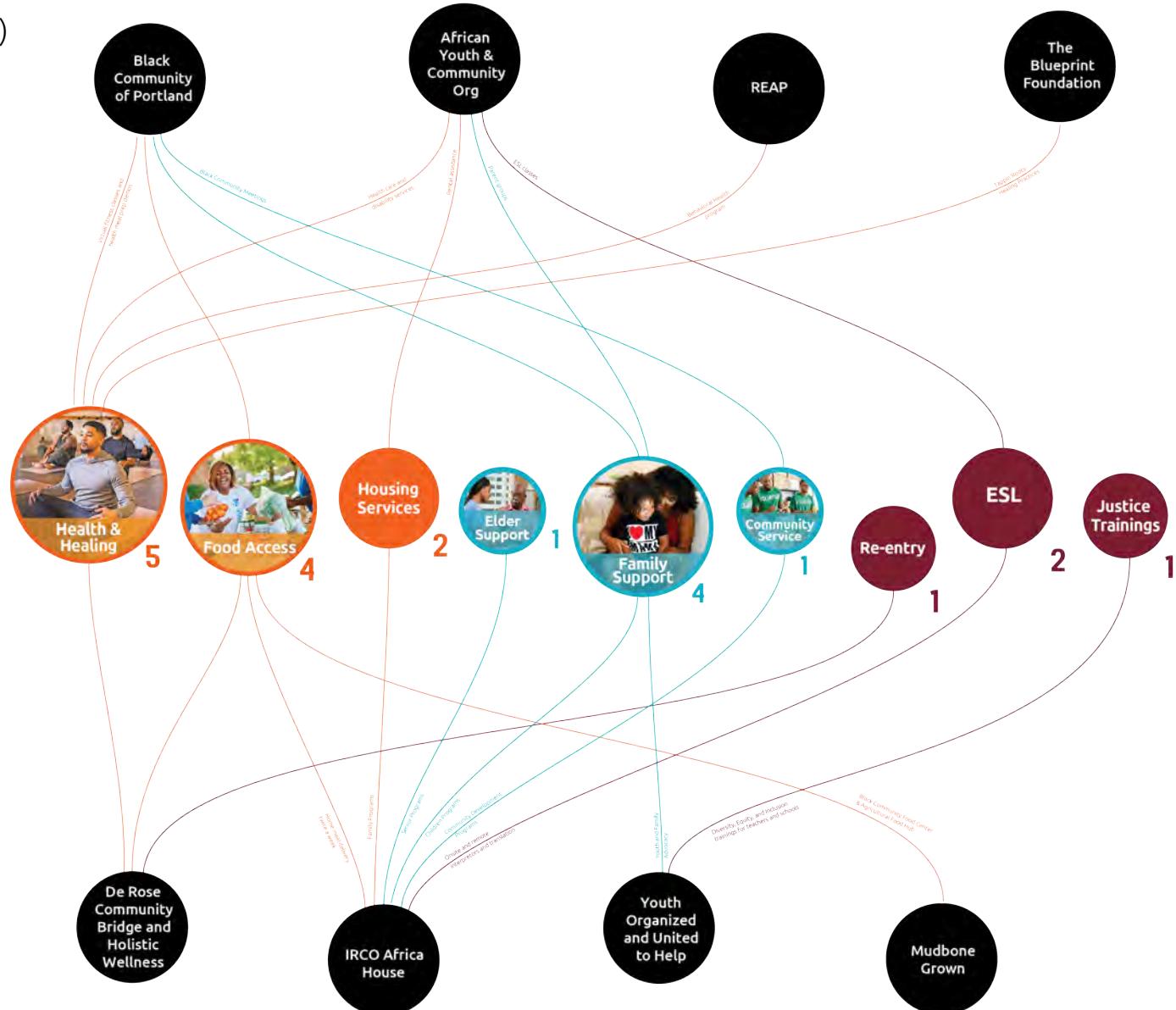
*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.



HOLISTIC COMMUNITY SUPPORT

(East Portland)

*These initial graphics are based on information available on websites and the programs we are familiar or connected with as a team. Resource Mapping should be built out with each organization and take into account reach and effectiveness of each effort. It is likely that there are resources we are unaware of that should be made visible for the continuing work.





04. APPROACH

- **Summary**
- **Curriculum/Instruction**
- **Student Support**
- **Family Support**
- **Educator, Capacity Building,
Hiring and Retention**
- **Advocacy**

SUMMARY

The Center for Black Student Excellence is a constellation of academic programs, strategies, supports, and experiences supported by infrastructure that work in coordination to form a transformational Approach to Black student learning.

The Approach relies on the integration of positive cultural identity development and student leadership, with culturally affirming teaching and learning. In recognition that our students' experience is influenced by the adults who support them—particularly their families and educators—the Center for Black Student Excellence seeks to build an ecosystem that acknowledges their needs as central to student success.

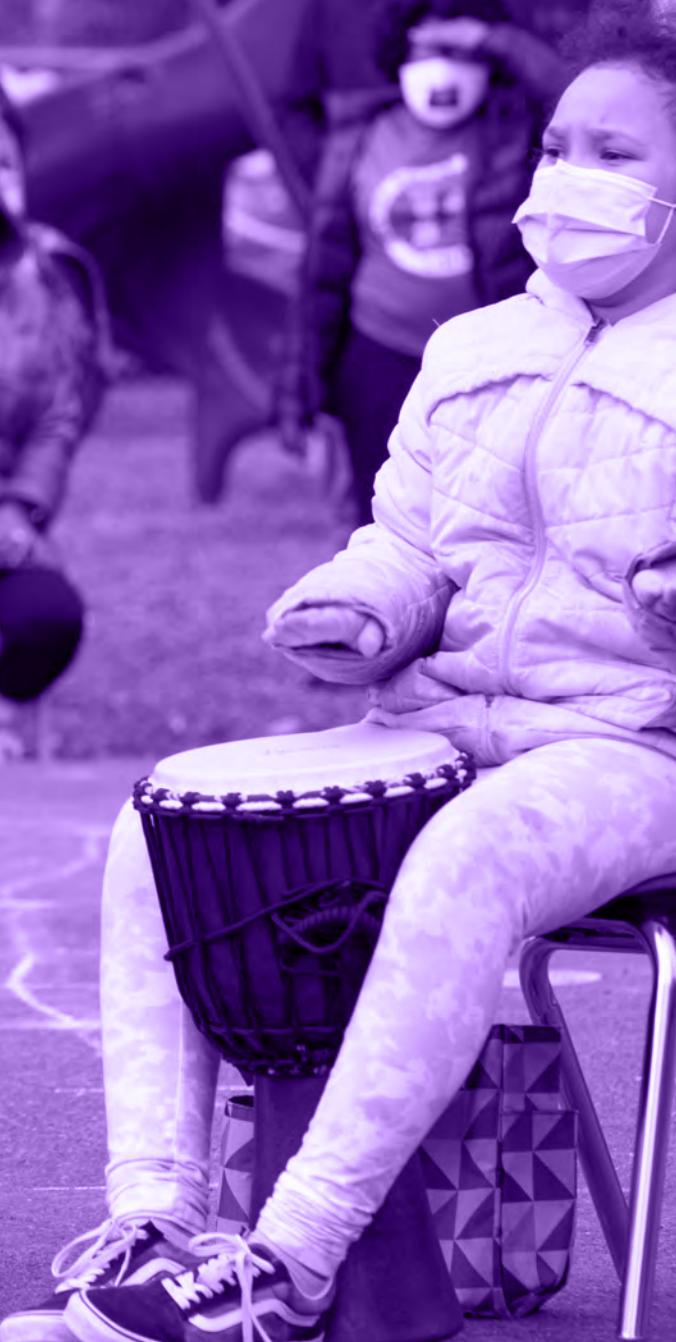




CURRICULUM & INSTRUCTION

Curriculum and Instruction
refers to the educational
experience of students
both inside and outside
of the classroom.





Outcomes:

- Black students will experience improved academic outcomes.
- Black students' attendance will increase.
- Black students will report a stronger sense of belonging.
- Black students will graduate with a post-secondary plan.

Albina Arts, Excellence, and Culture Pathway

Description:

Boise-Eliot Humboldt Elementary, Dr. Martin Luther King, Jr. Elementary, KairosPDX, Harriet Tubman Middle School, Jefferson High School, and partner programs in the area form an aligned PK-career pathway characterized by:

- Coordination across grade bands, building staff, and partners.
- Rigorous experiential learning.
- Visual and performing arts.
- Year-round Black history embedded across disciplines.
- Schools as community hubs.
- Cultural celebrations.
- Career exploration especially in green careers, business and marketing, product design, biotechnology, information technology, and construction.

When students walk into the doors of any of the Albina schools, they can expect to enter a warm and welcoming environment where their social and intellectual curiosities are nurtured. The local area becomes a tool for place-based learning, and Black excellence is the

standard. Celebration is a regular practice as each school fosters Black joy. Students graduate with a post-secondary plan and job-ready skills.

