



Annual Performance Report, FY19-20
including COVID-19 Emergency Response

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Introduction

This report summarizes Portland Children's Levy (PCL) grantees' performance during FY19-20. Due to the pandemic's impact on grantee staff and the families they serve, PCL adjusted grantee reporting expectations and procedures. **Most grantees reported program performance data they had collected as of March 15, 2020. Hunger Relief grantees reported most performance data for the full year.** Due to the unique nature of the services, especially in the pandemic, hunger relief results are discussed separately on pages 14 - 16. **All grantees provided a narrative report on COVID-19 impacts for March 16-June 30, 2020.** PCL aggregated grantees' data on annual performance measures and compared it to average performance over the past 5 years. Readers should use caution interpreting the data in Section I because most of it does not cover an entire year of performance.

PCL also analyzed and themed grantees' narrative reports to understand their impacts and responses to the COVID-19 emergency. **Grantees met the challenges of the COVID-19 emergency with extraordinary courage, resilience, and creativity. This report highlights their collective efforts during this unique year.**

Background

The following goals guide PCL's grantmaking and performance measurement:

- Prepare children for school;
- Support children's success inside and outside of school;
- Eliminate racial and ethnic disparities in children's well-being and school success.

PCL's goals, along with adopted program strategies in PCL's 6 program areas, were informed by public input and local data on Portland's child & youth population.

Annual Performance Measures

Each year PCL measures progress toward its goals by analyzing data collected from grantees. Annual data are reported to the Allocation Committee using the measures below:

- **Service Goals:** Meeting contract goals for specified levels of service to the community.
- **Demographics:** Serving priority populations and geographies.
- **Program Participation:** Maximizing participation/attendance in programs.
- **Outcomes:** Meeting all or most outcomes goals.
- **Staff Turnover:** Keeping staff turnover as low as possible.

Impact of COVID-19

For FY19-20, PCL asked grantees about the impact of COVID-19 pandemic on programs:

- **Service Delivery:** how programs continued operating
- **Clients Remaining in Services:** nature and frequency of contact with remaining clients
- **New Client Outreach & Enrollment:** how programs recruited/enrolled new clients
- **Emergency Response Resources for Families:** programs response to emergency needs
- **Planning & Lessons Learned:** learning for future emergencies and other improvements

Executive Summary of Report Findings

PCL invested a total of \$18,883,905 in 70 program grants in 2019-20.

Grantees providing **early childhood, child abuse prevention/intervention, foster care, after school and mentoring services** set annual goals for number of children and caregivers to serve, participation and outcomes, and report demographic data on people served. In this unusual year, PCL adjusted reporting expectations to reduce stress, and allow grantees to flexibly meet families' needs during the pandemic. These grantees reported data on people served, participation and outcomes achieved **from July 1, 2019 through March 15, 2020.**

Reported data show that these programs **served over 10,500 children and families**- slightly more than projected, and consistent with performance in previous years. Demographic data indicate that these programs reached populations facing systemic racism and opportunity gaps in the City: **65% of children identified as children of color,¹** and 40% of lived or went to school in East Portland. Collectively, these programs served a more racially & ethnically diverse population than attend Portland schools. The percentages of children and families meeting participation and outcome goals were somewhat lower than average rates over the past 5 years due to disruption of services and data collection in the final quarter of the year.

In addition, these grantees reported qualitative data on their response to the COVID-19 outbreak. Analysis shows that **nearly all programs pivoted to virtual services.** Most programs reported that they provided consistent, ongoing individual services and check-ins with families at least weekly. **Most programs reported that clients remained in services, and they/their agency provided direct assistance and emergency relief to families, along with resource connection and referral.** Programs offered pick-up, home delivery, and mail options to provide families with food boxes, personal protective equipment, household supplies, diapers, gift cards for groceries and cleaning supplies, rent/utilities assistance, and activity kits/materials for children/youth.

Grantees providing **hunger relief services** set annual goals for number of children and caregivers to serve and amount of food to provide, and report demographic data on unique people served. PCL adjusted data collection expectations for food pantry services in March 2020 to decrease face-to-face interactions to collect household information during emergency food distribution. Hunger relief programs exceeded goals for food provided and several programs accessed additional federal and state resources to meet community food needs during the pandemic. **Programs served at least 10,000 unique individuals and exceeded goals for single and repeat clients by 52% as demand for free food increased during the pandemic.**

The Community Childcare Initiative (CCI) exceeded annual service goals, helped families and providers navigate state regulations for emergency childcare, and provided mini-grants to 52 small business childcare providers experiencing loss of income due to the pandemic.

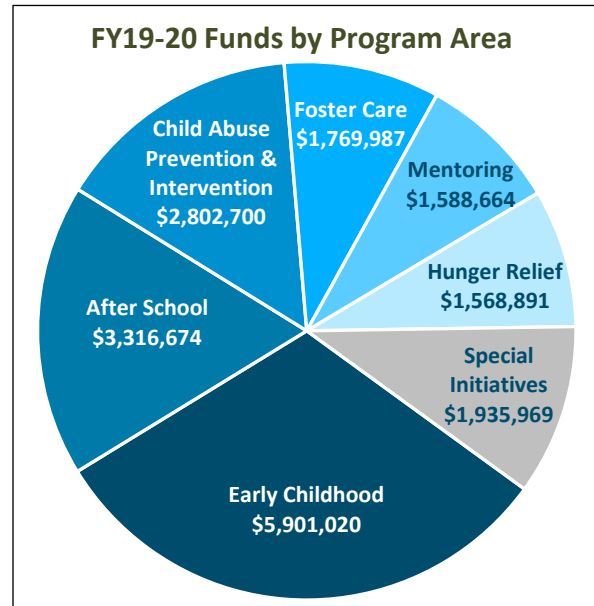
¹ "Of color" in this report includes people who identify in the following racial or ethnic populations: Latinx, African American, Native American/Alaska Native, Native Hawaiian/Pacific Islander, Asian, Slavic, Middle Eastern, African, or Multiracial.

SECTION I. Performance of Levy Funded Programs¹

PCL invested a total of \$18,883,905 in 70 program grants in 2019-20, allocated across 6 program areas and 2 initiatives that cross multiple program areas.

PCL enters into grant agreements with all funding recipients. Each agreement specifies several goals related to PCL’s performance measures. Grantees submit annual data reports to PCL, showing progress on their goals. PCL aggregates those data and analyzes results for each metric.

This section summarizes performance on common measures across 5 program areas: Early Childhood, Child Abuse Prevention & Intervention, Foster Care, and Mentoring.



Hunger relief services are summarized in Section II due to the unique nature of these services, particularly during the pandemic. PCL also funded 2 special initiatives that cross multiple program areas. The Training & Consultation for Workplace Wellness and Reflective Supervision is discussed in this section and the Community Childcare Initiative (CCI) is outlined in Section II.

1. Service Goals: Number of Children & Families to Serve

Each grantee sets a goal for number of children and/or families to serve each year, based on program model and funding level. **Grantees served 10,558 children & families in 2019-20, exceeding their goals by 3.1%.**

Many programs were fully enrolled when the pandemic began, having already met their service goals for the year. Grantees have exceeded service goals each year, over the past 5 years (2014-19), ranging from 9.6% to 14.8% over goals.

