

Parent Advisory Committee: Distribution of Donations for Staffing

May 13, 2026



**TOGETHER,
WE RISE**

Agenda

- I. Opening
- II. Current Investment
- III. The Fund for Portland Public Schools-
Progress Reports
- III. Closing



Introductions: Let's Introduce Ourselves!

Please Share:

- Your Name & Pronouns
- Which PPS school you/your student/s have attended?

Public Meeting Rules & Quorum

As a committee that reports to the School Board, you are required to follow the same public meeting laws as regular board meetings:

- Most gatherings of the Committee are defined as public meetings under the law. Anytime members are brought together to discuss district business they are subject to the Public Meetings Law (ORS 192.610-192.990).
- All meetings must be publicly noticed, held in a public location where the public can observe, and include a virtual option; and that the Committee liaison must follow archival regulations for all meeting-related materials.

A Committee meeting occurs when a quorum is present to gather information or decide or deliberate on any public matter (including group emails!). The law specifies the following:

- All meetings of public governing bodies shall be conducted in public unless specifically exempted.
- No quorum (6 out of 12 representatives in our case) of a governing body may meet in private to decide, deliberate on, or gather information on which to deliberate, toward a decision on any matters except those exempted by law.
- **It will be very important for us to have a quorum for every meeting! Each person has one vote, majority vote needed to pass a decision.**

Last Year's PAC Recommendation BOE, 4/8/25

Description	Students Served	Allocation
Learning Acceleration: High Impact Tutoring Literacy (Grades K-3 plus additional grade levels, if possible)	400+	\$660,000
IXL Digital Math Skill Building & Assessment Tool for all 9th & 10th Grade Students	7,000	\$70,000
	SUB-TOTAL	\$730,000
Food Pantries in 20 Community Schools (Title I)	7,000	\$200,000
Seed Funding for Future Fundraising		\$100,000
TOTAL	14,400	\$1,030,000

Introduction of Nick Brodnicki

Interim Executive Director, The Fund for PPS

Impact of High Impact Tutoring Investment, as of 3/31/2026

Description	Preliminary Results
High Impact Tutoring Literacy in Elementary Schools, as follows: • 45 PPS schools participated in the program, including 15 schools through the PPS Reading Support EA model and 30 schools through the Reading Results contracted partnership. How students access the program: • Timing: Tutoring occurs during the designated 30-minute "What I Need" (WIN) block at each grade level, ensuring it takes place outside of core instruction. • Frequency: Students meet three times per week for 30 minutes per session. • Methodology: Instruction is delivered in small groups (1–3 students) • Duration: The program runs for up to 30 weeks, launching the first week of October and concluding at the end of May.	Total Number of Students Served: 1,211 Total Minutes in Tutoring: 936,605 Average Growth after 20 weeks of Tutoring: Grade 1: 33.8% Grade 2: 37% Grade 3: 23%

Impact of IXL Digital Math, as of 3/31/2026

Description	Preliminary Results
IXL Digital Math Skill Building & Assessment Tool for 9th & 10th Grade Students, as follows: Schools Impacted A total of 19 schools (grades 9-12) benefitted from IXL as a result of this investment from The Fund for PPS. Students from PPS’s nine comprehensive high schools plus one Focus-Option High School had IXL available to them. In addition, students from nine alternative schools were able to access IXL. • Eight Comprehensive High Schools plus Focus-Option High School: Benson, Cleveland, Franklin, Grant, Ida B. Wells, Jefferson, McDaniel, Lincoln, Roosevelt. • Reconnection Center, Alliance, MLC (Metropolitan Learning Center), DART (Counterpoint, Edwards, Kuumba, SAGE, Souther), NAYA Many Nations, Portland Virtual Scholars, Portland Evening Scholars, CTC Southeast, and Rosemary Anderson.	A total of 2,2398 students have benefitted from IXL this school year (2025-26). • 1,239 9th graders • 476 10th graders • 366 11th graders • 317 12th graders As a district, overall growth is seen at every grade level. On an individual level, some students were able to gain 2+ years of math skills, as evidenced by their benchmark assessments. Some students did not show improvement. More data will be available at the end of the school year. We are actively studying the level of growth by intervention format. Preliminary data suggests that math support classes result in the greatest positive impact. When looking at the ratio of IXL use at school vs. home, we can see that students who access IXL at school have the strongest gains.

Impact of Food Pantries, as of 3/31/2026

Description	Preliminary Results
The Fund for PPS invested \$200,000 in Food Pantries in 20 Community Schools (Title I K-5/K-8 Schools). According to the Needs Assessments conducted by PPS Community Schools Site Coordinators, access to food was the first priority expressed by families. Given the uncertainty of funding for hunger relief from all levels of government (e.g. USDA, Mult Co), PAC wanted to prioritize food. In most of the schools, school-based pantries were implemented and supported through these funds. Though community partners such as the Oregon Food Bank, SUN or other CBOs aim to support our school communities with free food, the offerings do not meet the frequency/magnitude of the need and lack many of the items families need. The funding provided by The Fund enabled our schools to stock regularly needed items, either supplementing existing resources or implementing new sources for culturally specific items, hygiene products, and/or other food items that are not readily found through other partnerships.	Total Number of Students Served: 6,700 - This year there were two major socioeconomic/political events that impacted food insecurity in our community- the loss and shifts to SNAP and the fear of immigration enforcement. It was extremely helpful that our schools were able to support families during this very stressful moment, and can continue to do so with the changes in SNAP qualifications. - Of the 20 schools, 80% have shown positive attendance outcomes. Of the 20% of schools who were not able to demonstrate growth in regular attendance, other significant socio-economic and political factors were at play such as immigration enforcement raids and large numbers of homeless students.

2026-27 Preliminary Funding Requests

High Impact Tutoring Plans for 2026-27 School Year: Funding in place to Serve 40 Schools

- **PPS Reading Support EAs** will serve 9 SDLI and Co-located SDLI schools, offering tutoring in English and Spanish.
- **Reading Results** will serve 31 schools.

HIT Funding Request:

- **Option 1: \$133,874** to serve six additional schools (6 PPS Reading Support EAs + 2 Lead Teachers).
- **Option 2: \$105,187** to serve three additional schools (3 PPS Reading Support EAs + 1 Lead Teacher)

IXL Digital Math Skill Building & Assessment Tool: Funding for 2026-27 is Uncertain

IXL Funding Request:

- **\$70,000** to serve students at 9 comprehensive high schools, 1 Focus-Option high schools, 9 alternative high schools

Food Pantries/Food Support in 20 Community Schools: Funding for 2026-27 is Uncertain

Food Pantries/Food Support Funding Request:

- **\$50,000** to serve 6,700 students in 20 Community Schools

Contact us

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