Correlating Narrative	Special Initiatives	Institutional Infrastructure
<ul style="list-style-type: none">■ Black Joy■ Collaborative Ecosystem■ Pathways to Success■ Safety	<ul style="list-style-type: none">■ Black Excellence Pre-K■ Kindergarten Innovation■ Middle School Redesign■ High School Success (M98)■ Master Arts Educational Plan■ Middle College	<ul style="list-style-type: none">■ College and Career Readiness■ Instructional Framework■ Master Arts Education Plan■ Office of Teaching and Learning■ Social Sciences Curriculum■ Adoptions■ Student Learning and Family Engagement■ PK-5 Academic Programs■ Visual and Performing Arts

Black History Rooted in Culturally Relevant Instruction

Description:

Students have access to high-quality instructional materials that represent the many cultures within the African diaspora. As a part of the instructional core, namely social studies, all students learn about Black history before colonization and American slavery. This learning is augmented in the Center for Black Student Excellence's cultural archive where students have access to stories outside of suffering and the contributions of Black Oregonians. Educators and partners leverage the Center for Black Student Excellence to share and refine teaching practices and supplemental materials. In particular, they embed creativity, art, and storytelling in instruction.

Correlating Narrative

- ➡ Black Joy
- ➡ Pathways to Success
- ➡ Safety

Special Initiatives

- ➡ Summer Learning Academy
- ➡ Middle School Redesign

Institutional Infrastructure

- ➡ Instructional Framework
- ➡ Learning Acceleration
- ➡ Office of Teaching and Learning
- ➡ Racial Equity and Social Justice
- ➡ Social Sciences Curriculum
- ➡ Adoptions



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 133

STUDENT SUPPORT

Student Support refers to both programming, experiences and resources available to students in schools and within the Center for Black Student Excellence.







Outcomes:

- Black students will experience improved academic outcomes.
- Black students' attendance will increase.
- Black students will report a stronger sense of belonging.
- Black students will graduate with a post-secondary plan.
- Black students will demonstrate leadership qualities.
- Black students will experience improved mental wellness.

Academic Interventions & Enrichment

Description:

Black students have access to year-round academic interventions that support them to meet and exceed proficiency in math and literacy. This includes after school and summer tutoring. In addition, at the Center for Black Student Excellence, students have access to a network of partners and providers that host enrichment and pro-social activities to keep them engaged throughout the year. The programs teach team building, activate the imagination, and provide diversions from violence.

Correlating Narrative
Black Joy
Collaborative Ecosystem
Pathways to Success
Safety

Special Initiatives
Summer Learning Academy

Institutional Infrastructure
Learning Acceleration
Racial Equity and Social Justice
Schools Uniting Neighborhoods
Office of School Performance

Black Student Union Programming & Leadership Development

Description:

Black students are united across school communities through a shared standard for Black Student Union programming. Central to each of the affinity clubs' success is the foundation of culture, identity, belonging and Black joy. They are encouraged to participate in rite of passage ceremonies, Historically Black College and University (HBCU) tours, and international trips. Black students are supported to become agents of change in topics of interest, and they gather collectively for joint student-led events at the Center for Black Student Excellence.

Correlating Narrative

-  Black Joy
-  Pathways to Success
-  Safety

Special Initiatives

-  All-Star Awards
-  International Youth Leadership Conference

Institutional Infrastructure

-  Climate Justice Youth Advisory
-  Community Engagement and Student Voice
-  District Student Council
-  Affinity Group Network
-  PPS reimagined Student Interns
-  Office of School Performance

Mentorship

Description:

Black students have access to a network of mentors that span their social, cultural, and career interests. In particular, the Center for Black Student Excellence connects students with recent graduates, business professionals, and elders. In addition, mentors coach students on responsibly navigating social media and technology as digital natives.

Correlating Narrative

-  Black Joy
-  Collaborative Ecosystem
-  Pathways to Success
-  Safety

Special Initiatives

-  Career and Technical Education
-  College and Career
-  Office of School Performance
-  Readiness
-  Racial Equity and Social Justice
-  Student Success and Health

Institutional Infrastructure

-  Career and Technical Education
-  College and Career
-  Office of School Performance
-  Readiness
-  Racial Equity and Social Justice
-  Student Success and Health



PORTLAND PUBLIC SCHOOLS



INNOVATION STUDIO

CBSE 137

Wraparound Support & Healing Services

Description:

The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners who provide training on:

- Conflict Resolution Practices
- Emotional Response Training

Correlating Narrative

-  Black Joy
-  Collaborative Healing
-  Holistic Support
-  Safety

Special Initiatives

- Ballmer Institute

Institutional Infrastructure

- Funded Programs
- Nutrition Services
- Student Support Services
- Multi-tiered Systems of Support
- Schools Uniting Neighborhoods

Nurturing Pathways to Success

Description:

At the Center for Black Student Excellence, community members and professionals host experiential and hands-on education classes that explore foundational life skills, business ownership, industry insights, and college preparation.

Correlating Narrative

-  Black Joy
-  Collaborative Healing
-  Pathways to Success

Special Initiatives

- Plumbing, Air, Carpentry, Electrical Mentorship Program (PACE)
- ACE Mentorship Program

Institutional Infrastructure

- Career and Technical Education
- College and Career Readiness
- Office of Technology and Information Services



PORTLAND PUBLIC SCHOOLS

INNOVATION
STUDIO

CBSE 139

FAMILY SUPPORT

Family Support refers to the programming, resources, and knowledge building opportunities for parents and caregivers in schools and within the Center for Black Student Excellence.







Outcomes:

- All families will understand the historical context of schools in the Albina neighborhood despite changing demographics.
- Black families will report fewer barriers to engaging with their students' school community.
- Black families will have access to tools and wraparound services for holistic support.

Parent/Caregiver Affinity Groups

Description:

Black families have access to differentiated support groups focused on:

- Parents of newborns/young children.
- Parents of elementary age children.
- Mothers.
- Fathers.
- Grandparents/caregivers/guardians.
- Single parents.
- Pregnant parents.

In addition, parents and caregivers have agency to facilitate Peer Led Support Groups. This ongoing peer led group provides parents and caregivers the opportunity to support one another and share information, advice or problem solving strategies related to parenting experiences.

Correlating Narrative
 Black Joy
 Collaborative Ecosystem
 Healing
 Holistic Support
 Safety

Special Initiatives

Institutional Infrastructure
 Headstart
 Student Learning and Family Engagement
 Office of School Performance



Parent/Caregiver Academy

Description:

The Parent/Caregiver Academy program provides Black parents/caregivers and non-Black parents/caregivers raising Black children with training, information, and resources to support their essential responsibility for influencing their children's lives and maintaining the standard of excellence. By partnering with internal district departments, academic institutions, community organizations and other agencies to equip families with additional skills, knowledge, and resources, Parent/Caregiver Academy supports and empowers parents/caregivers to become leaders and advocates for their child's learning and navigate resources within the Center for Black Student Excellence. The Academy also serves as an avenue to learn about the history of Portland in the face of changing demographics.

Classes and workshops offered through Parent Academy provide resources and training on topics including safety, life skills, academic development and financial literacy, and provide families with tools that they can use to encourage their children to become successful.

Correlating Narrative

- Collaborative Healing
- Pathways to Success
- Safety

Special Initiatives



Institutional Infrastructure

- Office of Teaching and Learning
- Academic Programs
- Student Learning and Family Engagement
- Student Success and Health
- Multi-tiered Systems of Support
- SPED
- Funded Programs
- McKinney Vento
- High School College and Career Readiness
- Building Leaders
- Racial Equity and Social Justice Partners
- Civil Rights Coordinator



PORTLAND PUBLIC SCHOOLS



INNOVATION STUDIO



Wraparound Support & Healing Services

Description:

The Center for Black Student Excellence provides students and families access to free and affordable food. In recognition of racial trauma, students have access to individual, group, and family mental health resources. The resources include holistic and licensed practitioners as well as emergency care.

Correlating Narrative

-  Black Joy
-  Collaborative Ecosystem
-  Healing
-  Holistic Support
-  Pathways to Success
-  Safety

Special Initiatives

Institutional Infrastructure

- Funded Programs
- Nutrition Services
- Racial Equity and Social Justice
- Student Success and Health

Family Advocacy & Case Management

Description:

The Center for Black Student Excellence directs families through the correct channels to navigate challenges in schools and supports them to escalate issues as needed. Through family advocacy and case management, families have a system of accountability with clear feedback loops. The Center for Black Student Excellence also removes barriers preventing families from accessing available services and resources. Through public and private partnerships, families receive transportation assistance to and from school and community activities.

Correlating Narrative

-  Collaborative Ecosystem
-  Holistic Support
-  Pathways to Success
-  Safety

Special Initiatives

Institutional Infrastructure

- Civil Rights Coordinator
- Complaints Coordinator
- District Family Liaison
- Funded Programs
- Racial Equity and Social Justice

Parent/Caregiver Education and Skill Classes

Description:

The Parent/Caregiver Education Program focuses on enhancing parenting practices and behaviors, such as developing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play, and interaction between parents and children.

Correlating Narrative

- 👉 Black Joy
- 👉 Collaborative Healing
- 👉 Pathways to Success
- 👉 Safety

Special Initiatives

Institutional Infrastructure

- Student Learning and Family Engagement



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 145

EDUCATOR CAPACITY BUILDING, HIRING, AND RETENTION

Educator capacity building, hiring, and retention refers to the continuum of activities to support educators through their employee lifecycle.

While efforts to recruit Black educators continue, Portland Public Schools is responsible for ensuring that all educators are equipped and accountable to holding Black students to a high standard of success and that schools are places where students experience physical and emotional safety.