Number Served: July 1, 2019- March 15, 2020 ²	
Goal	10,244
Actual	10,558
Amount over goal	314
% over goal	3.1%

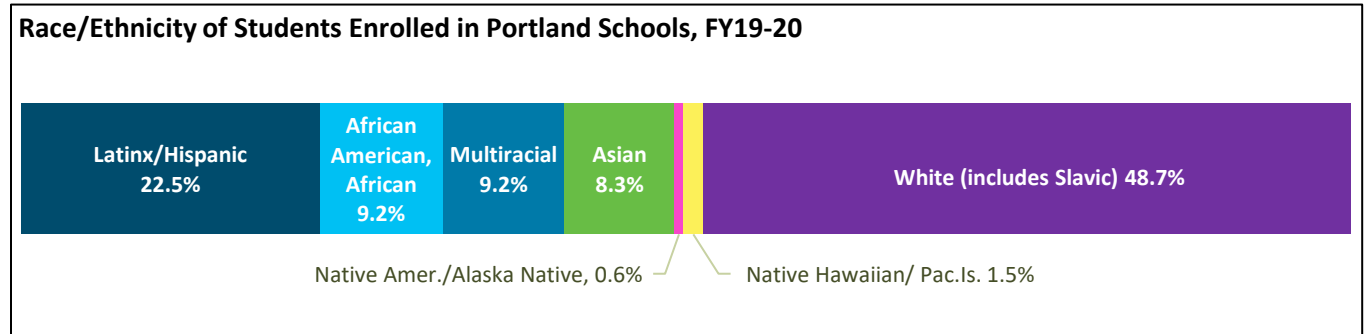
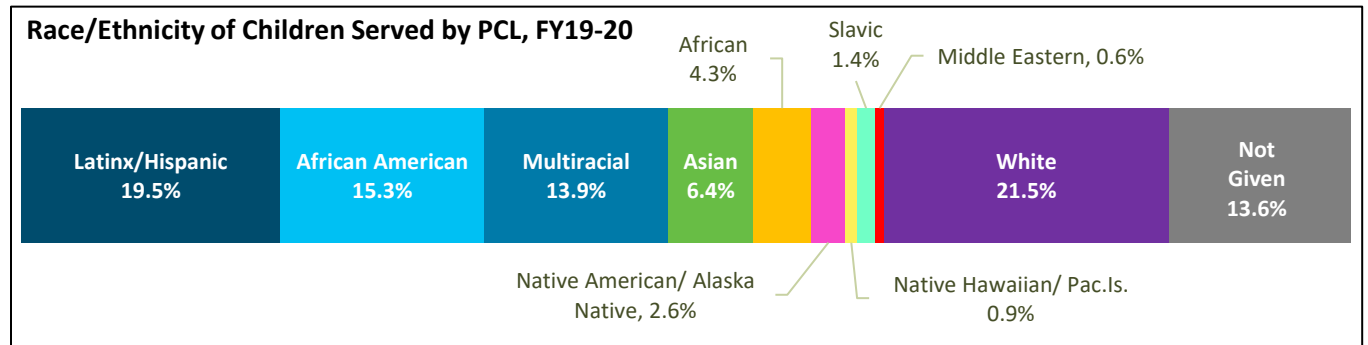
Exceeding service goals occurs for various reasons. A program may have had high turnover for each service slot available. A grantee may have received additional funding from another source, creating capacity to serve more youth. Programs with drop-in services can have large fluctuations year to year. PCL staff analyze grantee reports to determine how service goals were met (or exceeded or not met) and notes any concerns regarding these reasons in feedback provided to the grantee and to the Allocation Committee.

2. Demographics of Children and Families Served

Racial/Ethnic Identity of Children Served

Systemic barriers such as institutional racism in public schools, overrepresentation of Black and Native American/Alaska Native children in the child welfare system, job and housing discrimination resulting in higher rates of poverty for children of color all point to the importance of serving children of color, nurturing their resilience, and increasing their opportunities. PCL strives to serve a higher percentage of these populations as compared to their percentages of the total relevant population. *Reminder: these figures do not include children/families served by PCL-funded Hunger Relief programs (see page x for those data).*

Children of color made up 64.9% of the children served by PCL in 2019-20. Graphs below illustrate the population of children served by PCL grantees in 2019-20 (n=10,575), compared to Portland Schools Enrollment, 2019-20³ (n=78,385). **PCL served a more racially/ethnically diverse population compared to Portland area schools' population.** PCL grantees did not report demographic data on children served March 16- June 30, 2020 due to pandemic impacts on service delivery and data collection. The disruption also resulted in grantees missing demographic data for 13.6% of children served, more than twice the average rate the past 5 years. *PCL advises caution interpreting these data due to a high volume of missing data.*



Looking at individual identities in the “multi-racial” category provides a more accurate picture of the race/ethnicity of children served by PCL-funded programs. For example, grantee data from the past 5 years show the number of children identifying as Native American/Alaska Native more than doubles and the number of children identifying as “Latinx” increases by 40%, when the “multiracial” category is disaggregated. PCL data over the past 5 years have shown consistent trends.⁴ PCL advises keeping these dynamics in mind when interpreting the data.

Family Income Status

Due to the impact of the pandemic on PCL's typical data collection from grantees, data for this category are missing from over 60% of children served. This is nearly double the rate of missing data over the past 5 years. Among the more than 4,000 children served for whom data were reported, **94% lived in families with incomes at/below 185% of the Federal Poverty Level** (\$47,638 for a family of 4).⁵ PCL-funded programs are designed to reach children and families with free, voluntary services where income is not barrier to participation. PCL requested grantees report these data as of March 15, 2020. The data do not reflect the impact of the pandemic on families' economic status.

Geographies of Portland

Local data indicate that poverty rates, and racial/ethnic diversity have increased in East Portland. Public input received prior to 2014 grant funding echoed this data and stressed the need for more social and supportive services located in East Portland, east of 82nd Avenue. In 2019-20, **40.3% of children served resided or went to school east of 82nd Avenue**, while an estimated 25% of Portlanders live east of 82nd Avenue.⁶ In addition, 13.5% of children served resided in North Portland, 2% were homeless, 30% live in other areas of Portland, and data were not reported for 14% of children served.

Primary Language in the Home

In 2019-20, the primary languages spoken at children's homes were: 58.5% spoke English, 14.9% spoke Spanish); and 12.6% spoke another language. Data not reported for 14.2% of children served.

Gender Identity

Grantees served more girls (46.5%) than boys (42.5%) in 2019-20; 0.4% children/youth served identified as transgender or genderqueer. Data not reported for 10.7% youth served.

Age

Infants- children age 8 comprised 44.9% of the service population in 2019-20. Children ages 9-12 were 27.2%, ages 13-18 were 16.6%, and ages 19-24 were 2.0% of all served. Data not reported for over 9% of children served.

Disability

Among children served in 2019-20, 5.5% had a disability, and 8.0% of caregivers served had a disability. The Center for Disease Control suggests that the national prevalence rate of disabilities in children aged 3-17 is 13.87%.⁷ Similarly, American Community Survey in 2014 estimated that 12% percent of the population aged 18-64 in Multnomah County has a disability (defined as difficulties in hearing, vision, cognition, ambulating, self-care and independent living). Due to many limitations with data collection for this demographic category, PCL data should be interpreted with caution.⁸

Note on missing data: Grantees collect demographic data from clients typically at the time of enrollment. Some families do not provide the information on enrollment forms. Some grantees' forms do not ask certain questions to reduce enrollment barriers for families.

3. Participation in Program Services

Grantees and PCL staff work together to set program participation goals (i.e. amount of the program a client should attend to measure outcomes) based on the program model and the grantee's experience. PCL uses this performance measure to assure that programs regularly track and review these data for possible improvement, and to set reasonable expectations for participation in PCL-funded services.⁹

The percentage of participants who met participation goals in 2019-20 was 68.5% as compared to 79.0% for 2014-19.

Percentage of Clients meeting Participation Goals (Children, Parents/Caregivers, or Families)	
July 2, 2019- March 15, 2020	68.5%
5-Year Average	79.0%
Compared to 5-year Average	-10.5%

These participation data reflect clients that met participation goals by mid-March, 2020. Data reported in previous years included all who met participation goals during an annual reporting period. PCL encouraged grantees to do their best with data tracking once the pandemic began but expected significant challenges due to various pandemic impacts. Many programs reported their organizations focused on equipping and supporting staff to work remotely while also trying to respond to families' emerging needs. Considering these circumstances, grantees may have had more clients meet participation goals had the pandemic not interrupted services and data tracking and if data had reflected a full year of services.

4. Outcomes Achieved

Most PCL grants include at least one outcome goal that the grantee expects program participants to achieve.¹⁰ Outcome goals relate to overall Levy goals and to the specific services delivered. Since PCL funds various services, grantees track a range of outcomes. In each program area, some grantees track similar outcomes while others track unique outcomes.

Collectively, grantees typically report on over 200 outcome goals. During 2019-20 several grantees could not report on outcomes related to students' school attendance and school behavior. COVID-19 affected how Portland area schools collect and report those data. PCL opted to support grantees to focus on COVID-response with families rather than on procedures to measure school-related outcomes for only a portion of the program year. Some grantees had challenges with springtime data collection. PCL did not require grantees to collect surveys or other outcome assessments while they managed immediate emergency response. Still, grantees were able to report on over 130 outcome goals.

In general, PCL outcome goals can be grouped into the following categories:

- Child development and health
- Parenting practices and family functioning
- Child stability and welfare
- Indicators of school success including attendance and academic achievement
- Social-emotional competencies and indicators of positive youth development

Goals Tracked by Grantees






Grantees met 78.7% of their goals in 2019-20 as compared to an average of 81.4% over the previous 5 years (2014-19).

Percentage of Outcome Goals met by Programs	
July 1, 2019- March 15, 2020	78.7%
5-Year Average	81.4%
Compared to 5-year Average	- 2.7%

The number of goals tracked across Levy programs fluctuates depending on the number of funded programs each year, how long the program has operated (e.g. start-up programs often adjust outcomes as they learn from experience), and data collection procedures by grantees (e.g. an outcome goal may be eliminated or added due to issues with an assessment tool, or changes to the tool).

Outcomes met by Clients

In addition to looking at the total number and percent of goals met by programs, PCL also reports the number and percent of clients that met certain outcomes. The table below lists some common outcomes tracked by at least 2 grantees in each program area. **The percentages pertain only to the clients who: were served in a program that tracks the outcome, met program participation goals (i.e. attended enough service to be assessed for outcomes), and completed the outcome assessment.** For example, 3 grantees may have tracked an outcome. Collectively, those grantees served 140 children. Of that 140, 100 children met participation goals. Among them, 85 completed the outcome measurement tool, and the tool indicated that 75 of them met the outcome. In this example $75/85=88\%$ of children met the outcome.

Program Area	Percentage of Clients meeting Program Outcomes (out of clients assessed) ¹¹
	<p>Early Childhood</p> <p>83% of children were on track with developmental milestones. 72% of children not meeting milestones were referred for additional services. 95% of parents demonstrated or improved positive parenting practices.</p>
	<p>Child Abuse Prevention & Intervention</p> <p>91% of parents demonstrated or improved positive parenting practices. 75% of children were on track with developmental milestones. 96% of children met therapeutic intervention outcomes.</p>
	<p>Foster Care</p> <p>96% of children & youth met academic outcomes. 89% of youth increased life skills (transition to adulthood). 83% of children & youth met permanency outcomes.</p>
	<p>After School</p> <p>91% of children & youth met youth positive development outcomes (such as teamwork, engagement, belonging, positive attitude toward school, self-confidence.)</p>
	<p>Mentoring</p> <p>96% of youth met outcomes for positive engagement in school.</p>

5. Staff Turnover

PCL does not set specific goals around staffing stability or turnover. Past PCL data indicate that 15-20% of program staff turnover annually. Rates vary by program area. Staff turnover can impact program delivery, participation rates, and outcomes achieved as new staff are trained and begin new relationships with other staff and program participants.

PCL requires grantees to report the total number of PCL positions funded annually and the number of times each position turned over. **PCL grants supported 764 staff positions (fully or partly) in FY 19-20.**

In 2019-20, the staff turnover rate was **16.2%, a decrease as compared to the 5-year rate of 20.3%.** Grantees reported on these data for the entire program year rather than only July 1, 2019- March 15, 2020. Staff

Percentage of Staff positions that turned over	
FY19-20	16.2%
5-Year Average	20.3%
Compared to 5-year Average	- 4.1%

turnover rates over the past years in Levy-funded programs have reflected national trends in the family and youth program sector.¹² This year, turnover across the Levy declined in all program areas. The impact of the pandemic may have minimized staff turnover. Staff who otherwise would have moved on may have opted to keep job security to the extent possible.

Special Initiatives: Training & Consultation for Workplace Wellness & Reflective Supervision

Wages and benefits influence employee retention, and so do workplace climate and job satisfaction. Based on grantee feedback over 4 years ago, PCL invested in training and consultation focused on reflective supervision, and trauma-informed and culturally responsive workplace wellness for staff in child abuse prevention/intervention, foster care, and early childhood. The effort was based on best practice and focused on trauma-informed and culturally responsive workforce development and workplace climate with the intention of mitigating staff turnover for the participating programs. These elements likely contributed to staff teamwork that grantees described as “lessons learned” from the pandemic (see page 13).

During the 4-year period of this training & consultation, staff turnover in Child Abuse Prevention & Intervention (CAPI) and Foster Care (FC) program areas declined. Staff turnover in Early Childhood also declined over the past two years.

In the next few years, programs may experience an increase in turnover related to the pandemic. Declining local and state public funding source revenue may impact funding for positions in grantee agencies. Grantee staff may experience increased stress from serving families during the crises of 2020 and the challenges of managing distance learning while working from home. Plus, turnover will continue due to typical factors such as staff promotions, staff that leave school-year positions after the school year concludes, or staff who return to school and seek higher paying jobs. Unfortunately, this training and consultation effort contract expired June 30, 2020. With the uncertainty of pandemic impacts on Levy revenue in future years, PCL opted not to consider renewal of the effort at this time.

Section II: COVID-19 Impacts on PCL Grantees

This section of the report details themes from PCL grantees' narrative reports about pandemic impacts on their programs between March 16- June 30, 2020. Grantees responded to open-ended questions and PCL staff reviewed and themed their answers. Report quotes included here highlight themes. The first 5 topics below cover 5 program areas. The performance and pandemic impacts on PCL-funded Hunger Relief programs and the Community Childcare Initiative are discussed separately, pages 14- 18.

1. Service Delivery

Heroically, 90% of PCL- funded programs (in 5 program areas) pivoted to virtual services.

Most programs reported that they continued their individual, relationship-based service delivery and focused significantly on assessing and meeting families' basic needs during the pandemic. Some programs curtailed or reduced parent/child or parent group services so that staff could focus on services to individual families. Many grantees delivered children's activity kits and educational program supplies to families as part of engaging families in program services. In most programs serving school-aged youth, staff helped families navigate distance learning - assisting with new learning platforms and providing academic support.