Outcomes:

- All educators will be equipped to communicate with and involve students and families at every level of decision-making that directly impacts Black students.
- All educators and administrators will keep families proactively informed about student progress and opportunities for engagement and success.
- All educators will demonstrate mastery of curriculum and culturally affirming instruction.
- All educators will receive scaffolded support to ensure every Black student is seen, welcomed, valued, and held to high standards, so that they achieve educational equity.
- Administrators will ensure that educators are accountable to maintaining a culture of Black student excellence as informed by student voice.
- All educators will have opportunities to understand the history of the Albina neighborhood and build a network of culturally competent allyship.
- All educators will have access to wellness resources. Black educators will have access to an affinity network.

Family Engagement Toolkit

Description:

The Family Engagement Toolkit is a resource for schools to develop, and sustain consistent family engagement. It provides strategies, tips, and tools to forecast engagement events and important discussion topics for the school year. As student opportunities emerge, the family engagement toolkit empowers schools to establish a regular practice of communication with families.

Correlating Narrative
 Collaborative Ecosystem
 Pathways to Success

Special Initiatives

Institutional Infrastructure
■ Student Learning and Family Engagement



Become Rooted in the History of Black Portland

Description:

The Center for Black Student Excellence provides opportunities for educators and administrators to learn about the history of the Albina neighborhood and the contributions of Black Portlanders up to the present day. Through learning experiences, they develop competence in the social and political factors that contribute to Black student learning and can demonstrate awareness of their own positionality, biases and identities as well as those of their students, and how this impacts dynamics of power, social norms, privilege, and oppression in the classroom. The Center for Black Student Excellence provides a pathway to harnesses best practices and the wisdom of the community in support of student success.

Correlating Narrative

- 💬 Black Joy
- 🤝 Collaborative Ecosystem
- ➡️ Pathways to Success

Special Initiatives

- ➡️ Black Joy
- ➡️ Collaborative Ecosystem
- ➡️ Pathways to Success

Institutional Infrastructure

- ➡️ Racial Equity and Social Justice
- ➡️ Teacher Professional Development
- ➡️ Office of Teaching and Learning
- ➡️ Workforce Diversity and Development



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 149



Culturally Responsive Instruction

Description:

The Center for Black Student Excellence serves as an incubator to test and share effective classroom management and instructional practices, source supplemental materials, find resources to curate culturally affirming classroom spaces, and empower families in supporting their child's academics at home in close cooperation with educators. In partnership with district teams, all educators, administrators, and partners are trained and coached to fully support all Black students academically, socially, and emotionally.

Training includes:

- Classroom Management
- Conflict Resolution
- Culturally Affirming Instruction
- Data-driven Continuous Improvement
- Differentiation
- Parent Teacher Home Visits (PTHV)

- Racial Equity and Social Justice Foundations
- Support for gender non-conforming students
- Transformative Social Emotional Learning (TSEL)

Correlating Narrative	Special Initiatives	Institutional Infrastructure
<ul style="list-style-type: none">■ Black Joy■ Collaborative Ecosystem■ Pathways to Success	<ul style="list-style-type: none">■ Coach to Classroom■ Racial Equity Centered Principal Pipeline Initiative	<ul style="list-style-type: none">■ Office of Teaching and Learning■ Teacher Professional Development■ Research Assessment and Accountability■ Racial Equity and Social Justice■ Student Support Services■ Workforce Diversity and Development



Educator Affinity Groups & Leadership Development

Description:

At the Center for Black Student Excellence, Black educators meet for affinity and model educational excellence for students aspiring to become teachers. Educators build camaraderie with diverse educators from various content areas, with varying years of experience and pathways. They too, engage in peer and intergenerational mentorship while accessing mental health and healing resources for themselves. At the Center for Black Student Excellence, teacher leaders and veteran educators explore pathways to become administrators and opportunities to demonstrate their leadership in district-level discussions.

Correlating Narrative
Black Joy
Collaborative Ecosystem
Holistic Support
Pathways to Success
Safety

Special Initiatives
■ Career Lattice
■ Coach to Classroom
■ Racial Equity Centered Principal Pipeline Initiative

Institutional Infrastructure
■ Employee Benefits
■ Office of Teaching and Learning
■ Racial Equity and Social Justice
■ Teacher Professional Learning
■ Workforce Diversity and Development



ADVOCACY

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.







Affordable Housing

Description:

Support investments in affordable housing in North and Northeast Portland.

Discipline

Description:

Support restorative justice and alternative discipline practices.

Educator Assignments

Description:

Support a contract amendment to assign teachers to schools where they more closely reflect the demographics of the students.

A Strong Educator Workforce

Description:

Support Grow Your Own and pipeline development programs.

Early Childhood/Literacy

Description:

Support early interventions for early childhood literacy.

Educator Accountability

Description:

Support a contract amendment that installs firm accountability for incidents of racial discrimination.

Enrollment

Description:

Revisit feeder, zoning, and admission to ensure Black students benefit from the focus on North and Northeast Portland schools.

Ethnic Studies

Description:

Support the full implementation of Ethnic Studies standards and professional learning for educators.

Transportation

Description:

Support the implementation of strategies that increase Black students in the Portland metro to participate in Right to Return.

Universal Meals

Description:

Support funding for all kindergarten through 12th grade public schools to provide free meals during each school day to students requesting a meal, regardless of the student's financial eligibility.

Correlating Narrative

-  Collaborative Ecosystem
-  Holistic Support
-  Pathways to Success

Special Initiatives

Institutional Infrastructure

- Center for Black Excellence
- Communications
- General Counsel
- Government Relations
- Funded Programs
- Nutrition Services
- Planning & Asset Management,
- Portland Public Schools Board of Education, Enrollment & Transfer





05. REDESIGN OF THE SYSTEM

- **Summary**
- **System-level strategies**

SUMMARY

The System Redesign refers to changes in Portland Public Schools' priorities and how it operates to position the organization for accelerated implementation of Center for Black Student Excellence efforts. **The redesign leverages Portland Public Schools' strategic priorities while insisting that the success of Black students requires radically different methods from the ones that have maintained the system up to this point.**





SYSTEM-LEVEL STRATEGIES

Portland Public Schools uses data effectively and consistently to drive cycles of continuous improvement that lead to **decisions — and actions that improve Black student outcomes.**







BUILD A COLLECTIVE SENSE OF TRUST AND BELONGING

Strategic Outcome

Through repeated behavior change, Portland Public Schools creates a new track record of trustworthiness with the community, and across the organization. We collectively establish shared ownership for the success of Black students while publicly acknowledging the history of shortcomings and failures by the public education system, how that history impacts the present, and the pathway to different outcomes.

Description

In collaboration with our educators and community, the vision of the Center for Black Student Excellence is rooted in the values of Umoja and Ujamaa - Unity, Collective Work, and Responsibility. Umoja and Ujamaa are Kwanzaa principles that unite and empower the African-American community through joint efforts and solutions. Umoja expresses the desire to strive for and maintain unity in the family, community, nation, and race. Ujamaa seeks to build and maintain community together and make our community's problems our problems and for us to solve together.

GOAL #1

Include Black student, family, partner, and community voices at every level of decision-making that directly impacts Black students.

GOAL #2

Publicly reflect the direct connection between every staff team's respective bodies of work and the implementation of Center for Black Student Excellence efforts.

GOAL #3

Design conflict mediation protocols for Black students, families, staff, and partners.

GOAL #4

Establish regular convenings of educators, service providers, community members, and entities working in coordination for the benefit of Black students, at a minimum of once per quarter.

ESTABLISH A PRACTICE OF STRATEGIC FORESIGHT AND SUSTAINABLE TEAMING STRUCTURES

Strategic Outcome

Portland Public Schools is better equipped to anticipate and meet the needs of schools in service of Black student excellence.

Description

Portland Public Schools has cultivated a practice of forecasting and aligning all district priorities and bodies of work with teams structured to eliminate duplication and staff burnout. School district staff work to develop mutually empowering partnerships with peers, families, and Portland's diverse communities. Requests for staff participation in disparate working groups are reduced as gathering time is more efficient and intentional with direct correlation to advancing Black student excellence. Resources are more efficiently distributed across the organization, and staff across departments can, at a minimum, provide high-level summaries of what other colleagues are working on.

GOAL #1

Establish an annual district work plan that complements school rhythms and maximizes breaks for preparation.

GOAL #2

Create official channels for collaboration between capital and programmatic projects impacting Black students to increase staff efficiency and eliminate silos.