"Our services experienced a dramatic shift – we switched to teleconferencing services and case management only for this period. The first two months of the quarantine, [program staff] communicated with families on a daily basis via telephone and text messages to ensure they were getting accurate and up to date information regarding the pandemic and available resources... Providing resource connection and case management to families is not new to this program and their staff. The transition to remote services did require adjustment for staff and clients but we are very glad to see families were receptive to this new way of service interaction and we did not lose any clients due to the transition in services." -- PCL Early Childhood Grantee

Most programs reported that they provided consistent, ongoing individual services and check-ins with families at least weekly. Virtual platforms (such as Zoom, Google products, and FaceTime), phone, and text were the most frequently used methods for communicating with families. Several programs mentioned remaining flexible/responsive to whatever means families had to communicate, particularly phones, text and smart phone apps. Some programs used e-mail, and a few used social media or mail. Several after school programs along with Head Start and Early Head Start classroom-based services reported offering live virtual services and connections, plus recorded content for families via YouTube and other video platforms, and provided frequent, ongoing individual connections with families.

“... [Our] programming is normally provided solely to [our] families. But for first time in [our] history, we were able to open- up registration for our virtual summer program to students outside of [our organization]. Registration began in June with programming starting 7/6/20. [We] provided 30 different virtual class offerings ranging from credit recovery, cooking classes, yoga offerings, beat making courses, art classes, STEM offerings, language classes, and many more. We were able to serve 150 new students outside of [our program] with this effort for a four-week period. -- PCL After School Grantee

2. Clients Remaining in Services

Across the 5 programs areas, 84% of programs reported that clients remained in services. As noted above, most programs provided **at least weekly contact with families.**

One Child Abuse Prevention program, that provides childcare while parents receive domestic violence services at The Gateway Center, did not provide services because The Gateway Center stopped offering in-person services during the pandemic. Three after school programs reported they were not able to recruit and enroll students for the spring term because they had no access to student and family contact information and depended on the SUN system for program enrollment. PCL-funded SUN programs focused on family outreach and emergency relief and did not facilitate after school enrollment and programming.

3. New Client Outreach & Enrollment

Nearly 70% of programs did not enroll new clients during spring. **Many programs reported they were at capacity and chose to focus on serving currently enrolled clients and supporting their emergency needs.** In addition, as families transitioned to distance learning, some programs opted to balance work/home demands on staff with children by assuring caseloads remained manageable.

“We did not enroll any new families. From COVID 19, the racial unrest in America and with all program staff grieving the loss of loved ones in each team member's family, in the past six months. We have had several losses on our team already this year. Our continuing focus has been to keep the team unified and strong during this period while maintaining services to enrolled families.” -- PCL Foster Care Grantee

Several programs reported continuing to accept referrals and some did active outreach; of those, some programs enrolled new clients during the period. Other programs reported using the experience of working remotely to transition their program application or enrollment forms

to online formats, rather than hard copy, available only in person. Some programs used the spring experience to focus on planning virtual outreach strategies to use for fall programming. Some After School programs faced unique challenges during this time. With schools closed and the SUN system focused on emergency relief, some school-based programs were unable to recruit and enroll students in virtual services.

4. Emergency Response Resources for Families

Most programs (86% of PCL grantees) reported that they/their agency provided direct assistance and emergency relief to families they served, along with resource connection and referral. A few programs that did not provide direct assistance helped connect families to other resources. A few activity-based after school programs operating in partnership with SUN lacked access to family contact information and were unable to assist with resource connection.

Programs provided families with resources such as: food boxes, personal protective equipment like masks and hand sanitizer, household cleaning supplies and toilet paper, diapers and wipes, gift cards for groceries and cleaning supplies, emergency rent/utilities assistance, and activity kits/material for children/youth. Grantees made resources available through on-site contactless pickup, delivery, and mail. Some organizations created substantial agency-wide relief efforts in which PCL-paid program staff participated. Other programs operated as key connection or distribution points between families and short-term relief efforts made available through state, federal and local funding. Most after school programs that provided emergency relief services served students and families that needed assistance regardless of whether the student was previously enrolled in the after-school programming.

Typically, some PCL grantees have modest client assistance fund line items in their grant budgets. In addition, in the 4th quarter of each fiscal year, some PCL grantees will often have unspent funds in their grant budgets. To remain flexible and responsive to families' needs, PCL staff worked with grantees to reallocate their projected unspent grant funds toward direct client assistance efforts through the end of the fiscal year (June 30). **During this period 18 grantees spent a total of \$265,089 on direct client assistance.**

5. Planning and Lessons Learned

PCL Grantees identified many lessons learned from their first months of the pandemic, including challenges they had to overcome. Several programs described different ways in which **agencies supported staff and staff teams supported each other to respond to families' needs.** Programs mentioned that their staff met more frequently, took their time to carefully consider options for supporting families, received more reflective supervision, established equity-based approaches to family need assessment and resource connection, and generally tried to support each other's well-being throughout the pandemic.

“We learned that communication and connection is crucial. We meet on a weekly basis to check in and talk about our services, goals/outcomes and more. However, we treasure our weekly connection as a way to give and receive social/emotional support within our team. We need our meetings. Realizing this, we acknowledge the importance of communication and connection with our families and children. Sometimes, we are the only source of external support they have.” – PCL Child Abuse Prevention & Intervention Grantee

Several programs reported **developing new policies and procedures for working remotely**. Grantees offered examples such as transitioning from paper to electronic files, creating confidentiality procedures for staff and clients in remote settings, implementing secure platforms for telehealth, and pursuing implementation of an agency intranet. A number of grantees described **issues with staff transitioning to work from home** including equipment (e.g. laptops/phones); internet access; training staff to use equipment, applications, platforms; and staff’s remote connection to organization’s shared drives and office-based electronic files. Many grantees reported **challenges with families’ access to technology equipment and internet service and navigating distance learning platforms**.

Among after school programs, many grantees noted that screen fatigue for youth and families limited youth’s engagement with “virtual” after school programming. Many after school programs mentioned they had to redesign curriculum for virtual programming very quickly and that it would have been helpful if virtual adaptations were created before the emergency. Some after school programs also noted a need for increased translation and interpretation resources to help families get timely information on COVID and state of emergency rules, and that local resources for these needs were not sufficient during an emergency.

“[Program staff] ensured that youth and caregivers had accurate information from schools for distance learning. They delivered laptops provided by the school to the homes of youth without a computing device; problem-solved remote access issues for youth; and helped youth stay on track with their school assignments.”
-- PCL Mentoring Grantee

Several programs reported **providing COVID-related health & safety information**, keeping families updated as the pandemic unfolded. This illustrates how non-profits play a key role in communicating crucial information to communities during emergencies. Finally, some programs indicated that they **may consider virtual programming options in the future**, even after the pandemic ends, to increase children & family access to services.

6. Hunger Relief: Annual Performance and Emergency Response

Background

PCL funded 5 hunger relief grants with the goal of relieving hunger and food insecurity of children and their caregivers. Three programs primarily provide food to families through school pantries using a shopping model where families choose what they prefer. One program provides home-delivered prepared meals and bulk foods to families with barriers to accessing other emergency food resources. One program provides discounts and incentives for purchase of fresh foods at a market operated by the grantee at the New Columbia housing development, and community gardening space and support for families to grow food.

Impact of COVID on Data Collection and Reporting

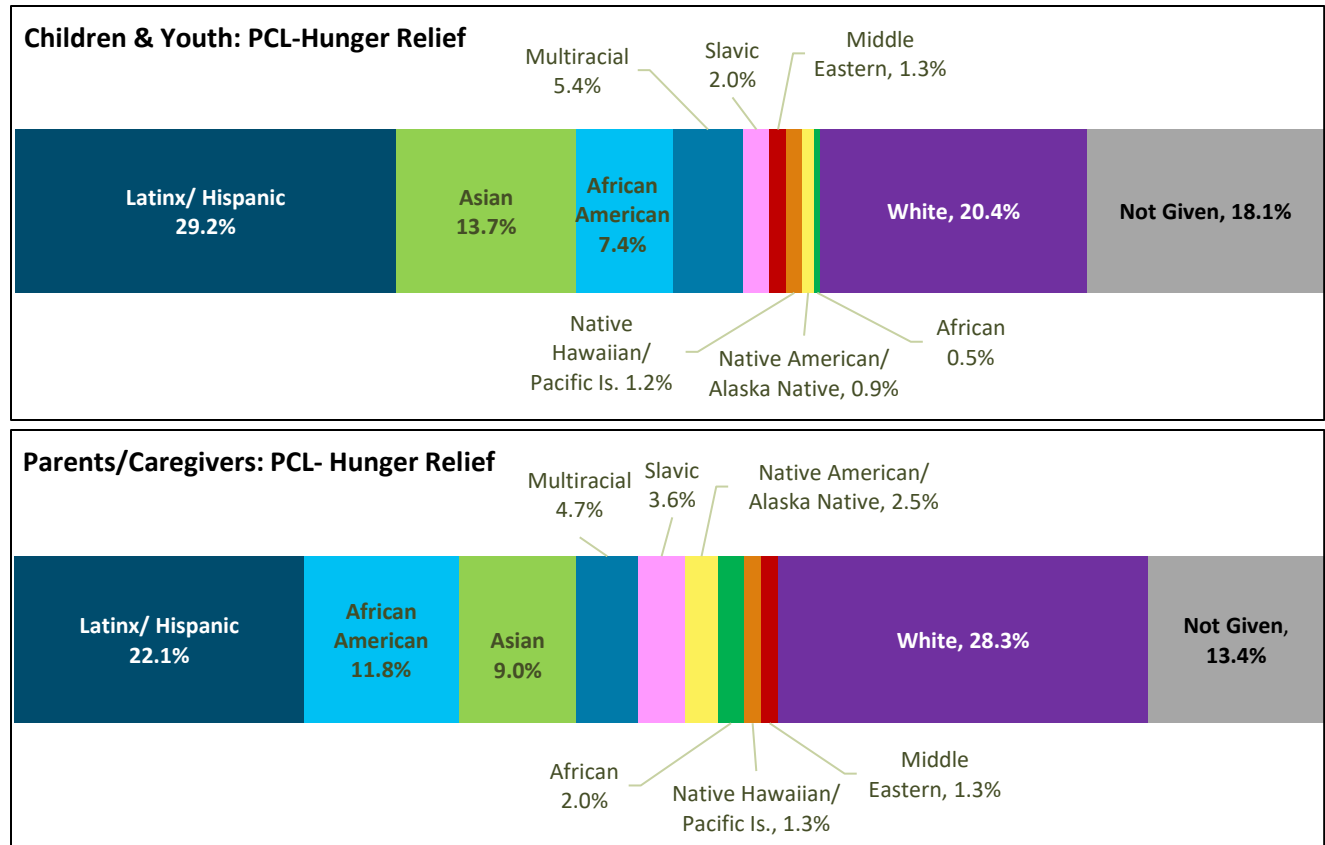
All hunger relief programs continued to operate after the state of emergency was declared in mid-March 2020; however, emergency response interrupted data collection and reporting in several ways. Programs prioritized assuring contactless, safe, access to food. They chose to pause certain data collection procedures dependent on client/program staff interaction or that may have created barriers to food access.¹³ As a result, data reported on numbers served in pantry programs includes unduplicated clients served through March 15, but not after. Programs reported duplicated clients (i.e. same person counted multiple times) served for the full year.

In contrast, the meal/bulk food delivery program requires clients' enrollment to set up food delivery and was able to report unduplicated clients served for the full year. The market discount/incentive program collects data on people using discounts/incentives at the time of enrollment and does not collect demographic data on all people in the client's household. Data on clients' use of the discount/incentive program is collected at the point of sale.

Children and Families Served

Due to the impact of COVID on data collection, the three pantry programs reported serving fewer unduplicated children than intended (8,901; 75% of goal), and far more duplicated children than expected (166,059; 52% more). The meal delivery program served 933 unduplicated children, 33% more than projected. The market discount program slightly exceeded service goals with 578 people using the discount/incentive program.

Demographics of unduplicated children and caregivers served are shown below and includes those served in: school pantry programs and cooking classes offered at schools through March 15; meal/bulk food delivery program for the full year, community garden program for the full year; and only caregivers served in market discount/incentive program for the full year.



Reported data show 59.9% of children served and 54.7% of parents/caregivers served identify as Black, Indigenous, and People of Color (BIPOC). 45% of children served came from homes where the primary language spoken was other than English (22.7% Spanish; 22.3% other). 62.9% of children served lived or went to school East of 82nd Ave.

Impact of COVID on Service Delivery

School-based pantry modifications and coordination: The declaration of the state of emergency and closure of all schools had a huge impact on the operation of all PCL funded hunger relief programs and the hunger relief system throughout the state and nation. Children temporarily lost access to school food programs which increased the demand on other emergency food sources. PCL-funded school-based pantry programs lost access to indoor space used for emergency food distribution, food and equipment storage, and access to restrooms for pantry staff, volunteers and clients. All cooking/nutrition classes for children and families, workshops and group gardening were also immediately discontinued.

Partners in the emergency food system including Oregon Food Bank (OFB), SUN system lead agencies, Multnomah County and school personnel collaborated to consolidate and relocate school-based pantry sites where distributions could take place outdoors and limited building

access was allowed. When school meal pickup started, partners worked to co-locate pantries at meal pickup sites so families could make one trip. Most pantry distributions were converted to food box/bag pickups to meet increased demand more efficiently and allow clients to drive up and have food loaded directly into their vehicle to limit contact with staff and volunteers. This change increased staffing needs to pack food boxes/bags before the food distribution.

Fresh food supply: PCL-funded fresh food markets operated by IRCO and Metropolitan Family Service at school sites without OFB-sponsored pantries discontinued services, and reallocated staff to support increased demand at OFB pantry distribution sites. Many food donations for fresh markets dried up during the pandemic including food provided by gleaners and prepared foods from caterers and grocery stores. Supply chain and donation disruptions also affected the Village Market, making it more difficult to keep shelves stocked.

Access via home delivery: IRCO continued distributing food backpacks for enrolled families and modified the program to provide larger amounts of food monthly instead of weekly. The SUN system coordinated with families needing home delivery of food from pantry distributions. The Village Market also began offering grocery delivery to residents of New Columbia.

Overall, programs providing emergency food experienced increased demand for services, served more people and distributed more food than projected pre-pandemic. Some grantees were also able to tap into federal and state resources that began to be available during the pandemic to help meet increased need for emergency food.