GOAL #3

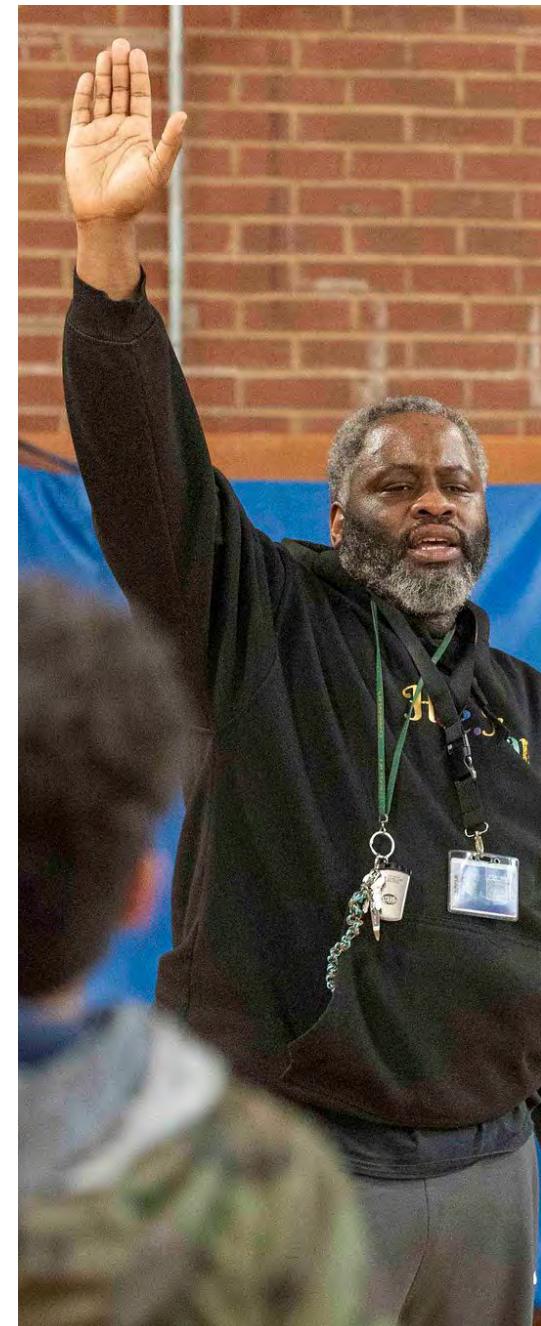
When evaluating the geographic location of the Center for Black Student Excellence, consider the proximity to other Black-serving organizations, institutions and services.

GOAL #4

Dedicate a fixed percentage of time for every district staff member to collaborate on cross-functional work strands.

GOAL #5

Consider sharing programs between co-located institutions and organizations in order to maximize financial and spatial resources.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 163



EMBED SYSTEM-WIDE DATA-DRIVEN CONTINUOUS IMPROVEMENT PRACTICES

Strategic Outcome

Portland Public Schools uses data effectively and consistently to drive cycles of continuous improvement that lead to decisions — and actions that improve Black student outcomes.

Description

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

GOAL #1

- Collaboratively create a new metric for evaluating Black student success, and provide partners with data to proactively adjust actions.

GOAL #2

- Include Black student voice in educator evaluations.

GOAL #3

- Provide a clear process and protocol for the response to racialized incidents between students and staff.

IMPLEMENT A PROACTIVE, EFFECTIVE, AND CREATIVE COMMUNICATION PRACTICE

Strategic Outcome

Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

Description

Internal and external communication are consistent and accurate, and inform stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we “show the system to itself” and the broader community through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

GOAL #1

- Leverage traditional and nontraditional communication platforms to provide internal and external staff, families, and community members regular updates on key decisions, developments and progress of Black students with guidance on opportunities to get involved.

GOAL #2

- Provide students with clear guidance on whom and where to go for additional assistance.



PORTLAND PUBLIC SCHOOLS



CBSE 165



CULTIVATE AND PROMOTE ALIGNED COMMUNITY PARTNERSHIPS

Strategic Outcome

Our partnerships equitably support our students to achieve the Graduate Portrait.

Description

Internal and external stakeholders are active partners supporting our vision, PPS reimagined, and the Center for Black Student Excellence efforts. They have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

GOAL #1

- Collaboratively develop a new shared metric to identify the efficacy of strategies and partnerships in advancing Black student excellence.

GOAL #2

- Support smaller Community Based Organizations with capacity building to effectively support Black students especially those in schools with smaller percentages of Black youth.

DEVELOP A COHERENT SYSTEM-WIDE COMMUNITY ENGAGEMENT APPROACH

Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voices of educators, students, and families are authentically integrated.

Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

GOAL #1



Create clear and accountable feedback loops for all engagement efforts.

GOAL #2



Remove barriers and incentivize community participation with flexible compensation models.

GOAL #3



Leverage the information from previous engagement processes and scholarly research to avoid community fatigue.

GOAL #4



Create pathways for Black community members to influence and support implementation.



PORTLAND PUBLIC SCHOOLS



CBSE 167



DEVELOP A DIVERSE, HIGH-QUALITY, THRIVING WORKFORCE

Strategic Outcome

We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

Description

We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

GOAL #1

Establish school and department wellness strategies with metrics to track Black staff retention.

GOAL #2

Develop Human Resource professionals as generalists and increase staffing to reduce backlog in school-based and district staff support requests.

GOAL #3

Establish a Black educator affinity network and support system to report and ensure accountability for targeted incidents of racialized discrimination.

GOAL #4

Establish a year-round recognition system for exemplary educators.

GOAL #5

Develop and publicize Grow Your Own programs through innovative partnerships with local colleges and universities.

GOAL #6

Develop a pipeline program from Historically Black Colleges and Universities (HBCUs).

GOAL #7

Increase building administrators' capacity as instructional and equity-centered leaders who can hold educators accountable for cultivating safe environments for Black students.

GOAL #8

Establish a high-quality robust professional learning catalog that is meaningfully integrated during pre-service training and throughout the year.

DIGITAL INFRASTRUCTURE

Strategic Outcome

Students and families have the opportunity to receive information and participate in key decisions, developments, and community events in person and virtually.

Description

Students and families are aware of the resources available through a digital platform. The resource centralizes opportunities for Black students and community members to reduce competing events.

GOAL #1

Coordinate and maintain a directory of Black student and community-serving resources and events including scholarships and internship opportunities. Ensure students at every PPS school have access and support to navigate the platform.

GOAL #2

Create hybrid and asynchronous engagement opportunities.

SCHOOLS AS COMMUNITY HUBS

Strategic Outcome

Schools have become community hubs that integrate support services for families—including health care, housing support, clothing, and food—that are intuitive, easy to navigate, and driven by community need.

Description

These support services are also used to help students at critical transitions—kindergarten, sixth grade, ninth grade, and twelfth grade/transition to post-secondary, and when students arrive as newcomers or move between schools—creating a foundation for specific needs that allows students to engage fully in their education. Learning draws upon families' backgrounds and cultural assets to build school community and help students achieve their highest academic potential. The school district builds connections, and district spaces also support interactions and collaborations with community partners.

GOAL #1

Establish partnerships to meet the needs of school communities driven by student and family requests.

GOAL #2

Welcome participation and presence of community members who may not have contracts with the district to support school climate and mentorship activities.



PORTLAND PUBLIC SCHOOLS



INNOVATION STUDIO

CBSE 169



REIMAGINED RESPONSES TO SAFETY AND SECURITY

Strategic Outcome

Black students experience physical and emotional safety.

Description

Incidents of community violence reduce as students have more access to mental health services and prosocial activities. Community members have opportunities for active participation. Black joy and a culture of celebration serve to amplify students' sense of belonging. Through this effort, Portland Public Schools dismantles the school-to-prison pipeline, which refers to policies and practices that disproportionately push black youth out of schools and into the criminal justice system, often due to harsh discipline policies, biased policing, and inadequate educational resources.

GOAL #1

Increase student Awareness for Mental Health and Wellness Supports.

GOAL #2

In conjunction with our Safe Routes to School team, pilot efforts to have community-based individuals posted on identified routes to support middle and high school students traveling to and from school during arrival and dismissal bell times.

GOAL #3

In partnership with students, educators, and mental health providers, develop a standard post-traumatic event protocol that:

- Addresses trauma using healing centered practices.
- Provides tools for collective response to trauma.
- Creates tools that center culture, identity, and race as a leverage to holistic healing and well-being.
- Foster relationships, prioritize agency, promote collective action, and promotes culturally based learning.
- Creates school-based proactive strategies that support individual, interpersonal, and institutional well-being.

GOAL #4

Establish consistent classroom management practices that disrupt push-outs and maintain high standards for students.

GOAL #5

Resource community-based prevention programs to provide pro-social activities.

SUSTAINING THE EFFORT

Strategic Outcome

Portland Public Schools, in partnership with the community, cares for future generations with a promise of academic excellence, economic security, self-determination, and equal opportunities.

Description

The community vision for the Center for Black Student Excellence is sustained through innovative governance and funding models that leverage collective impact. Using the CBSE vision as guidance, organizations have a clear direction and leverage their strengths as they pursue aligned investment opportunities. Portland Public Schools maintains a dedicated budget for Black student achievement and related strategies.

GOAL #1

In partnership with Center for Black Excellence (CBE) leadership, establish a robust fund development strategy for continued private investment.

GOAL #2

Establish transparent standards for Center for Black Excellence board membership and actively develop the pipeline of board leadership.

GOAL #3

Launch an unapologetically Black-led design process for the physical building that positions Black creatives including artists, interior designers, and architects at the forefront of the core design team to create pathways for Black economic development and student internships.

GOAL #4

Determine and maintain staffing levels to sustain project management, program development, fund development, technology, building maintenance and operations.

GOAL #5

Establish public and private transportation partnerships and scale the infrastructure in proportion to the growth in displaced students.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 171



06. APPENDIX

- **Design and Engagement Calendar**
- **Glossary**
- **CBSE Bibliography**

DESIGN AND ENGAGEMENT CALENDAR

PHASE I			
October 2022			
Event	Date & Time	Location	Type
Homecoming Lunch	10/3/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Homecoming Lunch	10/4/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Harriet Tubman Staff Meeting	10/4/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Know Your School	10/4/22 5:30pm-6:30pm	Virtual	Community Engagement
Jefferson Homecoming Lunch	10/5/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Homecoming Lunch	10/6/22 11:44am-12:19pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Lunch Period	10/11/22 12:21pm-1:09pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Modernization Evening BBQ	10/11/22 5:45pm-8:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Lunch Period	10/12/22 12:21pm-1:09pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Design Research (Student)
Jefferson College and Career Day	10/12/22 8:45am-11:40am	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Design Research (Student)
Jefferson Modernization Town Hall	10/12/22 5:00pm-6:00pm	Jefferson High School Library 5210 N Kerby Ave, Portland, OR 972147	Community Engagement

Jefferson Comprehensive Planning Committee #5	10/12/22 6:30pm-8:30pm	Jefferson High School Library 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Lunch Period	10/13/22 12:21pm-1:09pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Design Research (Student)
PIL Volleyball Tournament	10/15/22 7:00am-5:00pm	Jefferson High School Gym 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Modernization Community Design Workshop	10/15/22 9:00am-4:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Staff Meeting	10/18/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Tubman Community Lesson (8th grade)	10/21/22 2:46pm-3:45pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Community Night	10/27/22 5:30pm-7:00pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Community Engagement
Tubman Assembly (8th grade)	10/28/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
CBSE Mixer	10/31/22 4:00pm-5:30pm	Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Community Engagement

November 2022

Event	Date & Time	Location	Type
Jefferson Staff Meeting	11/1/22 3:45pm-5:00pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Design Research (Staff)
Know Your School	11/1/22 5:00pm-6:30pm	Virtual	Community Engagement
Jefferson 8th grade Parent Night	11/9/22 5:30pm-6:30pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Dr. King Black Family Night	11/17/22 5:30pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	



Tubman Community Lesson (7th grade)	11/18/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Jefferson Parent Teacher Conferences	11/21/22 12:30pm-4:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Parent Teacher Conferences	11/21/22 5:00pm-7:45pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Parent Teacher Conferences	11/22/22 8:30am-11:30am	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Jefferson Staff Meeting	11/29/22 3:45pm-5:15pm	Jefferson High School Room B-27 5210 N Kerby Ave, Portland, OR 972147	Design Research (Staff)

December 2022

Event	Date & Time	Location	Type
Preserving Black Spaces Lecture - Learning Journey	12/1/22 6:00pm - 7:30pm	Architectural Heritage Center 701 SE Grand Ave, Portland, OR 97214	Community Engagement
Tubman Assembly (7th grade)	12/2/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Community Lesson (6th grade)	12/2/22 2:46pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Tubman Staff Meeting	12/6/22 4:00pm-5:30pm	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Design Research (Staff)
Know Your School	12/6/22 5:30pm-6:30pm	Virtual	Community Engagement
Jefferson Boys Basketball Game	12/6/22 7:00pm-9:00pm	Jefferson Athletic Fieldhouse (Basketball Gym) 5210 N Kerby Ave, Portland, OR 972147	Community Engagement
Tubman Assembly (6th grade)	12/9/22 2:45pm-3:45pm	Harriet Tubman Middle Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement
Jefferson Boys Basketball Game	12/13/22 7:00pm-9:00pm	Jefferson Athletic Fieldhouse (Basketball Gym) 5210 N Kerby Ave, Portland, OR 972147	Community Engagement

Harriet Tubman Black Student Union Engagement	12/15/22 12:00-12:46	Jefferson HS 5210 N Kerby Ave, Portland, OR 972147	Student Engagement
Black Family Night	12/15/22 5:30pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	Community Engagement

PHASE II

December 2022

Event	Date & Time	Location	Type	Partner
Preserving Black Spaces Lecture	12/1/22 6:00pm-7:30pm	Architectural Heritage Center 701 SE Grand Ave, Portland, OR 97214, USA	Learning Journey	Architectural Heritage Center

January 2023

Event	Date & Time	Location	Type	Partner
Jefferson High School Students and Staff	1/1/23	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	I AM MORE
Met with Jefferson Staff and Students	1/11/23	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	I AM MORE
In My Shoes Walk: Students & Parents	1/14/23 10:00am-11:45am	Unthank Park 3920 N Kerby Ave, Portland, OR 97227	Learning Journey	Word is Bond
In My Shoes Walk: Partners & Staff	1/14/23 12:00pm-1:45pm	Unthank Park 3920 N Kerby Ave, Portland, OR 97227	Learning Journey	Word is Bond
Church Celebration of Dr. King Highland Church	1/16/23 1:00pm-4:00pm	Highland Church 7600 NE Glisan St, Portland, OR 97213	Student Engagement	I AM MORE
McDaniel BSU Coordinator/Students (22)	1/17/23	McDaniel High School 2735 NE 82nd Ave, Portland, OR 97220	Student Engagement	I AM MORE
Jefferson Student Athletes/Leaders	1/18/23 2-3:30pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Student Engagement	I AM MORE
Jefferson HS Open House	1/18/23 6:30-8:30pm	Jefferson High School 5210 N Kerby Ave, Portland, OR 972147	Community Engagement	



Harriet Tubman Middle School BSU	1/19/23 12:00pm-11:00pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Alliance at Meek	1/19/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Portland Opportunities Industrial Center	1/19/23	Portland Opportunities Industrial Center 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Connected with students from Benson, Meek, Roosevelt and PSU to discuss the Black Student Expo. 10 students	1/21/23	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Student Engagement	I AM MORE
Black Professionals Expo	1/21/23 12:00pm-6:00pm	Lloyd Center (Inside of the old Victoria Secret) 1405 Lloyd Center, Portland, OR 97232	Learning Journey	Young, Gifted, and Black National Association of Minority Contractors
Youth Entrepreneurial Advisory Team to brainstorm engagement with schools moving forward and to discuss positive changes we want to see	1/22/23		Student Engagement	I AM MORE
MoAD Virtual Tour: The New Black Vanguard	1/23/23 11:00am-1:00pm	Via Zoom	Learning Journey	Museum of the African Diaspora (MoAd)
Student Leaders and Principal at Alliance High School Meek	1/25/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement with 40 students	1/26/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Student engagement with 50 students	1/26/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement at POIC	1/26/23	Portland Opportunities Industrial Center 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel and Dropoff Student engagement with 50 students	1/26/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Guiding Coalition #2	1/27/23 4:30pm-8:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE MKT BOX Colloquate

Guiding Coalition #2	1/28/23 9:00am-4:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE MKT BOX Colloqate
February 2023				
Event	Date & Time	Location	Type	Partner
# Enough Plays to End Gun Violence	2/2/23 6:00pm-9:00pm	Jefferson High School Auditorium 5210 N Kerby Ave, Portland, OR 972147	Learning Journey	Four Forces Inc
Bagel Engagement Drop Off @ Jefferson High	2/2/23	Jefferson High School Auditorium 5210 N Kerby Ave, Portland, OR 972147	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Harriet Tubman	2/2/23	Harriet Tubman Middle 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Alliance @ Meek	2/2/23	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ POIC	2/2/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop Off @ Ivy Middle School	2/2/23	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Design Research (Staff)	I AM MORE
Bagel Engagement Drop Off/BSU Meeting @ Ockley	2/2/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE
Stars of Jefferson: Black Shines Brighter	2/3/23 12pm – 7 pm	815 N. Killingsworth, Portland, OR 97217	Community Engagement	Jefferson Community
Portland City Tour	2/4/23 11:00am-5:00pm	Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Learning Journey	ReBuilding Cornerstone's "MAYO House Learning Hub" Self Enhancement INC. BSTRONG Learning Hub Soul Restoration Center Black United Fund Feed'em Freedom Foundation Akadi PDX
MoAD Virtual Tour: The Life + Art of William H. Johnson	2/6/23 1:00pm-3:00pm	Via Zoom	Learning Journey	Museum of the African Diaspora (MoAd)
Bagel Engagement Drop off @ Jefferson High	2/9/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE



Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/9/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ POIC	2/9/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Ivy Middle School	2/9/23	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Ockley	2/9/23	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	I AM MORE
Family Night at Tubman (Jefferson Engagement Event)	2/9/23 5:00-7:00pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Community Engagement	
Engagement with students about CBSE with Interviews	2/10/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Connection with Students from De La Salle to speak about CBSE	2/10/23	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Student Engagement	I AM MORE
2023 Healing Summit: Coming Together – Community & Youth Empowerment	2/11/23 11:00 AM - 5:00 PM	Portland Community College Cascade 705 North Killingsworth Street Portland, OR 97217	Community Engagement	Lines for Life
Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/16/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ Harriet Tubman (50 Students)	2/16/23	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	I AM MORE
Bagel Engagement Drop off @ POIC	2/16/23	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	I AM MORE
Jefferson High School Modernization's Design Advisory Group	2/16/23 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave, Portland, OR 972147	Community Engagement	
Guiding Coalition #3	2/17/23 4:30pm-8:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE Colloquate MKT BOX
Guiding Coalition #3	2/18/23 9:00am-4:00pm	Grant High School 2245 NE 36th Ave, Portland, OR 97212	Community Engagement	I AM MORE Colloquate MKT BOX

RESJ Partners Q2 Event	2/27/23 11:30am-1:00pm	Windows Conference Room (Second Floor) Dr. Matthew Prophet Center 501 N Dixon St., Portland, OR 97227	Community Engagement
------------------------	---------------------------	---	----------------------