7. Community Childcare Initiative: Annual Performance and Emergency Response

Background: The PCL Allocation Committee invested \$4.7 million (6/1/15-6/30/20) in the Community Childcare Initiative (CCI) to help working families with low-incomes access high quality, affordable childcare.¹⁴ Childcare Resource & Referral of Multnomah County (CCR&R) administers CCI.

CCI augments the state's Employment Related Day Care subsidy. Families that qualify for state subsidy receive additional funding to assure they pay no more than 10% of their annual income toward childcare. National policy literature indicates families paying more than 10% of their income toward childcare are "cost-burdened;" families with low-incomes and families of color disproportionately experience that dynamic- paying up to 20% of their income on childcare.¹⁵ CCI eases this inequitable burden while increasing families' opportunities access to childcare providers investing in quality.

In addition, CCI provides childcare subsidy to families earning up to 200% of the Federal Poverty Level, while ERDC is limited to families earning up to 185% of FPL. CCI funding increases working families' access to childcare delivered by providers participating in Oregon's childcare quality improvement effort, Spark (a Quality Rating and Improvement System).

Children Served: CCI served 304 children and their families, exceeding its goal to serve 200 children during the year.

- 45% identify as children of color, 29% as white, and 26% had no data reported.
- 64% speak English and 11% speak Spanish, and 1% speak another language as a primary language in the home; data were not reported for 25% of children served.
- 19% were infants or toddlers, 47% were ages 3 -5, and 33% were ages 6 and older.
- 43% reside in East Portland, and 37% of participating providers are located in East Portland.

Median Income of Families, Median Cost of Care, Median CCI Contribution per Family in FY19-20

- Median monthly income of families served was \$2,586
- Median monthly childcare costs per family served were \$1,335
- Median monthly state subsidy per family was \$748
- Median monthly CCI benefit per family was \$395

Impact of COVID-19

On March 23, 2020, Oregon’s Governor issued executive orders closing childcare facilities unless they applied for and received an emergency operating license. Oregon Department of Education’s Office of Childcare issued COVID-19-related guidance for childcare providers with emergency licensure. In addition, Oregon Department of Human Services changed ERDC subsidy policies to open eligibility to working families with incomes up to 250% of FPL, to suspend the requirement that families co-pay toward their childcare costs, to prioritize serving children of essential workers, and to continue paying providers for ERDC-enrolled children who left care due to pandemic impacts.¹⁶

CCI aligned its work with changes to Oregon’s emergency childcare regulations and subsidy policies. CCI continued to support its enrolled families and childcare providers. CCI staff assisted providers with applying for emergency licenses. Like ERDC, CCI continued to pay childcare providers for CCI-enrolled children, even if the family left care due to pandemic impacts. For children remaining in care, CCI paid the difference between ERDC’s maximum subsidy rate (e.g. up to \$1,415 for full-time care of an infant in a licensed center), and the rate the provider charges, which exceeds ERDC’s subsidy in many cases. This gap between the state subsidy payment and actual childcare costs can be high for families with multiple children in care (e.g. toddler, preschooler). CCI’s covering of this gap also helped childcare providers’ revenues, which declined as paying families left care due to job loss, hours reduction, or working from home.

PCL supported CCR&R to use unspent CCI funds from the previous fiscal year to offer one-time, mini-grants to childcare providers participating in CCI over the years. This included providers with an emergency license or that participated in CCI-paid culturally specific childcare network. **52 childcare providers applied for and received a mini-grant averaging \$3,800 per provider.** Providers used funds to cover: food and care supplies for children, health & safety supplies (diapers, wipes, cleaning supplies), curricula and training, and business operations (e.g. utilities, insurance, rent, employee wages). **This support helped childcare provider small businesses hit hard by the pandemic.**

Among the 62 childcare providers that participated in CCI during FY19-20, 49 continued to operate with an emergency license as of June 30, 2020; and 42 of them had children still enrolled in CCI at that time.

Focused Childcare Networks: Support for Culturally-Specific, Small Childcare Businesses

Approximately 12% of PCL's investment in CCI during FY19-20 supported 2 culturally specific networks, one Somali and one Russian, of 10-15 family childcare providers in a 2-year cohort. PCL funds supplemented funding from the Oregon Early Learning Division for 4 other childcare networks focused on African American childcare providers, Latinx childcare providers, Slavic childcare providers, and childcare providers that specialize in serving infants and toddlers.

Each network is facilitated and coached by a Coordinator. Networks focus on providers' quality of care serving children in their communities. They meet monthly, receive individual coaching and visits for professional development and technical assistance around state licensing and small business practices.

The Somali Network began operating less than a year before the pandemic began. The Russian Network was well into its second year. CCR&R reported that after the pandemic began, most of the providers in the Somali network stopped participating. *The Somali Network Coordinator reported, "The most questions were asking about when will things open up, and about safety in childcare. Providers also need a lot of assistance to understand the new guidelines for doing emergency childcare. Most of the providers lost their job due to parents keeping children home and being unable to comply with ECC guidelines."*

Providers in the Russian Network continued with their businesses and the network. They had grown further along in their training and business development due how long they had already participated. *The Russian Network Coordinator reported, "This is not an easy time, but it is interesting. We use email (all providers now have a computer!), and Viber (a group phone line), What's Up app. We also spent a significant amount of time and TA teaching providers how to utilize Zoom for classes, and most are now comfortable using it. The group still likes using Viber because anyone can post information, questions, etc. and the group responses immediately. It allows us to interact as a full group and talk together."*

Overall, CCI and the team at CC&R that administers the initiative, responded to childcare providers with extraordinary compassion and expertise. They played a key role in helping providers meet evolving emergency needs and regulations, while also advising the entire state childcare system and its partners on providers' and families' needs and concerns.

Conclusion

Data in this report suggest that PCL programs started the FY1-20 program year as they typically would— reaching priority populations, providing services on track with their goals. Data suggest programs met some outcome goals but that the pandemic disrupted outcome data collection and reporting for several grantees. This report also shows the extraordinary impact of the pandemic on Portland’s children & families and the community-based organizations that serve them. In their own words, program staff experienced the pandemic and saw its impacts in some of the most challenging ways.

"It is with all the intersections of inequity Indigenous people endure, that we bring this to the attention of Portland Children’s Levy, particularly given the drain this trauma has taken on our leadership team as we are all managing multiple staff members experiencing personal losses and ongoing challenges, which is not only taking a toll on us, but taking away from many of our normal duties and putting an increased strain on our capacity." –Mentoring Grantee

“Our youth in foster care have had many unique challenges. COVID-19 exacerbates already high levels of trauma among our youth and poses a serious threat to their immediate and long-term stability. Isolation caused by social distancing is especially traumatic for youth in foster care. In many cases, visits to biological families have halted and youth face uncertainty in their placement status. Staff help mitigate such trauma for our youth in care.”- Foster Care Grantee

At the same time, programs’ resilience shines. Community-based organizations and programs pivoted radically in a short amount of time. They converted an entire workforce from office-based to remote, home-based working teams. They organized massive emergency response efforts that children and families describe with love and gratitude.

“I feel so lucky to be in [this program] and have [program staff] who can help me during this emergency. I looked for [program staff] for reliable information, supports and resources. [Staff] helped me to access many needed resources during this time (home school, preschool enrollment, food resources, Stimulus checks, gift card and school supplies, etc.)”

“I’m speechless. [This program] did an outstanding job. They put a packet of prekindergarten supplies for the kiddos! I am so thankful for our teacher [name removed] and all the other teachers, the packet is amazing and has all the right supplies for our children’s learning and fun!”