March 2023

Event	Date & Time	Location	Type	Partner
Black Student Excellence Expo	3/25/23 (Postponed) 11:00am-3:00pm	Blazer Boys & Girls Club 5250 NE Martin Luther King Jr Blvd, Portland, OR	Student Engagement	I AM MORE

PHASE III

March 2023

Event	Date & Time	Location	Type	Audience	Partner
Student Enrichment and Relationship Building	3/2/2023	Harriet Tubman Middle School; Cafeteria 2231 N Flint Ave, Portland, OR 97227	Student Engagement	Tubman Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Alliance at Meek 4039 NE Alberta Ct, Portland, OR 97211	Student Engagement	Alliance @ Meek Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	Ivy Middle School Students	I AM MORE
Student Enrichment and Relationship Building	3/2/2023	Ockley Green Middle School 6031 N Montana Ave, Portland, OR 97217	Student Engagement	Ockley Green BSU	I AM MORE
Class Visits and Introductions	3/3/2023	Vernon K-8 School 2044 NE Killingsworth St, Portland, OR 97211	Student Engagement	Vernon School Students	I AM MORE
The Impacts of Gun Violence & Displacement	3/4/2023	Nick Fish Building 10560 NE Halsey St., Portland, OR 97220	Community Engagement	Displaced Impacted by Gun Violence	Four Forces, Prosper Portland
Gang Informed Teens and Adults	3/5/2023	N/A	Community Engagement	Community Members Informed by Gang Activity	Four Forces, Prosper Portland
Albina Vision Trust Community Plan Open House	3/6/2023 5:30pm-7:30pm	Albina Vision Trust, Left Bank Building 240 North Broadway Suite 116 Portland, OR 97227	Community Engagement	AVT Stakeholders	Albina Vision Trust
Student Enrichment and Relationship Building	3/6/2023	Vernon K-8 School 2044 NE Killingsworth St, Portland, OR 97211	Student Engagement	Vernon School Students	I AM MORE



Staff and Student Interviews Engagement	3/7/2023	Ivy Middle School 5420 N Interstate Ave, Portland, OR 97217	Student Engagement	Ivy Middle School Students	I am MORE
Student and Parent Interviews and Videos	3/8/2023	Soul Restoration Center 14 NE Killingsworth St, Portland, OR 97211	Community Engagement		I am MORE
Clergy Engagement	3/8/2023 11:30am-1:00pm	Life Change Church 3635 N Williams Ave, Portland, OR 97227	Community Engagement	Faith Community	Life Change Church
Student Enrichment and Relationship Building	3/9/2023	Harriet Tubman Middle School	Student Engagement	Harriet Tubman Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	Alliance @ Meek	Student Engagement	Alliance @ Meek Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	POIC + RAHS 717 N Killingsworth Ct, Portland, OR 97217	Student Engagement	POIC + RAHS Students	I am MORE
Student Enrichment and Relationship Building	3/9/2023	Roosevelt High School 6941 N Central St, Portland, OR 97203	Student Engagement		
MLK Black Family Night	3/9/2023 5:15pm-7:00pm	Martin Luther King School 4906 NE 6th Ave, Portland, OR 97211	Community Engagement	K-5 Families	MLK PTA
National Panhellenic Council Engagement	3/10/2023 6:00pm-8:00pm	Dr. Matthew Prophet Education Center 501 N Dixon Street	Community Engagement	Black Greek Letter Organizations	
Dr. Matthew Prophet Education Center Renaming	3/11/2023 12:00pm-2:30pm	Dr. Matthew Prophet Education Center 501 N Dixon Street	Community Engagement	Elders and Educators	Oregon Alliance of Black School Educators
Kairos Family Council (KFC)	3/14/2023 5:30pm-7:00pm	KairosPDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	KairosPDX
Harriet Tubman Community Night	3/15/2023 5:30pm-7:00pm	Harriet Tubman Middle School; Cafeteria 2231 N Flint Ave, Portland, OR 97227	Community Engagement	6-8 Grade Families	
Harriet Tubman BSU - Student Engagement	3/16/2023 12:00 - 12:45pm	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Student Engagement	6-8 Grade Students	I am MORE
Guiding Coalition #4	3/17/2023 5:30 - 8:00pm	2245 NE 36th Ave, Portland, OR 97212	Community Engagement	Guiding Coalition	I AM MORE Collocate MKT Box

Guiding Coalition #4	3/18/2023 9:00am - 4:00pm	2245 NE 36th Ave, Portland, OR 97212	Community Engagement	Guiding Coalition	I AM MORE Colloquate MKT Box
Declaration of a State of Emergency for Black Children	3/21/2023 6:30pm-8:30pm	Promise Land Community Church 5760 NE Cleveland Ave, Portland, OR 97211	Community Engagement	Clergy	
Student Enrichment and Relationship Building	3/21/2023	Harriet Tubman Middle School 2231 N Flint Ave, Portland, OR 97227	Community Engagement	Harriet Tubman Students	I AM MORE
Jefferson High School Modernization's Design Advisory Group	3/23/2023 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave	Community Engagement	Jefferson Community	
Kairos Parent Teacher Conferences	3/23/2023 8:00am-5:00pm	Kairos PDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	Kairos PDX
Kairos Parent Teacher Conferences	3/24/2023 8:00am-5:00pm	Kairos PDX 4915 N Gantenbein Ave, Portland, OR 97217	Community Engagement	K-5 Families	Kairos PDX
Black Student Excellence Expo	3/25/23 (New Date) 11:00am-3:00pm	Blazer Boys & Girls Club 5250 NE Martin Luther King Jr Blvd, Portland, OR	Student Engagement	All Community	I AM MORE
CBSE Student Branding Workshop	3/29/2023 10:00am-12:00pm	Virtual	Student Engagement		
March Community Dinner Series	3/30/23 5:30pm-8:00pm	Ecotrust 1140 SE 7th Ave Suite 150, Portland, OR 97214, USA	Community Engagement	Elected Officials, Business Leaders, Higher Education Partners, Center for Black Excellence Steering Committee	
Interviews with CBO Leaders	Throughout the Month Varied	Multiple Locations	Community Engagement	Leaders of Community Based Organizations serving Black Students	Colloquate - CDO Mims Rouse
Interviews with Students	Throughout the Month Varied	Multiple Locations	Community Engagement	Students and Alumni	Colloquate - Syncier Sevier

PHASE IV

April 2023

Event	Date & Time	Location	Type	Audience	Partner
Coalition of Black Men	4/1/2023 10:00-11:30am	Virtual	Student Engagement	Mentors, Educators, Elders	Colloquate - CDO Mims Rouse



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 183

Black Community of Portland - Youth kick-back	4/1/2023 3:00pm - 6:00pm	16126 SE Stark St, Portland, OR 97233	Student Engagement	Displaced Black youth and families	Colloquate - CDO Yemaya Benton
Black Community Of Portland Gathering	4/2/2023 5:30pm - 7:30pm	5441 SE Belmont St, Portland, OR 97215	Community Engagement	Open invite to Black community	Colloquate - CDO Yemaya Benton
Workstrand Inventory Meetings - Communications	4/5/2023 3:45pm - 4:30pm	Virtual	Design Research (Students)		
Workstrand Inventory Meetings - Jefferson Modernization Team	4/6/2023 9:00 – 9:45am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Middle School Redesign	4/6/2023 9:45 – 10:30am	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - PK - 5 Mathematics	4/7/2023 12:00 – 12:45pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Facilities	4/11/2023 3:00 – 3:45pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Self-Enhancement, Inc. (SEI)	4/14/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)		
Black Student Success Summit	4/15/2023 8:00am - 4:00pm		Student Engagement		Hosted by Black Educational Achievement Movement (BEAM)
Immigrant/ Refugee Phone Banking	4/15/2023 4:00pm - 8:00pm	Virtual	Student Engagement	Immigrant and refugee students	Hosted by Imagine Black Futures in collaboration with AYCO and SAMO
Workstrand Inventory Meetings - GEAR UP	4/17/2023 11:15am – 12:00pm	Virtual	Design Research (Staff)		
Reclaiming the Black Educational Experience	4/17/2023 5:00pm-7:30pm		Community Engagement	Open invite to Black community including stakeholders from Jefferson and Harriet Tubman.	
Workstrand Inventory Meetings - Funded Programs	4/18/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)		
Workstrand Inventory Meetings - Racial Equity and Social Justice (RESJ)	4/21/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)		

Workstrand Inventory Meetings - Sabin Elementary School	4/21/2023 3:00 – 3:45 am	Virtual	Design Research (Staff)	
RESJ in person Follow-up Partners Event	4/24/2023 11:30am-1:00pm		Community Engagement	RESJ Partners
Workstrand Inventory Meetings - Boise-Eliot Elementary School	4/24/2023 1:00pm - 1:45pm	Virtual	Design Research (Staff)	
Workstrand Meeting - Dr. Martin Luther King Middle School	4/25/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)	
Workstrand Inventory Meeting - Sabin Elementary School	4/26/2023 9:00 – 10:00 am	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - College and Career Readiness	4/26/2023 11:15am - 12:00pm	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - Student Learning	4/26/2023 12:00 – 12:45 pm	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - Office of Teaching and Learning	4/27/2023 12:00 – 12:45 pm	Virtual	Design Research (Staff)	
Workstrand Meetings - Racial Equity and Social Justice (RESJ)	4/27/2023 3:00 – 3:45 pm	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - Learning Acceleration	4/28/2023 9:00 – 9:45 am	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - Human Resources	4/28/2023 10:00 – 10:45 am	Virtual	Design Research (Staff)	
Workstrand Inventory Meetings - Government Relations	4/28/2023 1:30 – 2:15pm	Virtual	Design Research (Staff)	

May 2023

Event	Date & Time	Location	Type	Audience	Partner
Workstrand Inventory Meetings - Indian Education	5/1/2023 11:45am – 12:30pm	Virtual	Design Research (Staff)		



Workstrand Inventory Meetings - Youth Violence Prevention	5/1/2023 1:00 – 1:45 pm	Virtual	Design Research (Staff)
Workstrand Inventory Meetings - Student Learning and Family Engagement	5/1/2023 2:00 – 2:45 pm	Virtual	Design Research (Staff)
Jefferson High School Modernization's Design Advisory Group	5/1/2023 5:00pm - 7:00pm	Jefferson High School Cafeteria 5210 N Kerby Ave	Community Engagement
Workstrand Inventory Meetings - Head Start Black Excellence Classroom	5/4/2023 3:00pm - 4:00pm	Virtual	Design Research (Staff)

Key Definitions

Design Research

A broad term for the process that designers use to better understand the desires, needs, and challenges of those who will be most impacted by new products, services, programs, etc.

Student & Community Engagement

A series of activities aimed at creating awareness and opportunities for the broad groups of stakeholders to participate in a process. Community engagement often falls on a spectrum.

■ **Inform**

We provide balance and objective information to our community.

■ **Consult**

We seek and obtain feedback from our community on analysis, issues, alternatives and decisions.

■ **Involve**

Work with our community to make sure that their concerns and aspirations are considered and understood.

■ **Collaborate & Empower**

Partner with the community in each aspect of the decision-making.

■ **Communicate Powered Action**

District-decision making as a result of autonomous advocacy from the community.

For the sake of this important body of work, we intend to **Involve and Collaborate and Empower** our community.

Learning Journey

Learning Journeys are experiences intended to activate all of the participant's senses. They draw participants into introspection while also inciting inspiration. For the sake of the Center for Black Student Excellence project, the Learning Journeys are designed to elevate the work of those who are accelerating Black Excellence whom we may want to learn from as we consider what to include in Portland's CBSE.

GLOSSARY TERMS

Black Radical Imagination

The Studio Museum in Harlem defines the 'Black Radical Imagination as a revolutionary process of thinking otherwise using Black diasporic critique to articulate a vision for a different world.'

Collaborate and Empower

Partner with the community in each aspect of the decision-making.

Culturally Affirming

Instruction affirms and honors our students and communities of color including their ethnic, racial, and linguistic identities and develops all students' ability to recognize and critique social inequities.

Educational Equity

Raising the achievement of all students while (1) narrowing the gaps between the lowest and highest performing students and (2) eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Design Justice

We seek to dismantle the privilege and power structures that use the design professions to maintain systems of injustice in order to envision spaces of radical justice and liberation. It is imperative for the project to center the lived expertise of the communities to which the project serves.

Differentiation

An approach to teaching that involves offering several different learning experiences and proactively addressing

students' varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

Involve

Work with our community to make sure that their concerns and aspirations are considered and understood.

Self-Efficacy

Students' belief in their innate ability to set and achieve goals.

Trauma-Informed Approach

Designed to be a community response to support traumatized students and their families. This includes policies and practices that create safe school environments and professional learning regarding the signs and symptoms of trauma, promote resiliency and wellness among students, their families, and staff, and reduce re-traumatization.

Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them. (Center for Assessment and Policy Development)



PORTLAND PUBLIC SCHOOLS



CBSE 187

Racial Justice

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. (Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.)

Social Justice

Those who strive for social justice believe in the triumph of our shared humanity. Social Justice is a process, not an outcome that calls for both personal reflection and social change to ensure that each of us has the right and the opportunity to thrive in our community regardless of our identities. It calls on us to design and continually perfect our education institutions by challenging the roots of oppression and injustice, empowering all people to exercise self-determination and realize their full potential and building social solidarity and community capacity for collaborative action.



CBSE BIBLIOGRAPHY

About Us. Dual Capacity. (2019).

Retrieved 2023, from

<https://www.dualcapacity.org/about-us>

Arts and culture. Albina Vision Trust. (2021, March 15).

Retrieved 2023, from

<https://albinavision.org/arts-and-culture/>

Benjamin, G. (2015, December 4). Gun violence is an epidemic that needs a public health response.

The Guardian. Retrieved 2023, from

<https://www.theguardian.com/commentisfree/2015/dec/04/gun-violence-epidemic-shooting-deaths-public-health-policy>

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

Daniel, J., Malone, H. L. S., & Kirkland, D. E. (2020). A step closer to racial equity: Towards a culturally sustaining model for community schools.

Retrieved 2023, from

<https://journals.sagepub.com/doi/abs/10.1177/0042085920954906>

Darling-Hammond, L. (1998, March 1).

Unequal Opportunity: Race in Education. Brookings.

Retrieved 2023, from

<https://www.brookings.edu/articles/unequal-opportunity-race-and-education/>

DeGruy, J. (2023). Post traumatic slave syndrome.

Dr. Joy DeGruy.

Retrieved 2023, from

<https://www.joydegruy.com/post-traumatic-slave-syndrome>

Edmonson, J. (2023). A Brief History: The Rise of Historically Black Colleges and Universities [web log].

Retrieved 2023, from

https://www.lsu.edu/intlpro/apa/blog_posts/2021/hbcus_a_brief_history.php

Fair Housing. Portland.gov. (2023).

Retrieved 2023, from

<https://www.portland.gov/phb/fair-housing>

Fullilove, M. T., & Wallace, R. (2011). Serial forced displacement in American cities, 1916-2010., (3), 381-389.

<https://doi.org/10.1007/s11524-011-9585-2>

Gershenson, S., Hart, M., Lindsay, C.A., Papageorge, N.W., (2017). The Long-Run Impacts of Same-Race Teachers. IZA Institute of Labor Economics. IZA DP No. 10630.

<https://docs.iza.org/dp10630.pdf>

Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. Transforming Anthropology, 15(1), 3-25.

<https://doi.org/10.1525/tran.2007.15.1.03>

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.



PORTLAND PUBLIC SCHOOLS



INNOVATION
STUDIO

CBSE 189

Goughnour, C. (2019, March 19). Portland, Oregon: Displacement by Design. NCRC.

Retrieved 2023, from
<https://ncrc.org/gentrification-portlandor/>

Gragg, R. (2012). Black in Portland: 130 years of dislocation. Portland Monthly.

Retrieved 2023, from
<https://www.pdxmonthly.com/news-and-city-life/2012/02/black-in-portland-march-2012>.

Hill, D, Jr. (2021, Aug 10). For Black children, play can be transformative: Play is a radical and liberatory activity for Black children. As adults, we have a responsibility to promote and participate in it, too.

Greater Good Magazine.
https://greatergood.berkeley.edu/article/item/for_black_children_play_can_be_transformative

History of HBCUs. Thurgood Marshall College Fund. (2020, March 9).

Retrieved 2023, from
<https://www.tmcf.org/history-of-hbcus/>

Howard, P.S., & James, C. E. (2019). When dreams take flight: How teachers imagine and implement an environment that nurtures Blackness at an Africentric school in Toronto, Ontario. *Curriculum inquiry*, 49(3), 313-337.

Retrieved 2023, from
<https://eric.ed.gov/?id=EJ1223587>

Hudson, M. J., & Holmes, B. J. (1994). Missing teachers, impaired communities: The unanticipated consequences of *Brown v. Board of Education* on the African American teaching force at the Precollege level. *The Journal of Negro Education*, 63(3), pg. 388-393.

Retrieved 2023, from
<https://www.jstor.org/stable/2967189>

Hayes, K. (Host). (2023, March 9). We Need Collective Healing, Not Commodified "Self-Care" (No. 123). In Truthout Podcast.

Retrieved from
<https://truthout.org/audio/we-need-collective-healing-not-commodified-self-care/>

Leary, Joy DeGruy. Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing. Milwaukie, Oregon: Uptone Press, 2005.

Love, B. L. (2023, March 24). Stop trying to recruit Black teachers until you can retain the ones you have. Education Week. **Retrieved 2023, from**
<https://www.edweek.org/leadership/opinion-stop-trying-to-recruit-black-teachers-until-you-can-retain-the-ones-you-have/2023/03>

Love, Bettina L., "Don't Judge a Book by its Cover: An Ethnography about Achievement, Rap Music, Sexuality & Race." Dissertation, Georgia State University, 2009. doi: <https://doi.org/10.57709/1060071>

Lyles, K. J. (2023, January 27). It's Time to Show Up for Black Teachers. Word In Black. **Retrieved from**
<https://wordinblack.com/2023/01/its-time-to-show-up-for-black-teachers/>

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

Naman, W. (2009). Who should teach Black students? Research on the role of White and Black teachers in American schools. *Ethnicity and Race in a Changing World*, 1(2), 26-39. **Retrieved 2023, from**
<https://go.gale.com/ps/i.do?p=AONE&u=googlescholar&id=GALE%7CA381057891&v=2.1&it=r&sid=AONE&asid=3c37a757>

Noguera, P. (2003). City schools and the American dream: Reclaiming the promise of public education (Vol 17). Teachers College Press.