PCL wants Portland residents to recognize how caring, hard-working, and creative its community-based organizations and communities are. The findings in this report only scratch the surface.

APPENDIX: Performance Metric Data by Program Area

	Number Served	Early Childhood	Child Abuse Prev. & Interv.	Foster Care	After School	Mentoring
	LEVY					
Goal	10,244	1976	2040	437	4687	904
Actual	10,558	2114	2085	473	4671	911
# +/-	314	138	45	36	-16	7
% +/-	3.1%	7.0%	2.2%	8.2%	-0.3%	0.8%

Total Number Served: July 1, 2019- March 15, 2020 by Program Area

Percentage of Clients meeting Program Participation Goals (Clients= Children, Parents/Caregivers, or Families)			
Program Area	July 1, 2019- March 15, 2020	5-Year Average	+/- compared to 5-year Average
Early Childhood	79.9%	83.4%	-3.4%
Child Abuse Prev. & Interv.	74.7%	79.8%	-5.1%
Foster Care	85.6%	84.8%	0.8%
After School	66.0%	79.6%	-13.7%
Mentoring	64.0%	68.3%	-4.4%
Levy Overall	68.5%	79.0%	-10.5%

Percentage of Outcome Goals met by Programs			
Program Area	July 1, 2019- March 15, 2020	5-Year Average	+/- compared to 5-year Average
Early Childhood	75.4%	84.0%	-8.5%
Child Abuse Prev. & Interv.	74.2%	87.2%	-13.0%
Foster Care	89.5%	84.8%	4.7%
After School	86.7%	71.7%	14.9%
Mentoring	78.6%	84.5%	-5.9%
Levy Overall	78.7%	81.4%	-2.7%

Percentage of PCL-paid Staff Positions that turned over			
Program Area	FY19-20	5-Year Average	+/- compared to 5-year Average
Early Childhood	14.4%	18.5%	-4.2%
Child Abuse Prev. & Interv.	19.8%	24.1%	-4.3%
Foster Care	16.4%	18.4%	-2.1%
After School	18.3%	22.0%	-3.7%
Mentoring	18.7%	20.5%	-1.8%
Hunger Relief	4.9%	12.6%	-7.7%
Levy Overall	16.2%	20.3%	-4.1%

Service Access Equity: Race/Ethnicity of Children Served compared to relevant population

PCL Data in these two tables are for July 1, 2019- March 15, 2020

Race/Ethnicity Identity	PCL: Children Served in Early Childhood	PCL: Children & Youth Served in After School	PCL: Children & Youth Served in Mentoring	Students enrolled in Portland School Districts, FY19-20
Latinx/Hispanic	28.5%	18.5%	22.6%	22.5%
African-American/ African	25.1%	19.0%	31.2%	9.2%
Native American/ Native Alaskan	0.8%	2.1%	2.7%	0.6%
Native Hawaiian/ Pacific Islander	0.6%	1.4%	0.5%	1.5%
Asian	8.2%	8.5%	8.5%	8.3%
Middle Eastern	0.5%	0.6%	0.0%	<i>(districts do not report)</i>
Multi-Racial/ Ethnic	6.8%	13.5%	13.3%	9.2%
White (includes Slavic)	26.8%	21.4%	18.0%	48.7%
Not Given	2.7%	15.1%	3.2%	<i>(districts do not report)</i>

Note: Oregon Dept. of Education (ODE) enrollment data for 2019-20 in the following school districts: Portland, David Douglas, Parkrose (districts entirely in City of Portland boundaries), Reynolds and Centennial (portion of districts in City of Portland boundaries). ODE does not break out number of students that identified as African, Middle Eastern or Slavic. PCL reports those categories; in PCL early childhood programs 9.7% of children identified as African, and 2.8% Slavic. In After School 4.5% of children identified as African, and 1.8% Slavic. In Mentoring 5.0% of children identified as African, and 0.2% Slavic

Race/Ethnicity Identity	PCL: Children & Youth Served in Child Abuse Prev. & Intervention	PCL: Children & Youth Served in Foster Care	Children and Youth in Foster Care in Multnomah County, FY19-20
Latinx/Hispanic	16.5%	9.1%	19.6%
African American/ African	13.2%	18.3%	14.1%
Native American/ Native Alaskan	2.8%	14.1%	3.5%
Asian/ Pacific Islander	2.9%	0.2%	2.2%
Middle Eastern	1.1%	0.4%	<i>(DHS does not report)</i>
Multi-Racial/ Ethnic	17.1%	28.4%	12.2%
White (includes Slavic)	22.7%	26.8%	40.4%
Not Given	23.8%	2.7%	7.7%

Note: Oregon Department of Human Services (DHS), Child Welfare is the source of data on unduplicated number of children in foster care in Multnomah County between July 1, 2019 and June 30, 2020. DHS collects ethnicity data (whether a child identifies as Latinx/Hispanic or not) and race data for all children. The percentage of Latinx/Hispanic children in foster care in the table above is the percentage of all children in foster care with reported ethnicity as Latinx/Hispanic. The race data for Latinx/Hispanic children is not reflected in this table (e.g. a child identifying as Latinx and White is counted as Latinx, not multi-racial/multi-ethnic). The data for the other race/ethnicity identities included in the table reflects the race data collected for children whose ethnicity is not Latinx/Hispanic. DHS does not break out the number of children identified as African, Pacific Islander, Slavic or Middle Eastern. PCL reports those categories; in PCL **Child Abuse Prevention & Intervention programs** 1.0% of children identified as African, 0.4% as Pacific Islander, 0.5% Slavic and 1.1% Middle Eastern. In **PCL Foster Care programs** 0.8% of children identified as Africa, 0% as Pacific Islander, 0% Slavic and 0.4% Middle Eastern. DHS counts children as multi-racial if their ethnicity is not Latinx/Hispanic and they identify in part as African American or Native American/Native Alaskan (e.g. a child identifying as both Asian and White would not be counted as multi-racial but as the race identify listed first in the DHS data system). PCL counts all children that identify as two or more races/ethnicities as multi-racial/multi-ethnic.

Count of Yes/No responses/themes in Qualitative Report Data for March 15- June 30, 2020

For 5 Program Areas:

After School, Mentoring, Early Childhood, Child Abuse Prevention & Intervention, Foster Care

COVID-19 Impacts on Grantee Programming	Number of PCL Grantees n= 63	% of total PCL grantees
Program Transitioned to Virtual Services during Pandemic	57	90.5%
Program's Clients Remained in Services	53	84.1%
Program Enrolled New Clients	19	30.2%
Program provided Direct, Emergency Assistance to Families	54	85.7%

COVID-19 Impacts on Grantee Programming	After School n= 22	Mentoring n= 6	Child Abuse Prevention & Intervention n= 13	Foster Care n= 8	Early Childhood n= 14
Program Provided Virtual Services during Pandemic	17	6	12	8	14
Clients Remained in Program Services	13	6	12	8	14
Program Enrolled New Clients	3	0	8	3	5
Provided Direct, Emergency Assistance to Families	17	5	12	7	13

ENDNOTES

¹ Data on hunger relief programs is excluded from the data in this section unless otherwise noted. Hunger relief programs gather different data than grantees in other program areas. Hunger relief services are typically not relationship-based, often short term, and serve large numbers of individuals, all of which would skew the data reported for the other program areas.