Retrieved 2023, from

https://books.google.com/books/about/City_Schools_and_the_American_Dream.html?id=bfuFosKIPeEC

Office of Violence Prevention. Portland.gov. (2023).

Retrieved 2023, from

<https://www.portland.gov/community-safety/oyvp>

Portland, Oregon. (2022, October 3). Portland Public Schools Enrollment Summary by Race and Ethnicity, October 2022. Portland, Oregon.

Retrieved 2022, October, from

<https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/207/Enrollment%20by%20Race%20and%20School%202022-23.pdf>

Scallon, A. M., Bristol, T. J., & Esboldt, J. (2023). Teachers' perceptions of principal leadership practices that influence teacher turnover. *Journal of Research on Leadership Education*, 18(1), 80-102.

Retrieved 2023, from

<https://journals.sagepub.com/doi/10.1177/19427751211034214>

Walker, J. S., Bruns, E. J., & Penn, M. (2008). Individualized services in systems of care: The wraparound process. In B. A. Stroul & G. M. Blau (Eds.), *The system of care handbook: Transforming mental health services for children, youth, and families* (pp. 127–153). Paul H. Brookes Publishing Co.

Retrieved 2023, from

<https://psycnet.apa.org/record/2008-11975-005>

Ware, F. (2002). Black teachers' perceptions of their professional roles and practices. In search of wholeness: African American teachers and their culturally specific classroom practices, 33-45.

Retrieved 2023, from

https://link.springer.com/chapter/10.1057/9780230107182_3

What are Community Schools? NEA. (2023).

Retrieved 2023, from

<https://www.nea.org/student-success/great-public-schools/community-schools/what-are-they>

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.

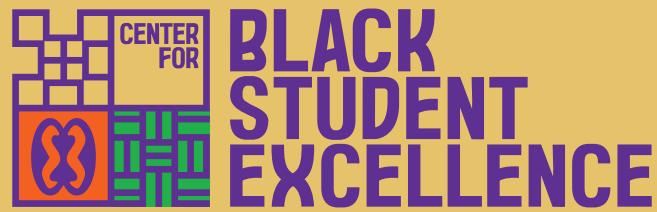


PORTLAND PUBLIC SCHOOLS



CBSE 191





PORLAND PUBLIC SCHOOLS



RESOLUTION No. 6581

Resolution Approving Agreement to Collaborate with the *Center for Black Excellence* to Advance Black Student Excellence at Portland Public Schools

RECITALS

- A. Black student achievement has struggled for decades due to racism and under-investment in predominantly black schools, forced busing, the removal of black teachers and administrators from schools and a series of churning reforms that have come at the cost of black student achievement. While this has impacted many students and neighborhoods the acute impact on the black community has been well documented. Racist practices that advantage white students and disadvantage students of color have been reinforced by racist cultural narratives, beliefs, and norms. Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon's now-largest school system, was established. For close to 170 years, PPS failed to respond to struggles of communities of color--especially Black and Native American students. This pattern started when William Brown, a resident of Portland in the 1860s, tried to enroll his children in one of Portland's only two public elementary schools, launching what would be the first recorded case of racism against Black children in Portland Public Schools.
- B. Similarly, Albina was once a thriving, creative, and affordable neighborhood consisting of Black-owned businesses, homes, and faith institutions. It was the cultural capital of Portland with world class jazz venues, environmental justice initiatives, and education models created for and by Black Portlanders. Decades of disinvestment, urban renewal, and racist public policy disintegrated the neighborhood.
- C. The Albina Vision Trust ("AVT") is a nonprofit organization created to steward the neighborhood's rebirth through the thoughtful transformation of the 94-acres of lower Albina. AVT seeks to create a youth-centered community in lower Albina designed to create opportunities for Portland's next generation of Black people to build wealth and reclaim home.
- D. Several Black-led organizations have spent anywhere between 10, 20 and 30 years filling the gap in services and supports for Black students and families that the school district has left behind. These organizations include Self-Enhancement Inc, Portland Opportunities Industrialization Center, KairosPDX, and Albina Headstart. Collectively, these organizations approached the district in 2019 to discuss new pathways for Black students.
- E. Black community-led organizations in Portland joined forces in 2020 to the push for equitable access to public education, especially for our Black students and their families. This push has long been a key component of the civil rights movement and fight for racial justice and builds on the legacy of advocacy for Black children in Portland and catalyzed by the social movements for Black Lives. KairosPDX and AVT specifically approached the district about inclusion of a Center for Black Excellence in the 2020 Bond Campaign with the support of several black leaders and Black-led organizations serving children.
- F. On June 11, 2020, the PPS Board unanimously approved Resolution 6130, declaring that the lives of Black students and our Black community matter and committing to working with the Portland community to create the conditions for every student, especially our Black and Native students who experience the greatest challenges, to realize the vision of the PPS Graduate Portrait.
- G. On July 28, 2020, the PPS Board unanimously approved Resolution 6150. In that resolution, the Board included in the proposed 2020 bond the modernization of Jefferson High School and the development of a community-inspired Center for Black Student Excellence ("CBSE"), as a physically built environment and as a designated hub for culturally specific partnerships to

advance Black student achievement in PPS by supporting Black students, families, and educators. On November 3, 2020, the voters of Portland approved the 2020 general obligation bond, Bond Measure 26-215, with an overwhelming 75-percent approval, making way for the first phase of design and planning of investments in Albina facilities, and designating intentional investment in the Black community that is co-created and co-led by the community itself.

- H. The Portland Public Schools responsiveness to Black-led educational organizations signals a new day that recognizes the atrocities of the past and how they have impacted black students and families; and sets a foundation to chart a new course where this specific community can access strategic, intentional and coordinated pathways to thrive. Together, the CBSE and the Jefferson High School modernization will engage students, families, and community stakeholders to develop a coherent set of strategies that will positively impact student achievement and outcomes while affirming Black student identity and will include promoting and supporting culturally responsive/sustaining teaching and learning, beginning with the youngest students and throughout their educational journeys. These two investments towards the schools in the heart of the Albina community will serve as a concrete—literally and figuratively—investment in our Black communities. It will reinforce and anchor our schools as centers of our communities, connecting a constellation of community schools, such as Boise Eliot/ Humboldt Elementary, Dr. Martin Luther King Jr. Elementary, Harriet Tubman Middle School, and Jefferson High School, and Black-led community-based organizations in the Albina neighborhood.
- I. The approval of the 2020 PPS Bond enables Black-led and -serving educational organizations in the Albina community to engage in the design and implementation of the CBSE as a physical environment, focused on centering the experience, promoting opportunities, accelerating outcomes, and celebrating the achievements of Portland's Black children, families, and educators. The engagement of, and consistent support from, Portland's Black community in connection with the passage of the 2020 PPS Bond and the focus on improving the educational environment and outcomes for Black students, has created a foundation for the creation of the CBE and the implementation of its goals.
- J. Inherently connected to the development and success of the physical place of CBSE is the formation and leadership of the Center for Black Excellence ("CBE"), a to-be-formed 501(c)(3) nonprofit organization envisioned and created by Black-led community organizations working together to unify and elevate the Black educational experience and improve outcomes for Black children, youth, and families. This new community-led collective-impact effort channels the decades of visionary leadership and culturally responsive and pedagogically sustaining approaches of culturally specific organizations. AVT, along with senior leaders from other established, Black-led organizations that are serving the Black community, Black community leaders that are influencing change within the community, as well as leaders along the educational continuum (among them, Albina Head Start, Black Parent Initiative, Kairos PDX, Portland Opportunities Industrialization Center, REAP and Self-Enhancement, Inc.) (together, the "CBE Steering Committee") continue the Black community's critical leadership, advocacy and thought partnership in the new vehicle of the CBE.
- K. The CBE Steering Committee will form the CBE to continue to work with community leaders, families, students, educators, and staff to design and develop the CBSE and other investments in Albina, furthering the shared goals and commitment to Black excellence.
- L. CBE has invited PPS to participate in the CBE, and PPS welcomes the opportunity to partner with the CBE and Black community leaders more formally and fully. This innovative and powerful governance structure is designed to provide visionary leadership in the design and development of the PPS CBSE and also provide robust community engagement, fundraising, the synergy between CBE and CBSE, and, among other things, educational planning for CBSE and the JHS master plan and HTMS relocation.

M. The vision of the CBSE is one of collaboration, among Black-led community organizations and PPS, through the coordination and leadership of CBE, working together to advance a culture of Black excellence, unify, and elevate the Black educational experience, and improve outcomes for Black students, families, and educators.

RESOLUTION

The Portland Public Schools Board of Education hereby:

- A. Authorizes the Superintendent or his designee to enter into the Cooperation Agreement attached hereto as Exhibit A;
- B. Commits to selecting two (2) members of the PPS Board to serve on the CBE Board no later than 30 days after the CBE entity is formed; and
- C. Requests that the Superintendent or his designee develop and present a plan to identify and recommend candidates for the PPS Board to select three (3) PPS representatives to the CBE Board. The PPS Board will approve the three (3) PPS representatives no later than 30 days after the selection process is presented to the PPS Board or the CBE entity is formed, whichever is later.