² Participants included for this data point include children, parents or families depending on the goal set by the grantee. The number served differs from the number for whom demographics are reported in the charts on page 5 because demographic information only reflects unduplicated children and youth served.

³ Oregon Department of Education (ODE) 2019-20 enrollment data for the following school districts: Portland, David Douglas, Parkrose (districts entirely within City of Portland boundaries), Reynolds and Centennial (portion of districts within City of Portland boundaries). ODE data do not break out number of students that identified as African, Slavic or Middle Eastern. PCL reports those categories. Race/ethnicity identification data from Oregon Department of Education for Latinx students includes students who identify both wholly and partly as Latinx. PCL counts youth who identify as partly Latinx and partly other race(s) or ethnicities as multi-racial/ethnic. The portion of youth served in PCL programs who identify as Latinx wholly and partly is thus larger than the 19.5%. See graph of Inclusive Identify of Children Served on page 4.

⁴ The table shows the percentage increase, on average, in the number of children with the following self-reported identities. Between 2014-19, PCL grantees disaggregated the “multiracial” category to more accurately report the racial identities of children served. For example, the number of children identifying as Native American more than doubles when the “multiracial” category is disaggregated to understand the specific identities held by children who identify as or are categorized as “multiracial.”

Average increase in number of children identifying per category if “multiracial” disaggregated, 2014-19	
Native American/ Native Alaskan	163%
Asian	96%
African American	53%
Native Hawaiian/ Pacific Islander	46%
Latino/ Hispanic	40%
African	35%

⁵ 2019 Federal Poverty Level was \$25,750 for a family of 4, [2019 Poverty Guidelines | ASPE \(hhs.gov\)](https://www.aspe.hhs.gov/2019-poverty-guidelines). The median family income in Portland was \$87,900 in 2019, <https://www.portlandoregon.gov/phb/article/731546>

⁶ East Portland Demographics 2010, by Uma Krishnan, at: <http://eastportlandactionplan.org/related-documents>.

⁷ Key Findings: Trends in the Prevalence of Developmental Disabilities in U.S. Children, 1997- 2008. Center for Disease Control. <https://www.cdc.gov/ncbddd/developmentaldisabilities/features/birthdefects-dd-keyfindings.html> Disability in this study defined as including: attention deficit disorder, intellectual disability, cerebral palsy, autism, seizures, stuttering/stammering, hearing deficiency, vision deficiency, learning disorders or other developmental delay

⁸ Over the past five years, collection and reporting of this data has proven complicated by several factors. Some grantees’ enrollment forms may not ask about disability, or if the question was asked, clients did not answer it. In addition, people may interpret what constitutes a disability differently, leading to different responses when the question is asked. In some communities, the stigma of disabilities may lead to underreporting by clients. Due to these limitations, the results should be interpreted with caution. Data on the percentage of children served with disabilities and caregivers served with disabilities (who are mostly between the ages of 18-64) suggest that Levy funded programs did not provide access to programming to people with disabilities proportional to the prevalence of disability.

⁹ During FY14-19, PCL required grantees to report the number of clients (children, youth, parents/caregivers) that exited services “early”-- prematurely, without engaging in services. The average early exit rate was 7.4% over the

5 years, and ranged from 6.6% to 8.1%. PCL will not continue to track this variable in future grants because the trend remained consistent and varied little from year to year.

¹⁰ Grantees that track service delivery data but not outcomes include: VOA: Gateway Child Care, Child Care Initiative, and hunger relief grants.

¹¹ 11/14 EC grantees tracked child development outcomes; 353/425 children on track; 62/86 referred.

8/14 EC grantees tracked parenting practice outcomes; 186/196 met outcome.

5/6 Mentoring grantees tracked youth engaged in school outcome; 462/481 met outcome.

9/12 CAPI grantees tracked positive parenting outcomes; 175/193 met outcome.

5/12 CAPI grantees tracked child development outcomes; 150/200 children are on track.

2/12 CAPI grantees tracked therapeutic intervention outcomes; 47/49 met outcome.

2/8 FC grantees tracked academic outcomes; 53/55 met outcome.

2/8 FC grantees tracked life skills/transition to adulthood outcomes; 48/54 met outcome.

2/8 FC grantees tracked permanency outcomes; 20/24 met outcome.

7/22 AS grantees tracked youth development outcomes; 941/1033 met outcomes.

¹² Casey Family Programs, a national leader in child welfare policy, advocacy, and research, reports that annual estimated turnover in the child welfare sector averages 30%. Casey Family Programs, "Information Packet: Healthy Organizations." December, 2017. <https://www.casey.org/turnover-costs-and-retention-strategies/>. In Oregon, data from the Early Childhood sector suggests rates of turnover ranging from 16% - 29% over a 4-year period. "Key Findings from 2016 Early Childhood Workforce Study." Oregon Early Learners Facts & Figures website, May 2018. <https://health.oregonstate.edu/sites/health.oregonstate.edu/files/early-learners/pdf/key-findings-from-the-2016-workforce-study-05-31-18.pdf>. A national study on the costs of high quality Out-of-School time programs for elementary and middle school youth indicated 25% of full-time staff and over 40% of part-time staff leave after one year. Grossman, Lind, Hayes, McMaken, and Gersick. "The Cost of Quality Out-of-School Time." Private Public Ventures and the Finance Project. <https://www.wallacefoundation.org/knowledge-center/Documents/The-Cost-of-Quality-of-Out-of-School-Time-Programs.pdf>

¹³ Pantry programs use the Link 2 Feed database to collect and report data on demographics of all family members benefitting from pantry distributions. Participants have the option of completing a paper form or providing the information verbally to staff who then enter the information directly into the database. Families may choose not to provide the requested information and may still receive food. Families are asked to provide this information only once and thereafter can access pantries at multiple locations with their name only. This system allows programs to report both unduplicated (unique) people served and "duplicated" counts for the total number of people benefitting from each pantry distribution regardless of whether the same families participated multiple times during the year. When COVID struck, pantry programs suspended using Link 2 Feed in order to allow contactless food pickup, increase the number of people they could serve for each food distribution and eliminate any perceived barriers to access emergency food.

¹⁴ PCL funded this initiative originally in 2006 for 5 years and ceased funding CCI when Levy revenues declined significantly in 2011-12. Previous professional, external evaluation indicated CCI increased stable, high-quality childcare for low-income families, and providers experienced more stable incomes that they invested in increasing the quality of their care. PCL re-started the program after the Levy realized increased revenue in the 2014-2019 Levy period. The evaluation from the first CCI can be found on PCL's website:

http://www.portlandchildrenslevy.org/sites/default/files/wysiwyg/CCI%20Outcome%20Evaluation%20Report_FINAL_1.pdf

To read more about CCI's performance during 2015-2019, including results of family and providers surveys with CCI participants, see PCL's website for a full report: Progress Report, 2019: Community Childcare Initiative.

<https://www.portlandchildrenslevy.org/sites/default/files/CCI%20Progress%20Report%202019.11.05.19.pdf>

¹⁵ Mattingly, Schaefer, and Carson. Childcare Costs Exceed 10 Percent of Family Income for One in Four Families. Casey Research, University of New Hampshire. Fall 2016. <https://scholars.unh.edu/cgi/viewcontent.cgi?article=1287&context=carsey>

¹⁶ For more information about childcare policies during the Governor's declared state of emergency:

[State of Oregon: Child Care - Employment Related Day Care: Temporary COVID-19 Related Changes](#)

Exec Order/Office of Childcare references: <https://oregonearlylearning.com/COVID-19-Resources>